Teaching, Learning

&

Assessment Policy

Note of changes not for publication:
Policy substantively revised throughout

| Reviewed by:	Sarah Neale (AHT) & Jo Gowen (DHT)
Equalities Impacts Assessment*	To be completed by SN & JG
Approved by Education Committee	12th December 2023
Date of Review	TBA

Policy Contents

Teaching, Learning and Assessment Policy

Builds on prior knowledge and understanding.

- New material is presented in small steps, with lots of opportunity for students to practise.
- All students being engaged in asking and answering questions and tasks that confirm and correct, extend and challenge.
- Guidance and frameworks providing success criteria, models and worked examples.
- Productive working environments based on clear and shared expectations which underpin good working relationships with colleagues and students.
- Students understand the purpose of the learning and see relevance to their own experience and future ambitions.
- Students understand that learning takes place in diverse ways – and often because of being 'stuck.'
- Success criteria are explicit, and models provided.
- There are opportunities for creativity and problem-solving.
- Students can self-assess and know what they need to do to improve.
- Students have opportunities to transfer skills, knowledge and understanding to other contexts.
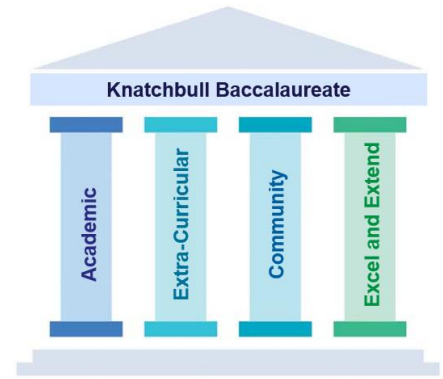
However, learning is sometimes intangible, untidy, and challenging, and may be evident in ways not described above.

Behaviour for Learning:

This is our guidance for students and staff, to facilitate an effective learning environment.

Student Guidance

- Arrive on time for lessons.
- Enter the class quietly and calmly, sit in designated seat and commence "Do Now" task.
- Always wear correct uniform.
- Have the correct equipment for lessons.
- Complete all work in lesson to the best of your ability, presenting your work neatly.
- On dismissal at the end of the lesson leave the class in an orderly fashion.

Staff Guidance

- Consistent application of the behavioural policy for all students.
- Students being greeted at the door in a positive manner (and check uniform).
- The register being taken in the first 5 mins. An emergency alert should be called for any missing students.
- A "Do Now "task should be provided on entry that all students are required to complete.
- A seating plan in place with particular attention given to SEN and PP students. Staff should endeavour to learn and use student names.
- The application of the presentation and literacy / numeracy policy
- The dismissal of students in an orderly way.

Effective assessment:

Subject leaders design assessment, tracking and reporting to communicate achievementclearly with students and other relevant stakeholders.

Assessment at NKS will differ between departments. All assessment is designed to boost the achievement of our students.

The Monitoring and Assessment calendar is published before the start of the academic year.

Summative assessment

We use summative assessments to evaluate our students' learning and academic achievements at the end of a term/unit/topic/year by comparing them to a school benchmark.

Examples include:
- End-of-term/unit/topic exams
- Cumulative work over an extended period such as a final project or creative portfolio
- Standardised tests, such as Pre-Public Exams, GCSEs, and A-Level assessment

Formative assessment

We use formative assessment to diagnose gaps in learning. This allows staff at NKS to adjust their teaching methods and curriculum plans to support the improvement of students' learning.

Examples include:
- **Do now** activities at the start of lessons.
- **Interactive Q&A** sessions e.g., recall starter questioning or end of lesson 'What have we   learnt today...?' questions.
- Impromptu **quizzes/polls**
- **Self and peer assessments**
- Visualisation or doodle map of what they have learnt.

Feedback from summative assessment is not sufficiently timely to impact teaching or learning within an individual lesson. Formative assessment within lessons is essential and encouraged and a current focus.

Effective Marking and Feedback:

Marking and feedback should be meaningful, manageable, and motivating to support students' progress and confidence. Marking and feedback are two-way processes at NKS. Teachers should use marking and feedback opportunities to inform their teaching and curriculum planning. For students, effective marking and feedback will provide information about their performance and how they can improve it and we look to provide ways for students to respond to feedback.

Feedback can take different formats but should always focus on supporting students' progress. Written feedback will be in the form of departmental comments and codes as well as SPaG and numeracy codes.

At NKS, the minimum expectation for written marking is that there should be one formal (graded) assessed piece of work completed per term **or** at the end of a unit of work (i.e., six per year). Each department will clearly identify their assessment intentions via their Curriculum Handbooks and their year-by-year assessment overviews.

Whole-school strategies for feedback

- Whole-class feedback – written or verbal. This will enable teachers to diagnose future teaching requirements for classes and individual students.
- Code marking: codes will be department-specific to ensure marking has maximum impact on students' progress.
- 'What went well' and 'Even better if' comments used to support student self-reflection.
- SPaG zonal marking: one paragraph only by the teacher, but students then check the full piece to correct common errors.
- Numeracy/Literacy codes where appropriate.
- Teachers mark in RED pen, using codes and comment-based marking. The impact of effective marking and feedback will be evident in the improvements in students' work and confidence.
- Students respond in GREEN pen. We encourage students to reflect and act upon the feedback provided by their teachers and peers.

Spelling, Punctuation and Grammar (SPaG):

SPaG Codes:

Sp	spelling mistake	C	capital letter error
P	punctuation error	^	missing word
//	paragraph error	~~~	(wiggly line under error) incorrect - revise this.
G	grammatical error	T	incorrect use of subject terminology

Science for Learning Language:

An area we are developing within our Science for Learning work, is the use of core vocabulary around Memory and Metacognition. This is particularly key in 'Do It Now' activities where the Curriculum Maps and sequencing have been built into our curriculum. It is essential that we clearly explore these concepts with our students, so we are prioritising five key common elements to build into our implementation and lesson delivery:
- Retrieval
- Connections
- Prior Learning
- Working memory
- Long term memory

Homework:

Students at NKS will make effective use of time outside of the classroom to consolidate and widen their own understanding. Independent learning is key for our students to take ownership of their learning. The rationale behind the use of homework is:

- To consolidate and practice class work.
- To prepare work for future lessons.
- To develop research skills.
- To allow for assessment of understanding.
- To develop good study habits.
- To enable students to work to a deadline.
- To encourage personal responsibility and organisation.

Setting Homework:

KS3 - Students within Years 7, 8 and 9 are expected to spend an average of 1 hour per subject in each 2-week cycle.

GCSE - GCSE students are expected to spend 1 hour per subject per week. For Core subjects this can be up to 2 hours per week

A Level - Student within the sixth form are expected to spend 5 hours of study on each subject per week. This is to comprise of independent study, consolidation of notes and homework tasks. Students can complete some independent study tasks within school, in the time allocated within their timetables, for this purpose.

Homework will be set around a realistic timeframe which allows students to complete the work to the best of their ability. Therefore, short deadlines (of 48 hours or less) should be avoided when setting homework. Deadlines should always be within term time to allow any queries regarding work to be addressed.

satchel:one
The details for every piece of homework set by staff is recorded on satchel:one. These include a description of the task(s), any attachments or links to websites, estimated time to complete the task, how to submit the task (in class or electronically), and a deadline for the work to be submitted.

Students are expected to check their satchel:one 'To-Do' list regularly, and mark off their homework as it is completed.

Parents are encouraged to take note of the information in Appendix A regarding satchel:one and to contact their child's Head of Year, if there are any issues with their son or daughter completing homework.

Literacy and Numeracy

NKS emphasises the importance of literacy and aims to ensure that all pupils have high levels of literacy appropriate to their age. Please see the literacy policy (Appendix B) for further detail.

NKS recognises the importance of numeracy and the transfer of maths skills, and all subjects are required to consider how they can help to ensure that students develop an enjoyment for maths and problem solving. Please see the numeracy policy (Appendix C) for further detail.

Reporting to Parents:

Years 8, 9, 10, 11 and 13 students receive two data drops a year, one of which will have comments.

Years 7 and 12 will receive three data drops a year, one reporting ATL grades only in Term 1, and one which will have comments.

- Key Stage 3 students are assessed using agreed standards for Working Towards, Meeting and Exceeding the department criterion. Students attaining Meeting, would therefore be projected to attain a grade 6 at GCSE in the subject. Students will have an ATL and Homework rating reported home.

- Key Stage 4 students are assessed using GCSE grades (9-1) and will have an ATL and Homework rating reported home.

- Key Stage 5 students are assessed using A Level grade (A*-E) and will have an ATL and Homework rating reported home.

The assessment coding for this is set out by key stage within Appendix D.
Guidance for comment report writing is set out within Appendix F.

Parent Evenings

Parent evenings are held online via the School Cloud app.
Each year group will have one Parent Evening per academic year, lasting 3 ½ hours.
Appointment slots are 4 minutes for Key Stage 3 and 4, and 6 minutes each for Key Stage 5.
Guidance on how to structure an appointment can be found in Appendix E.

Quality Assurance of teaching, learning and assessment:

Senior Leaders hold fortnightly timetabled line management meetings covering an agreed agenda that follows the Monitoring and Assessment calendar and is designed to incorporate QA.

Line managers will ensure that these take place and are centrally recorded. They will determine with the subject leader, common areas for development within departments and ensure that action points based on these are developed. Hence curriculum, teaching and learning within the department are supported and best practice identified and shared.

Quality assurance within the classroom will take the form of learning walks and learning talks. These will focus on the quality of the curriculum and TL & assessment.

Each learning walk and learning talk will be around 15 mins.

Leadership will ensure that learning walks and learning talks happen termly for each department member. A total of 12 learning walks and talks across year groups would be appropriate for a full-time member of staff. Where staff teach across different departments the 12 visits will be distributed proportionately in line with their teaching load.

Each term will have a year group focus for learning talks and learning walks that is determined by the monitoring and assessment calendar. Where there is a particular need within a department for this focus to be adjusted then this flexibility can be accommodated.

CPD
Departmental foci will feed into the whole school CPD programme.

CPD for teaching staff is divided broadly into three areas. The first area is science for learning. These are compulsory sessions for all teaching staff designed respond to new and emerging educational research.

The second area is subject specific CPD which allows subject leads to be responsive to areas of departmental development that are highlighted via the QA process.

The third area allows for individual flexibility. Staff choose from a series of options for these sessions.

Part-time members of staff are expected to attend a proportion of sessions in line with their teaching load.

Effective roles and responsibilities for stakeholders at NKS:

Governors
- Support and monitor the effective implementation of the policy.
- Engage with our Governors' Monitoring Plan and make regular visits to discuss schoolissues with all key stakeholders.

SLT:
- To provide appropriate support, training and resources for subject areas and individualstaff.
- To monitor and evaluate the delivery and impact of the policy. (This will be achievedthrough activities such as meetings for Quality assurance and Raising Standards purposes, leading and participating in TLA activities such as learning walks, work moderation and student voice in partnership with Subject Leaders).
- To modify and update the policy in the light of ongoing developments and the changingneeds of the school and its priorities.
- To be a visible presence to support staff.
- To be a role model throughout TLA.

Subject Leaders:
- To develop and maintain a departmental curriculum and assessment plan.
- To be responsible for the co-ordination of long, medium and short-term planning of schemes of

learning, taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy at departmental level.
- To provide appropriate support to team members by providing support, advice and guidance.
- Support staff to take informed risks in new teaching methods.
- To identify and share best practice through effective monitoring of the department vialearning walks and learning talks.

Teachers, Cover supervisors, Study Support Supervisors:
- Actively seek to reflect and engage in collaborative professional reflection e.g. TLAConversation, departmental learning walks, work moderation all with the focus of professional development.
- Work collaboratively with colleagues to share best practice and improve teaching e.g.contribute to CPD and TLA conversations.
- To ensure that their own teaching meets the national Teachers Standards; ensuringteaching and learning is effective.
- To implement this policy by planning and delivering high quality learning experiences.
- To have a growth mind set, be willing to take informed risks.

Students:
- To work positively within lessons to enable staff to implement the policy effectively.
- To come to lessons appropriately equipped.
- To be prepared to engage with a variety of learning activities both in class and beyond,including those designed to develop independence and time management skills.
- To willingly engage in all learning challenges and demonstrate self-motivation and independence e.g. wider reading and extending learning tasks.
- To persist when stuck – through trying different approaches, research and askingquestions.
- To engage with learning experiences outside the classroom by ensuring completion ofthe learning tasks and super curriculum activities shared via satchel:one.

Parents/ Carers:
- To support the policy of the School, in line with the Home-School Agreement, by providing support for students at home allowing them to continue to develop their learning effectively.
- Encourage interaction with satchel:one activities, *GCSEPod* and wider reading.

Appendix A: Satchel One

Parental accounts on satchel:one

To sign in or create a new parental account visit the web-based parent sign in page, or download the mobile app. This requires you to enter a parental code, which was provided on student enrolment and is available from your child's SSM. Once the code has been entered, it will link to your child's account. Your parental account provides access to your child's 'to-do' list, completed tasks and notifications, eg work not submitted.

Please note we are unable to provide technical support for your own devices, internet access or use of third-party apps. However, satchel:one provide comprehensive help for parents, including helpdesk-support via their Parental Support Page.

[Parents | Satchel Help Center](help.satchelone.com)
Satchel Classes Free and affordable online classes covering a range of topics from career guidance to life skills, creative hobbies and curriculum support.
help.satchelone.com

Appendix B: Literacy Policy

Literacy Vision |

At NKS, throughout all subjects and specialties, we acknowledge the value of Literacy. It is the responsibility of all subjects, not just the English department, to support and challenge Literacy skills. All subjects and teachers will positively frame their use of literacy, and view this as a tool to support subject knowledge and understanding.

Literacy Across the Curriculum

All Subjects

All teachers are teachers of literacy so literacy should be at the heart of all lessons and subjects. As Literacy is relevant to each subject, these skills must be explicitly taught throughout the curriculum. Subjects are responsible for 'sign-posting' when they are using these skills to improve student metacognition.

These include, but are not limited to:

- Explicitly teaching new vocabulary for each topic/unit
- Explicitly teaching the structures and conventions of writing within their subjects
- Planning for opportunities to support and develop oracy work

Most subjects will explicitly teach literacy skills to support their curriculum, so all departments work closely with the English department and Literacy lead to coordinate teaching across the curriculum.

All departments will plan for literacy development in their curriculum planning and will actively support students to transfer skills from one context to another.

Literacy Priorities 2023-2024

1. Explore/collate different types of writing that Year 7 students are expected to produce – and how these are taught
2. CPD for improving understanding of literacy skills
3. Whole school approach to teaching new vocabulary i.e. Frayer model

Appendix C: Numeracy Policy

Numeracy Vision |

At NKS, throughout all subjects and specialties, we acknowledge the value of numeracy and problem-solving skills. It is the responsibility of all subjects, not just mathematics, to support and challenge these skills. All subjects and teachers will positively frame their use of mathematics, and view this as a tool to support subject knowledge and understanding.

Numeracy Across the Curriculum

All Subjects

While not all subjects naturally teach mathematics skills in their lessons, all subjects *do* teach problem-solving and 'soft skills' which relate to high-quality thinking skills. These include, but are not limited to:

- Pattern spotting
- Generalising
- Analysing the effects of change
- Presenting logical arguments

Because one, or more, of these skills is relevant to each subject, these skills must be explicitly taught throughout the curriculum. Subjects are responsible for 'sign-posting' when they are using these skills to improve student metacognition.

Quantitative Skills

Some subjects must explicitly teach mathematical skills to support their curriculum.

These departments work closely with the mathematics department to coordinate teaching across the curriculum.

Where a skill is needed in one subject, if it has not already been taught in the mathematics curriculum, the specific subject is responsible for explicitly teaching the key skill in addition to how using this skills enhances the subject itself. For example: if Design and Technology uses the Pythagorean Theorem, but this hasn't yet been covered in the mathematics curriculum, the DT lesson must include how to follow this process before applying it.

Conversely, mathematics lessons will link skills and process to other departments where applicable. In both instances, explicit links will be made to the other subject so students can transfer their understanding from one context to another.

Numeracy Priorities 2023-2024

1. Curriculum outlines to be shared across departments to identify when mathematical skills are taught
2. CPD for improving understanding of mathematical skills
3. Mathematics lessons to include relevant examples from other disciplines, including exam questions

Appendix D: Marking Descriptors

Key Stage 3 assessment codes at NKS:

Key Stage 3 students will be assessed using the following criteria:
- Students who receive an 'Exceeding Expectations' grade will be **on track for a GCSE grade of 7 and above.**
- Students who receive a 'Meeting Expectations' grade will be on track for the school's minimum expected **GCSE grade of 6.**
- Students who receive a 'Working Towards' grade will be on track for a GCSE grade of **5 or below.**

Reported monitoring grades should be a result of reviewing the student's work since the last assessment drop – including assessed pieces, classwork, and homework to determine a professional judgement for the current 'working at' grade.

KS3 Code	Definition				
	Assessment	ATL			Homework
E	E+ Work is significantly exceeding the expected standard in many or all aspects	Always follows the School's behaviour for learning rules and is fully prepared for lessons.		1	Homework is always completed on time.
					The quality of the work goes above and beyond the expectations set.
	E Work is exceeding the expected standard in many aspects	Goes above and beyond in their approach to learning, particularly with respect to self-directed independent learning.			The work is presented with care and accuracy.
M	M+ Work is consistently meeting the expected standards in many or allaspects	Follows the School's behaviour for learning rules and is fully prepared for lessons. Good behaviour contributes to successful learning.		2	Homework is generally completed on time. The quality of work is of a good standard
	M Work is meeting the expected standards in many aspects, but there is scope for further improvement	Routinely responds positively to the expectations of, and guidance from staff. Students participate in self-directed independent learning activities			The quality of work is presented to the standard expected.
W	W+ Work is working towards the expected standards, meeting some and with refinement could meet many aspects	Working below the expected standard of the School's behaviour for learning rules. Often unprepared for lessons.		3	Working below the expected standard of homework. Homework is often not completed on time.
	W Work is not yet at the expected standard in many aspects	This impacts negatively on own learning. There is little or no participation in self-directed independent learning activities.			Homework is not completed to the expected standard.
	Target grades will not be set				

Appendix D: Marking Descriptors

Key Stage 4 assessment grades at NKS:

Key Stage 4 students will be assessed using GCSE grades (9-1).

Reported monitoring grades should be arrived at as a result of reviewing the student's work since the last assessment drop – including assessed pieces, PPE, classwork and homework to determine **professional prediction** for the end of key stage grade.

These grades will be fine graded from 9+ to 1- when reported for assessment drops.
The fine grading allows for more detailed analysis of the data (Arbor and ALP's).

From that analysis, discussions at department level and Raising Standards meetings can inform intervention measures to scaffold support or to stretch and challenge students by teachers, Subject Leaders and Heads of Year.

+	Has potential to achieve the next grade up
	Secure
-	In danger of dropping to the grade below.

Key Stage 4 definitions		
ATL		Homework
Always follows the School's behaviour for learning rules. Goes above and beyond in their approach to learning, particularly with respect to self – directed independent learning.	1	Homework is always completed on time. The quality of the work goes above and beyond the expectations set. The work is presented with care and accuracy.
Follows the School's behaviour for learning rules and is fully prepared for lessons. Good behaviour contributes to successful learning. Routinely responds positively to the expectations of and guidance from staff. Students participate in self-directed independent learning activities.	2	Homework is generally completed on time. The quality of work is of a good standard The work is presented to the standard expected.
Working below the expected standard of the School's behaviour for learning rules. Often unprepared for lessons. This impacts negatively on own learning. There is little or no participation in self- directed independent learning activities.	3	Working below the expected standard of homework. Homework is often not completed on time. Homework is not completed to the expected standard.

Appendix D: Marking Descriptors

Key Stage 5 assessment grades at NKS:

Key Stage 5 students will be assessed using A-Level grades (A*-E).

Reported monitoring grades should be a result of reviewing the student's work since the last assessment drop – including assessed pieces, PPE, classwork and homework to determine a **professional prediction** for the end of key stage grade.

These grades will be fine graded from A*+ to E- when reported for assessment drops.The fine grading allows for more detailed analysis of the data (Arbor and ALP's).

From that analysis, discussions at department level and Raising Standards meetings can inform intervention measures to be put in place to scaffold support or to stretch and challenge studentsby teachers, Subject Leaders and Sixth Form Team.

+	Has potential to achieve the next grade up
	Secure
-	In danger of dropping to the grade below.

Key Stage 5 definitions		
ATL		Homework
Always follows the School's behaviour for learning rules. Goes above and beyond in their approach to learning, particularly with respect to self – directed independent learning.	1	Homework is always completed on time. The quality of the work goes above and beyond the expectations set. The work is presented with care and accuracy.
Follows the School's behaviour for learning rules and is fully prepared for lessons. Good behaviour contributes to successful learning. Routinely responds positively to the expectations of and guidance from staff. Students participate in self-directed independent learning activities.	2	Homework is generally completed on time. The quality of work is of a good standard The work is presented to the standard expected.
Working below the expected standard of the School's behaviour for learning rules. Often unprepared for lessons. This impacts negatively on own learning. There is little or no participation in self- directed independent learning activities.	3	Working below the expected standard of homework. Homework is often not completed on time. Homework is not completed to the expected standard.

Appendix E: Guidance for Staff on Parent Evenings

The meeting should contain:
1. Acknowledgement of what the student is doing well within the subject
2. Targeted advice from teaching staff about what the student needs to do to improve
3. Signposting of resources available and specific advice on how parents can support their child
4. Any questions from Parent/Carer

- There should be no dramatic surprises; ensure that there has been communication of any serious issues prior to the meeting via Arbor/phone call/email home
- Cameras should be ON.

Information for Parents

- Wherever possible, both parents and student are encouraged attend these meetings.
- Cameras should be ON.
- The Parent Evening app 'auto book' function has been deselected – this is to allow parents easier access to range of appointment times and minimise block booking.
- Parents are encouraged to book appointments for the subjects they particularly wish to discuss progress in, based on Monitoring reports, and/or communications from school
- The booking system will go 'live' at 19:00 on the date specified for each year group.

Year Group	Parent Evening Date	Appointments Open
7	30th November	19 November 2023 at 19:00
13	14th December	3 December 2023 at 19:00
11	18th January	7 January 2024 at 19:00
10	8th February	28 January 2024 at 19:00
8	7th March	25 February 2024 at 19:00
9	2nd May	21 April 2024 at 19:00
12	13th June	2 June 2024 at 19:00

Appendix F: Assessment and Reporting – Review and Expectations

The following suggestions have come from the Teaching. Learning and Assessment group and our meetings to discuss and reframe this, and feedback from the Parent Voice events.

Report templates
Key Stage 3 report comments should include:
- Positive statement (what is going well)
- Improvement statement (grades would improve if)
- Suggestion of where to go for independent study resources - subject specific – linking where possible to the area for student improvement.

Key Stages 4 and 5 report comments should include:
- Positive statement (what is going well)
- Specific improvement statement (student grades would improve if) linked to topic or PPE grade

Quality Assurance
This is to minimize the likelihood of spelling and punctuation mistakes, student names not matching those in report comments, discrepancy between grades and comments made or inaccurate data where students who are receiving L1's for homework or regular disruption are the getting 1's for Homework or ATL in the monitoring reports.

There needs to be a timely QA process to allow for this process.

- Steps 1, 2, and 3 would take place from the start of term, up to the monitoring date for that year group.
- Steps 4 and 5 would take place in the week after the monitoring deadline.
- Reports issued to parents on the Tuesday following our staff monitoring deadline.

Quality Assurance Steps

Step 1: Data Manager	• Open report mark book at the start of each term, to allow for data input • Email staff reminders of upcoming deadlines
Step 2: Subject Leader & Line Manager	• Comment banks are viable if the comment content is checked for spelling, punctuation, and grammar, and will link to new material for independent study
Step 3: Class Teacher	• To generate the report for individual students • To check that name, grade and comment are accurate. • To check spelling, punctuation of their written report • To complete this process by the Tuesday reporting deadline
Step 4: Subject Leader	• Proofread a sample of department reports (2 per class) • Name and grades correlate • Comments relate to content taught
Step 5: Head of Year & Inclusion Manager	• Proofread student who are on HOY report • Proofread students with EHCP (PU/JG) • Check grades and comments correlate

Time Frame – for monitoring with comments and quality assurance   - internal deadlines

Year	Monitoring Deadline	QA Deadline / Sent to parents
11	Tuesday 21st November	Tuesday 28th November
10	Tuesday 5th December	Tuesday 12th December
13	Tuesday 12th December	Tuesday 19th December
12	Tuesday 23rd January	Tuesday 30th January
7	Tuesday 30th January	Tuesday 6th February
9	Tuesday 20th February	Tuesday 27th February
8	Tuesday 18th June	Tuesday 25th June

Guided comment statement examples

Positive:

Student A's attitude towards learning in mathematics lessons is consistently good. He works incredibly well independently to complete the work set.

Student B's confidence in his mathematical ability has improved steadily throughout the year, and this is shown in his unit test scores.

Improvement:

In lessons, *Student C* needs to focus more of his attention on the work set, as he is sometimes distracted.

Unit 24 (Linear inequalities) would be a useful starting point for *Student D* to revisit.

Arbor Tip:
If you choose to insert snippets into Arbor to use as you comment bank, label them as your subject and content. For example:
Maths ALT good 1
Maths Homework Poor 1

*Arbor running in Edge and Chrome will run a spell check.

Grade adaption for Year 9

From September 2023, Year 9 grades have been replaced with Working Towards/ Meeting / Exceeding statements instead of GCSE 9 – 1 grades, to reflect the three year Key Stage 3.

NKS Equality impact assessment

Policy details

POLICY NAME AND PURPOSE
Teaching, Learning and Assessment Policy
LAST REVIEW
December 5th 2023. S Neale
POLICY STATUS
Existing
THIS POLICY WILL AFFECT
- Pupils   - Staff   - Parents

EIA completed by:	S Neale. Assistant Headteacher
Contributors to EIA:	None
Date completed:	6th December 2023

Impact analysis

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex	✓			
Race	✓			
Religion or belief	✓			
Sexual orientation		✓		We look to deliver a broad and balanced curriculum for all our students over a 7-year journey. The curriculum has been designed by our subject leaders to have a local context and reflect the community of the school and deliver on cultural capital were applicable. Staff support students in broadening their awareness and developing their future aspirations.
Gender reassignment		✓		
Pregnancy or maternity		✓		
Age	✓			
Disability	✓			
Marriage or civil partnership		✓		

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
• English as an additional language	✓			See above
• Families with separated parents	✓			

INTERSECTIONAL IMPACT
• N/A

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT
• The initial document was reviewed with the Teaching and Learning group. The policy has been updated to reflect the work and progress made by staff with the new curriculum structure.

FINAL DECISION ON POLICY
• Keep the policy without change

Monitoring arrangements

MONITORING ARRANGEMENTS
• Policy review schedule – review for September 24   • This policy will be consulted with staff and the TL group to ensure it reflects our intent and impact moving forward.
DATE OF NEXT POLICY REVIEW
September 2024