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**Evolve Academy**

# Curriculum Policy

**May 2023**



Nurturing inclusive learning communities



	<b>Summary</b>	Curriculum Policy			
<b>2</b>	<b>Responsible person</b>	Quality of Education			
<b>3</b>	<b>Accountable ELT member</b>				
<b>4</b>	<b>Applies to</b>	All teaching staff			
<b>5</b>	<b>Trustees and/or individuals who have overseen development of this policy</b>	N/A			
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05/05/2023	1.0	New Policy	New Policy

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## **1. Aims of the policy**

The aims of our curriculum policy are to ensure that all pupils access a broad and balanced curriculum that is personalised to meet their differing learning and Social, Emotional and Mental Health (SEMH) needs, enabling all pupils to achieve positive outcomes.

We recognise that the assessment process is crucial and in order to be effective in this we aim:

- To provide clear curriculum plans that are sequential in nature.
- To provide clear guidelines on the school's approach to assessment.
- To establish a coherent approach to assessment across all areas of the school.
- To provide a system that is clear to pupils, staff and other stakeholders.

## **2. Principles of the Quality of Education**

Evolve Academy values learning and teaching as a process of co-operative team work and welcomes and encourages the involvement of parents and others in the school community (including teaching and non-teaching staff, parents, pupils and trustees).

All members of the school community work towards our aims by:

- Empowering pupils to be individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well ordered, safe and stimulating environment in which all are fully aware of behaviour expectations to support learning;
- Offering equal opportunities in all aspects of school life and recognising the importance of different faiths, cultures and traditions;
- Encouraging, praising and positively reinforcing good relationships, behavior, pupil work and positive outcomes;
- Working as a team, supporting and encouraging one another.

## **3. Curriculum**

Our whole school curriculum is aligned to the Trust's core values and is embedded consistently across school.

### **Intent**

Every pupil attending Evolve Academy will be given access to a cross-curricular learning experience in line with National Curriculum guidelines. Pupils have previously had difficulties accessing the full curriculum in their mainstream school placement and thus, in a small group the teaching can be tailored to their individual needs to help close their learning gaps.

### **KS3**

The curriculum provides learning and teaching experiences that are high quality, stimulating, diverse and relevant so that pupils are motivated to engage positively, achieve well and acquire knowledge that is retained in their long-term memory, in order

to maximise their life chances beyond the time spent at Evolve Academy. The nurturing, inclusive ethos ensures that all pupils receive a high-quality education, underpinned by the six principles of nurture and led and supported by experienced staff.

## **KS2**

Children in Key Stage 2 (Years 3,4,5 and 6) follow the National Curriculum programmes of study including the core subjects: English and Maths and they are adapted to suit the needs and gaps of the students building on skills. Where needed we also complete a phonics assessment and deliver a phonics programme. We have daily spellings, grammar, reading and writing lessons. For Maths we teach mastery skills using the 'White Rose Maths' programme. In addition, we follow a thematic based topic curriculum which includes the foundation subjects: art, DT, history, geography and we have weekly science lessons too. Personal, Social, Health and Economic Education also forms part of the curriculum which is delivered through 'Votes for Schools'. The students access Food & Nutrition lessons.

Pupils undergo baseline assessments on entry both academically and socially/emotionally to identify areas where they need support and SMART targets are set. This supports in identifying and delivering interventions the pupils need to ensure they make progress with the aim of pupils being able to access mainstream education. To meet social, emotional and health and SEND needs we provide bespoke interventions including: Lego therapy, sensory Intervention and anger management. All pupils are assessed for any unidentified needs to support transition effectively back to a mainstream setting.

## **Implementation**

Teaching is based on the starting points of all pupils to ensure prior learning is built upon and gaps in skills and knowledge are fully addressed. Teachers begin to have a deep, current understanding of content knowledge and teaching pedagogy which is successfully translated into high quality classroom practice. Teachers use formative assessment to immediately address misconceptions and provide timely, rapid intervention to ensure progress within lessons. Staff foster strong, positive working partnerships with pupils and key stakeholders, especially parents and careers to develop a unified approach to learning and personal development.

Teachers plan lessons for all pupils, ensuring adequate time to embed and deepen pupils' knowledge, understanding and skills, securely developing their confidence in and resilience with learning. They have access to high quality resources and programmes of study which reflect our ambitious intentions and support staff workload.

High quality CPD, attendance at local authority network meetings and links both across the trust and with mainstream schools ensure that staff maintain an excellent knowledge of the current curriculum and mainstream practice as well as having expert lead teachers in a wide range of subjects.

Reading is a key focus of Evolve Academy and is highly valued, with all staff focused on developing a culture of reading for purpose and pleasure across school. Opportunities for reading are effectively linked with many aspects of the wider curriculum and personalised interventions are delivered to pupils' needing additional reading support (see reading strategies). Oracy skills are developed across the curriculum that provide pupils with strong foundations for accessing the curriculum and for succeeding in life beyond school.

Positive relationships between staff and pupils support the strong progress and positive outcomes they achieve in relation to their starting points.

## **Impact**

Assessment procedures have been streamlined to be efficient and purposeful for both staff and pupils and are effectively used to support and inform future teaching and targeted interventions. Pupils are quickly and effectively assessed on arrival, ensuring that their learning needs are identified, and appropriate support strategies shared with all staff so pupils can access all areas of the curriculum.

Baseline assessments are used to capture pupil attainment on entry. Termly re-assessment is used to gather accurate progress and attainment data. The quality of education at Evolve Academy is evidenced through learning walks, book looks, pupil discussions and pupil progress meetings to ensure connectivity with academic and SEMH progress data. Staff consistently using methods to check pupil knowledge during topics and when teaching subsequent topics to support retention of knowledge, helping pupils to remember key learning facts and skills.

Pupil progress meetings are held with teachers and senior leaders to provide rigour, challenge and support for groups and individuals where needed to ensure all pupils continue to make good holistic progress based on their pathway. Correlation of behaviour, attendance and attainment data is used to consider the impact of the curriculum on pupils' engagement and behaviour.

## **4. Planning**

Subject lead teachers use their curriculum intent statements to support the design and implementation of a one-year long-term plan covering a range of National Curriculum objectives so that students have access to sequential learning and development. Staff devise lesson plans based on the objectives from their long-term plans, alongside knowledge of individual pupil need to ensure each half term's learning is appropriate, engaging and providing pupils with access to high quality learning to support their knowledge acquisition and skill development.

Speaking and listening is an integral part of our curriculum and activities to promote this are threaded throughout the day. Pupils participate in daily nurture breakfast and lunch in their form group with a focus on conversational skills which are consistently modelled by staff. This promotes a talk rich approach to positively impact on pupils' social and emotional development.

Fundamental British Values and Spiritual, Moral, Social and Cultural Education are embedded throughout the curriculum, through discussions at breakfast time, through core subjects and in PSHE and Personal Development sessions.

Diversity and equality objectives are embedded into long term curriculum planning to ensure this is a key focus enriching mind.

### **4.1 Environment**

All classrooms and main learning spaces contain display boards to support pupils learning through the use of key words, visual prompts, photographs of learning and completed work to share successes. Displays will contain elements of questioning, be informative and celebratory and will be changed at least termly. All areas that pupils have access to will be conducive to learning; physical safety, comfort, and emotional

security within school will be ensured; children and adults are spoken to in a positive manner, using shared scripts that are displayed around the building; a rich and stimulating environment for all sensory systems will be provided. Classroom organisation and layout may vary depending on the needs of pupils in a group at any one time and the subject being taught.

## 4.2 Timetables

All groups follow a set timetable, including daily breakfast/form time and end of the day reflection time. In order to ensure that children benefit from a broad and a balanced curriculum the following subject time allocations are recommended. They have been calculated to allow for maximum curriculum time alongside the high level of nurture and SEMH support that we provide.

Subject	Allocated time	Further information
English	5 lessons per week	Lessons are planned to cover a range of assessment objectives and include: <ul style="list-style-type: none"> <li>• Regular reading opportunities</li> <li>• Planned oracy activities to support speaking and listening skills</li> <li>• Opportunities for writing at length</li> <li>• SPAG/phonics work as appropriate to pupil need</li> <li>• Some students have access to functional skills qualifications</li> </ul>
Mathematics	5 lessons per week	Mathematics is taught across school by following the White Rose Schemes of Learning for KS2 and Functional Skills for KS3 supplemented by White Rose Maths with differentiation and additional interventions planned depending on pupil need. Some students in KS3 have opportunities to access functional skills qualifications
P.E	2 lessons per week	Alongside skill development in a range of sports, there is a focus on pupils being active, developing their teamwork and communication skills, knowledge of healthy lifestyles and developing a positive attitude to physical activity beyond school.
PHSE	3 lessons per week	Pupils follow a diverse PSHE curriculum which incorporates RSE requirements and allows for flexibility to support individual and group needs linked to current issues and community challenges.
Science	1 lesson per week	The science curriculum is designed to cover topics across Biology, Chemistry and Physics as well as looking at scientific problem solving and use of evidence to develop theories and explanations.
STEM	2/3 lessons per week depending on group	STEM opportunities are provided that are engaging and practical with an element of exploring.
Nurture	2/4 lessons per week depending on group	Nurture lessons are linked to SEAL. They incorporate cross curriculum experiences bringing geography and history to life.

		Students also have opportunities to work creatively through art-based projects. Pupils have access to enrichment activities to support their SEMH needs and develop their teamwork, communication and social skills. Regular local visits and community links support pupils to become responsible citizens in the wider community.
Open Awards/Princes Trust Awards	2/4 lessons per week depending on group	Pupils have access to securing qualifications through the awarding bodies including animal care, life skills etc.
RE	Weekly theme during breakfast discussions plus additional theme days	Through weekly discussion linked to key religious festivals, celebrations and events, alongside topical local and national religious themes, pupils are given the opportunity to express their views and are supported to listen to those of others. Planned themed days and events also allow for learning of key facts and knowledge alongside the opportunity to develop tolerance and understanding of other people's views and opinions.
Phonics	Delivered intervention as needed	Pupils with a reading age of 9.5 and below have their phonic knowledge assessed on arrival using the Ruth Miskin scheme Read, Write, Inc Fresh Start assessment. Pupils access RWI either in small groups or on a 1-1 basis to develop early reading and writing skills.
Music	Bespoke interventions	The music curriculum is offered across both learning sites to key pupils who want to engage in a range of music opportunities including an eclectic learning experience, offering more traditional learning styles using traditional instruments such as keyboards, guitars and percussion to music that gives pupils the chance to perform using drums, online studios and recording equipment; all with the intention of engaging pupils and offering a new insight in to music they may not have previously experienced.

NB: Lessons range from 40 mins to 45 mins per session

### 4.3 Recording work

Work in all subjects will be recorded using a variety of methods including written, ICT, pictorial, photographic and reflective recordings. Pupils are encouraged to believe that any work completed should represent their highest standards of personal achievement.

### 5 Context

Evolve Academy's changing cohort and the small number of learners in KS2 and KS3 throughout the academic year can make measuring progress challenging and statistical analysis of trends difficult.



Some of the issues faced include:

- Learners coming on roll throughout the whole of the academic year.
- Learners having a short stay, e.g., 12-week placement
- Learners arriving with gaps in their knowledge due to disengagement/absence/exclusions from lessons
- A wide range of unidentified or complex individual needs e.g., SEND, behavioural, mental health, trauma and addiction issues.
- A wide range of home circumstances e.g., some students experience settled home backgrounds whilst others experience extremely traumatic home lives characterised by alcohol, drug abuse, domestic violence, criminality and mental health issues and sometimes students are in Local Authority Care.

Our approach to evidencing progress for our students takes in to account the following: academic, attendance & SEMH data.

Some pupils making a very small amount of academic progress over a period of time can be life changing, whereas for others, the same amount of progress would be deemed as unsatisfactory.

At Evolve Academy, the collection and storage of assessment data is managed via termly assessment grids that highlight areas of strength and development. Data is captured electronically and progress is calculated at three points throughout the year: Baseline on entry, October, February and June.

### **5.1 Types of Assessment used at Evolve Academy:**

Induction Baseline Assessment

Any data received from previous setting/s will be considered.

Baseline assessments help identify gaps either prior to entry or in the first 2 weeks of joining our academy. These include: Reading age, Reading Comprehension, SPaG, Writing, Maths, SEMH and previous attendance data where available. This data is used to set realistic yet aspirational targets for our students.

In addition to this, within the first four weeks at Evolve Academy, pupils are assessed further, using the Pathway Assessment Tool (alongside dual registered school staff where possible). The tool allows us to assess and track holistic progress for a pupil, taking into account the risks in the following areas:

- Attendance;
- Home circumstances;
- Trauma impacting on learning;
- Behavioral incidents;
- Ability to self-regulate;
- Attainment levels;
- Resilience to academic challenge;
- Ability to work positively in a group;
- Ability to form positive relationships; and
- SEMH needs.

The pathway that a pupil is assessed as being in, determines the expected holistic progress per pupil, across a term. This progress may be within academic progress, SEMH progress or attendance progress.

Pupils' progress is tracked throughout their placement at Evolve using a variety of methods. Pupils' ongoing progress reading, (phonics if appropriate), writing, mathematics, SEMH and attendance is recorded and analysed.

## 5.2 Diagnostic

Diagnostic assessment helps to identify pupil's strengths and areas for development at the beginning of a topic which can include:

- Quiz/test
- Conference/interview
- Posters
- Performance tasks
- Mind maps
- Gap-closing
- Student surveys
- Graffiti walls
- KWL

We use outcomes from assessments to plan future work and to identify pupils who need extra support. This process helps us to reflect on teaching and learning strategies which we use.

## 5.3 Formative Assessment

Assessment for Learning is the day-to-day ongoing assessment to enable teachers to identify the next steps in a pupils' learning and to enable pupils to have greater involvement and responsibility for their own learning.

Key strategies used to ensure good formative assessment takes place include observation, discussion, questioning, paired response work and quality marking.

## 5.4 Summative Assessment

Provides a snapshot of attainment at the end of a unit, half term or when a pupil is leaving the school. It makes judgments about a pupils' performance in relation to national standards. Our summative assessment is captured through our assessment grids which are highlighted half termly and link to MTP/LTP learning objectives, success criteria and content taught over time. These are then calculated and transferred by teachers onto our assessment trackers.

Assessment for Learning

Strategy used	How and when	Purpose
Learning Objectives	Learning objectives can be tracked to objectives in medium-term plans and are shared with pupils at the beginning of lessons and clearly separated from the explanation of the activity.	Clarify the Learning Objective. Give learning a clear focus.
Success Criteria	Learning Outcomes are shared, discussed and agreed with pupils.	Provide a set of features that the teacher wants to see in a piece of work. Clarify the steps they will take to be successful in

		meeting their learning objective and set expected standards. Pupils can use these to refer to when working independently.
Live Feedback/Marking	<p>Work discussed with learner by teacher or any staff present in the lesson, improvements made as they are pointed out, modelling of skill by staff (e.g. whiteboards/visualisers</p> <p>SPaG marking is the responsibility of all staff during a lesson.</p> <p>Oral and written feedback, linked to learning objective is focused on the shared learning objectives of the lesson WWW/EBI should be used at the end of each unit of work.</p>	<p>Immediate impact on standards, better understanding from learners.</p> <p>Providing verbal and written comments on how pupils can improve their work and make progress towards their personal targets.</p>
Observation	Ongoing observations watching, listening and talking	To inform next steps creating bespoke curriculum and to take account of interests of children.
Questioning	Teachers encourage, trigger and sustain verbal dialogue, targeted questions used to engage reluctant learners.	To enable pupils to become independent learners.
Self/Peer Assessment (The Purple Pen Approach}	During lessons pupils are able to identify and reflect on how they can improve their work or further their learning. Pupils are encouraged to assess each other's work and to provide fair and helpful feedback (when appropriate). If appropriate, the children will write self-reflection comments. Self-assess could include circling of keywords to reinforce spelling which are also displayed on the vocabulary board for the topic.	To be reflective and able to self-assess, to have a voice in their own learning, to share ideas with peers.
Talking Partners	The climate for learning gives pupils the confidence	Development of AFL skills, develop ability to verbalise

	to verbalise partially formed thinking and constructively challenge each other's ideas.	successes and areas for improvement, to become a more reflective learner.
Target Setting	Teachers use an appropriate range of strategies to capture data of pupil performance, set new targets. Targets are shared with learners.	To ensure progression towards curricular targets. To ensure learners are aware of their targets and how to meet them.

## 6 Feedback and Marking

The sole purpose of marking, and feedback for 'Evolve Academy' team is to motivate further learning, improve self-esteem and advance pupil progress and outcomes. Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months). (Educational Endowment Foundation – EEF)

Our whole school approach involves all staff supporting pupils in their learning experiences taking part in live feedback and marking and pupils themselves engaging in self/peer assessment were deemed appropriate.

At Evolve Academy we are mindful of the implications of written marking and workload implications as "All marking should be meaningful, manageable and motivating" (as stated in the DfE's Workload Review Group) and ensure that we provide the most effective method of feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other relevant research. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- be specific, accurate and clear;
- encourage and support further effort;
- be given sparingly so that it is meaningful; and
- provide specific guidance on how to improve and not just tell students when they are wrong.

We have also taken note of the advice provided by the National Centre for Excellence in Teaching Mathematics that the most important activity for teachers is the teaching itself, supported by the planning and preparation of the lessons. At Evolve Academy we promote the use of practical equipment where appropriate to support learning.

### 6.1 Key Principles

Our policy on feedback has a number of principles at its core:

- the sole focus of feedback and marking should be to further pupils learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to the pupils according to age and ability;

- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at the later date;
- feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- all pupil's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches to ensure that pupils are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

## 6.2 Feedback and Marking in Practice

It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of the three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or learning task
3. Review feedback – away from the point of teaching (including written feedback)

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback by all staff supporting students. Where feedback is based on a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. Regardless of stage of feedback, there will always be some form of acknowledgement of the work produced and/or the effort that a pupil has demonstrated.

At Evolve Academy, these stages can be seen in the following practices:

Types of feedback	What it looks like	Evidence
<b>Immediate All staff</b>	<ul style="list-style-type: none"> <li>• Takes place in lessons with individuals or small groups.</li> <li>• Often given verbally to pupils for immediate action.</li> <li>• Includes teachers gathering feedback from teaching, including input learning, mini whiteboards, starter questions etc.</li> <li>• May involve the use of inclusion workers to provide support or further challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Deep dives/learning walks</li> <li>• Some evidence of annotations, corrections, improvements (in a different coloured pen) or highlighting.</li> </ul> <p>*NB Expectation of, and therefore evidence of, corrections and improvements will increase as pupils' engagement in and resilience towards recording</p>

	<ul style="list-style-type: none"> <li>• May re-direct the focus of teaching or the task. May include highlighting or annotations.</li> </ul>	learning improves.
<b>Summary Peer/Self All staff</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or learning task.</li> <li>• Often involves whole groups or classes.</li> <li>• Provides an opportunity for evaluation of learning in the lesson.</li> <li>• May take the form of self or peer assessment against an agreed set of criteria.</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>• Deep dives/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment.</li> <li>• Evidence of self and peer assessment.</li> <li>• May be reflected in selected marking (end of a writing unit).</li> </ul>
<b>Review Teachers Senior Inclusion Workers</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching. May involve written comments for pupils to read/act upon.</li> <li>• Provides teachers with opportunities for assessment of understanding.</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. May lead to targets being set for pupils' future attention or immediate action.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed/effort put in.</li> <li>• Written comments and appropriate response/actions.</li> <li>• Adaptations to teaching sequences when compared to planning.</li> <li>• Assessment tools updated regularly for all pupils.</li> <li>• Adaptation of future learning based on need.</li> </ul>

### 6.3 Marking Approaches

Immediate marking during the lesson will be acknowledged through oral and/or written feedback, linked to learning objective and/or success criteria or via the marking/SPaG codes.

Review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with the pupils at the next appropriate opportunity. It will also be used by referring to pupil friendly assessment criteria stuck in books half-termly and indicating by date when a skill has been achieved. This will also be assessed by pupils by a tick to represent when they feel they have achieved this skill. It will inform half-termly assessment capture to support in evidencing progress. WWW/EBI should be used at the end of each unit of work.

Written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning rather than providing a written comment.

In most cases, written comments will be focused on extended pieces of written work or extended tasks. These will allow pupil's achievements to be recognised and provide further guidance for future learning. However, these pieces of work will be of quality rather than quantity focused.

- Teacher marking can be in any colour of ink apart from purple which is used by pupils. Teachers should be aware of their own presentation when marking work.

## **7. Presentation Policy**

The Presentation Policy should also be adhered to; promoting consistency and a common approach to presentation. The presentation policy is to be visibly displayed in class:

- Write in blue or black ink.
- Write out and underline the date in words and key question for the lesson.
- Write in clear handwriting.
- No spaces left in books.
- No graffiti on our books.
- Respond to EBI and correct literacy errors.

## **8. Monitoring and Review**

How we monitor and review the effective use of assessment at Evolve Academy:

- Book scrutiny
- Planning scrutiny
- Learning walks
- Discussion involving children
- Lesson observations
- Monitoring use of assessment grids
- Monitoring use of data to inform planning
- Progress checks half termly, highlighting focus students
- Monitoring use of targeted interventions and their impact
- Monitor use of AFL to ensure accelerated progress for all
- Impact on summative assessment results
- Continual CDP on moderation of assessment

All staff should regularly participate in training sessions designed to help them understand effective assessment and its role within good and outstanding teaching. As part of HLTA and Teaching Standards staff are expected to have an effective understanding of the different forms of assessment.

## **9. Roles and Responsibilities**

SLT are responsible for:

- The writing and implementation of this policy and ensuring all assessment procedures are consistently applied in accordance with agreed School Policy
- Analysing all pupil assessment data to inform focused whole school planning and targets
- Ensuring standardised teaching records are accurate and up to date
- Sharing relevant information with staff.
- Continually updating the curriculum offer to ensure learners needs are met
- Providing regular training on the gathering and effective use of data

Subject teachers are responsible for:

Implementing the agreed assessment and marking procedures in line with the school policy set out above  
Setting individual targets against baseline information  
Planning engaging lessons, to target gaps in learning

Continually referring to MTP when planning lessons  
Keeping up to date with the appropriate term colour for assessment  
Provide students with high quality written and verbal feedback  
Allow opportunities for pupils to act on feedback during class time when appropriate  
Encourage pupils to have a sense of pride in their work and to challenge incomplete or untidy work.  
To ensure that excellent effort and attainment is rewarded  
Ensure support is provided for targeted interventions  
Maintain accurate records of pupil attainment  
Reporting pupil progress to parents/guardians  
Writing quality one-page profile plans, individual to pupil needs

## **10. Celebrating achievement**

Pupils are positively encouraged to share their achievement at school and out of school, wherein:

- Each pupil is given the opportunity to have work of his/her highest standard displayed at some time each half term;
- Use of daily reward systems (see relational policy) to celebrate small steps of success;
- School events, including breakfast assemblies, themed days and parent events, are seen as opportunities for pupils to demonstrate their abilities and share success;
- Weekly Head Teacher recognition for pupils who are actively seeking to keep the school values;
- Trust core value postcards awarded to a selection of pupils weekly and celebrated during a weekly celebration assembly;
- Visits to SLT to share success and receive positive praise;
- Positive texts or phone calls home to share successes with a key adult.

## **11. Reporting to parents**

The relationship between school staff and parents/carers is recognised as being vital in ensuring pupils' access an appropriate curriculum that enables them to achieve positive outcomes throughout their placement. A variety of communication methods are used to inform parents/carers regarding their child's progress including:

- Regular meetings;
- Daily contact whilst transporting pupils to/from school;
- Termly newsletters shared with parents to inform them of forthcoming curriculum and enrichment events to be taught in the coming weeks;
- Regular texts/ phone calls home;
- Regular MSP reviews and annual EHCP reviews;
- Detailed transition support plans providing information on pupil progress, impact of interventions and identified strategies to support transition to a pupils next



setting;

- Half termly parent events.

## 12. Marking codes

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines the use of highlighters and symbol codes. The core of this code is set out below, although some additional stage-appropriate elements may be included where needed.

Annotation	Meaning
	Work that demonstrates that a pupil has met an element of the success criteria, demonstrated a particular skill or achieved the intended outcome. No more than 3
	Work that needs further attention or displays an error or misconception (e.g. poor word choice, wrong answer or specific error in a calculation, etc.)
I	Work has been completed independently.
S(-)	Work has been completed with support. Brackets indicate initials of the staff member supporting (it may be necessary to indicate level of support).
CM	Concrete materials have been used to support the pupil.
RB/RI	Pupil has been removed by SLT/staff either due to challenging behaviour or timetabled intervention
Abs	Absent from school
WWW	What went well
EBI	Even better if

## 12.1 SPAG marking code

As a way of further promoting and supporting the improvement of technical accuracy, the following SPAG marking code is present on all books where written work is expected, as well as displayed in classrooms for reference. By using this key, no matter the type of feedback provided, the aim is to highlight the most basic error to promote self-reflection and independence from the pupil. The key will be used in the margin; pupils can refer to the questions to consider how to improve **their work**.

### SPAG

- C** Have you missed a **capital letter** in your sentence?
- P** Have you missed a piece of **punctuation**? (. , ? ! “ ”)
- Sp** Can you use a dictionary to correct the **spelling** error?  
You need to write the word three times to practise the spelling.
- WW** I think you have used the **wrong word/homophone**  
(E.g. there/their/they're or your/you're etc.)
- G** There is a **grammatical** error in your sentence. Read the comment to help you correct it.