



## Quality of Education Policy

### Everyone is:

Valued, Challenged, Inspired

### Our vision:

Each person in our schools is valued, challenged and inspired, being 'made in God's image' and therefore infinitely precious, morally responsible and gifted for a purpose.

Founded on faith, hope and love, and inspired by Christ, we pursue excellence in character development, learning across the curriculum, and service to our communities.



### Our Mission:

Providing Christian-ethos schools of character for the whole community:

#### **CHARACTER Education**

We build good character. We learn about good character, why it matters and how to develop it.

#### **CURRICULUM Excellence**

We are determined to achieve a personal best. We provide a broad, ambitious curriculum that ensures excellent student learning, progress and future destinations.

#### **COMMUNITY Engagement**

We serve with gratitude. We use our gifts to benefit our community and environment.

### 7 Core Virtues (Good Habits)

**Love:** We act selflessly, with kindness and compassion, for the good of others.

**Wisdom:** We exercise good judgement; seeing and doing what is true and good.

**Fairness:** We treat everyone fairly and justly, the way we would like to be treated ourselves.

**Self-Control:** We control our desires, not letting our desires control us.

**Courage:** We are determined to achieve what is worthwhile even in the face of difficulty.

**Humility:** We avoid arrogance, being realistic about our strengths and weaknesses.

**Integrity:** We are honest with ourselves and others, so that our words and actions agree.

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## Curriculum

Bede Academy is a Christian ethos school for the whole community. Our curriculum is the sum of all planned activity within the academy and is the vehicle through which we deliver our vision; namely **excellence in character development, learning across the curriculum and service to our community.**

Our all-through curriculum is:

...**knowledge-rich** with clearly defined, coherent progression which strengthens schema to enable all students to secure ambitious curriculum goals;

...**enabling** as all students have access to the whole curriculum and students master fundamentals in reading, writing and mathematics;

...**responsive** as assessment identifies security of learning and students are supported to achieve our curriculum goals;

...**inspiring** as it takes students beyond their own experience, offers opportunity for creativity, and enables them to understand their identity in **Blyth and beyond**;

...**transformative** as by developing character, we build learners who exemplify the **Core Virtues** and make a positive contribution to their community.

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Through our curriculum we seek to transform the students we serve, enabling them to take seriously the purpose with which they were gifted and to enable them to contribute to the transformation of their community in Blyth and beyond.

Our curriculum is designed to enable students to develop expertise and wisdom.

### Our curriculum delivers excellence in curriculum outcomes

Our students will value the power of knowledge and questioning. We choose to teach *knowledge that yields the greatest cognitive benefit*. Our curriculum provides a **knowledge-rich** program of study which is increasingly rigorous and is flexible enough to be adapted to meet students' needs.

Knowledge is what we already know about our subjects. It comes from centuries of learning, and from the research of universities and subject associations. It is **powerful** because it enables children to interpret the subject (and ultimately the world): it is our role to share this knowledge and all our students should be exposed to it. It is fair and just that this should be so.

Our curriculum enables all students to acquire knowledge that takes them **beyond their own experience**. It is knowledge students may not have equal access to at home, in their community, family or friends. As such, this knowledge is the right of all students.

Students naturally see a subject in terms of its substantive knowledge – the facts and ideas that experts in the subject have established. In addition to this information, however, disciplinary knowledge is required. **Disciplinary knowledge** addresses *how* that knowledge was established, its degree of certainty and how it continues to be revised by scholars, artists or professional practice. It is that part of the subject where students understand each discipline as a tradition of enquiry with its own distinctive

pursuit of truth. The age and stage at which students are exposed in any depth to disciplinary knowledge varies with the subject, but the point is that we wish our students not simply to learn *about* history or science but to *become* historians and scientists.

Our curriculum considers disciplinarily specific, powerful ways of thinking that are developed through sustained engagement with the subject. Examples are inverse operations in mathematics, cause and effect in science, structure and agency in sociology, provenance and context in history, central tendency and dispersion in statistics.

The curriculum is **structured and progressive**, focusing on building to advanced levels of knowledge. This approach is particularly important in subjects like mathematics, science and languages, where some concepts can only be understood if other concepts have been taught first. Even in a subject like history where some units might stand alone, the development of *skills* requires vertical integration; advanced skills build on more basic skills, and these must be mastered first.

Optimal order of content needs careful consideration within and across subjects to promote the development of capabilities **across subjects**. *“As a trivial example, it might be a good idea if students learned about graphs in mathematics before they are needed in the science classroom”*. Judicious selection of the optimal amount of content each year is vital so as not to overload students but ensure retention in the long-term memory. The curriculum is interleaved to ensure that knowledge sticks and students are given the opportunity to develop expertise.

We overcome students’ barriers to progress by ensuring that every student has competence in **literacy**, reads widely and develops **numeracy**. They will master the basics and be supported when they fall short. All students will be **appropriately challenged**. Planning for challenge is not about just making work as hard as possible; the curriculum at each stage should present an *appropriate* element of challenge. To pitch work correctly requires an understanding of what students already know, and an appreciation of the misconceptions that they may bring to their learning.

We ensure all our students' gifts are developed through our **rich and creative** curriculum that promotes the Technology, PE and Creative subjects as much as the core and EBacc.

### Our curriculum delivers excellence in character

The curriculum creates learners who are compassionate, responsible and become leaders of good character, exemplifying the **Bede Virtues** to make a positive contribution to their community.

Our curriculum extends our students’ experiences, and creates lasting memories, by ensuring all students participate in **character and leadership** development each year as well as sport, music, charitable and extra-curricular opportunities. We actively seek to increase cultural capital by ensuring all students have access to enrichment opportunities.

Our curriculum equips students with a strong identity and resilience so that they are empowered to thrive and to overcome difficulty.

Our curriculum instils in students a love of learning. This means that students must not only learn what to study, they must also develop **character** which facilitates learning, and thus become confident, self-disciplined individuals capable of engaging in a lifelong process of learning.

### Our curriculum delivers excellence in community

Our curriculum fosters a sense of **citizenship, history and belonging** for all students, ensuring that via our wide range of opportunities they contribute to and discover more of the richness of their community locally, nationally and internationally.

The curriculum is designed to raise students' aspirations, by creating carefully planned opportunities to experience a wide range of **enrichment**, including careers provision. We match students' own interests and aspirations to local enterprise areas of growth.

Our curriculum looks outward to the opportunities and needs of **Blyth and beyond**. This is particularly evidenced through STEM links to the Port of Blyth, renewable energy industries and leading-edge technology firms. There is a transformative level of investment in local industry, and particularly in creation of high skilled job opportunities. We would like our students to be equipped with the character and expertise to capitalise on this investment.

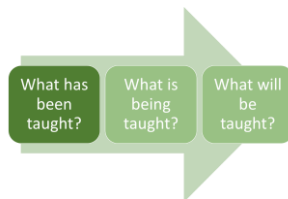
We increase participation in community events for our students by ensuring explicit **links** to local charitable organisations, industries as well as routes into universities. These are directly built into our curriculum and CEIAG.

# Principles of Curriculum Design

Leaders at all levels have carefully considered the curriculum journey for their given subject to create clearly defined, coherent progression towards ambitious curriculum goals. Broad and deep-thinking overtime has led to the curriculum as it is currently planned.

As the curriculum is well planned, we have the freedom to engage at a deeper level with curriculum design. Curriculum leaders think deeply about progression and evaluate the curriculum's effectiveness on enabling students to secure the curriculum. Teachers focus on lesson preparation (thinking carefully about how to deliver the most effective lessons) rather than lesson planning (as this is completed collaboratively).

Curriculum planning is never finished. This is both the beauty and the challenge of curriculum design.



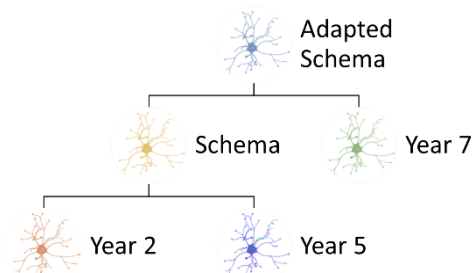
It is the responsibility of every classroom teacher to ensure that they understand each step in the curriculum planning journey, to ensure every lesson has its intended purpose.

This fidelity to curriculum planning is crucial.

Some key steps in curriculum planning and design are outlined below:

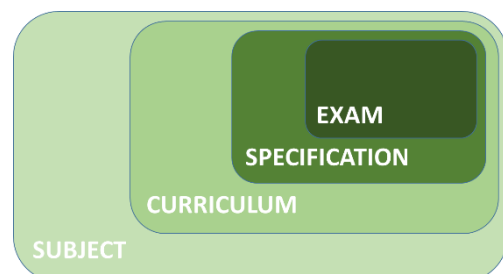
## Identifying schema/key concepts

A precursor to curriculum sequencing is being clear about the key strands of the subject. These are the major areas of understanding students need to develop. These key strands act as the lens through which students will see the subject and each key strand is analogous to a giant schema – the mental model that students develop, where linked knowledge is stored together in long-term memory.



## Selecting curriculum content

The curriculum content itself is a carefully selected sample of the whole subject domain. It is the responsibility of curriculum leaders to select the curriculum for their subject area, ensuring that this covers, but is not limited to, the national curriculum/subject specification. We also take into account our local context. We call this **key knowledge**.



## Defining curriculum goals

In each subject consideration is given to what is required for successful degree level study, A-level requirements, secure GCSE expectations, and end of Key Stage 1, 2 & 3 expectations to define annual milestones. These annual milestones outline the knowledge students need to secure or master and form the basis of bi-annual summative assessment. We call these **curriculum goals**.

### Sequencing key knowledge

The careful sequencing of key knowledge towards increasingly complex curriculum goals ensures that the curriculum itself is the progression model. Every piece of key knowledge in curriculum planning should be an explicit next step, ensuring that identified key knowledge demonstrates clear progression from one linked unit to the next.

To ensure that our knowledge rich curriculum model does not become limited to remembering successive facts, careful consideration is given to that knowledge which is needed to enable students to become scholars of the subject in their own right. To this end, key knowledge is usually (but not exclusively) identified as substantive or disciplinary, as outlined below.

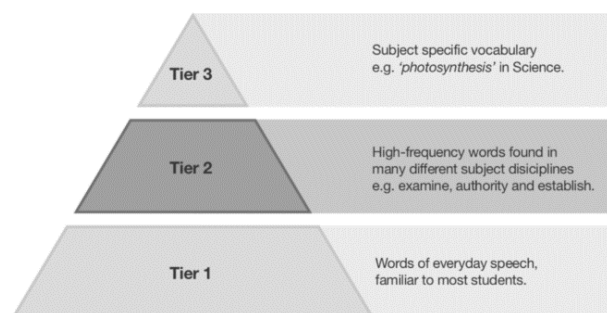
**Substantive knowledge** – carefully sequenced and progressive, this is substantial knowledge which students need to master. *What students need to know.*

**Disciplinary knowledge** – carefully sequenced and progressive, this is the knowledge students need, to be able to learn the subject (discipline) well. *How students need to think.*

Where students are developing the same disciplinary knowledge in successive units of work (e.g. evaluating the use of language features) it must be made clear how this is more demanding and demonstrates progression from one unit to the next.

### Identifying tier 2 & 3 vocabulary

By identifying the words students may not have encountered and explicitly teaching this vocabulary, we ensure that each subject remains accessible and equitable.



In primary years, the emphasis is on tier 2 vocabulary (defined as that which unlocks substantive knowledge, develops disciplinary knowledge, and has high instructional potential).

In secondary years, the emphasis extends to include tier 3 vocabulary. Knowledge of these low-frequency, subject-specific words is crucial to enable students to be able to build the schemata required to secure long-term memory and equip students with the technical

vocabulary required for academic precision.

### Ensuring all students can secure the curriculum

We expect every student to secure the curriculum and do not have a streamed approach to curriculum planning (except in Key Stage 4, where this reflects tiered entry). This ensures that all students have access to the full curriculum. Scaffolding is provided, but expectations are not lowered, for students who need additional support to secure the curriculum. **Scaffolding not differentiation.**

Scaffolding is crucial to effective curriculum implementation and is our primary strategy for ensuring that lower attaining students, and those with SEND are effectively supported to secure the curriculum.

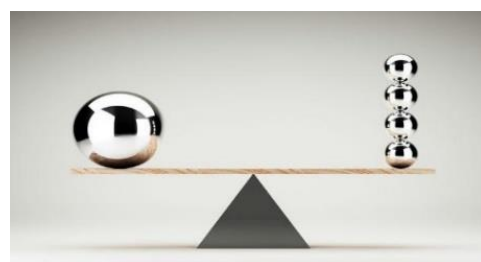
Consideration should be given to, but is not limited to:

- How is vocabulary explicitly taught during this unit of work?
- What scaffolding do students need to secure x?
- How has homework been used in this unit of work?
- How is retrieval practice embedded in this unit of work?
- What strategies have been used to support students with reading?

## Understanding progression models

We choose the progression model which is most appropriate for our subject.

Progression might be demonstrated by the acquisition of a greater **breadth** of knowledge which enables students to solve increasingly complex problems from a toolbox of this prior knowledge (such as in maths and science). Or progression might be demonstrated by performing the same skill (such as evaluation) at a greater **depth**, drawing on knowledge from a range of sources (sometimes outside of the subject itself) to engage with increasing levels of sophistication and disciplinary specialism (such as in English and history).



## Ensuring assessment is fit for purpose

We do not use generic descriptors as the basis for assessment, instead, assessment is tailored to the curriculum goals or key knowledge which is being assessed. This ensures that assessment is focussed on the curriculum as is it intended, and not a generic measure of performance.

Formative assessment takes place regularly and informs day-to-day teaching. Students are given the opportunity to respond to this formative assessment, before arriving at a judgement about their security of knowledge at the end of each unit of work.

Subject-specific feedback policies outline the agreed approach to providing feedback in each subject.

Teachers are responsible for ensuring that all students in their groups receive regular feedback driven by the needs of the students and the curriculum.

Summative assessment takes place regularly and these examinations are designed to evaluate students' overall performance, including long-term memory and security of annual curriculum goals.

## High-quality independent practice

The end result of the curriculum planning is that students know more, remember more and are able to do more. We are only able to evaluate the effectiveness of the curriculum and students progress by planning opportunities for them to independently demonstrate what they are able to do.

We ensure that every lesson/stage within every unit of work includes carefully considered instruction and modelling to enable challenging independent practice. Careful consideration is given to providing



students with **regular, timely and challenging independent practice** which is closely aligned to the guiding questions.

# Teaching

At Bede Academy our overarching aim is to ensure that all students, regardless of their background, make rapid academic progress and grow in character.

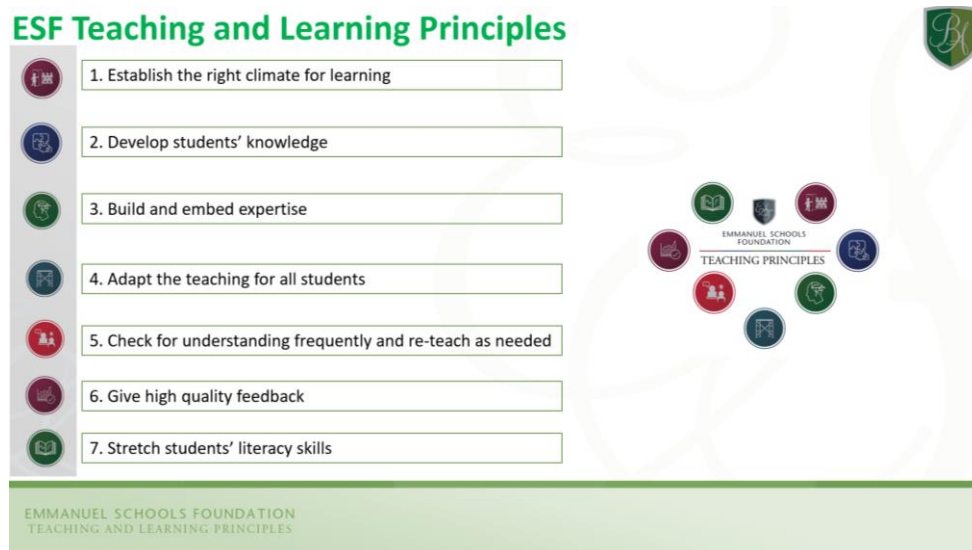
Ensuring that teaching and learning expectations are explicit and consistent will allow us to pursue our mission to help students achieve considerably more than they might have imagined possible.

Highly effective teachers are proficient in both their subject knowledge and in their classroom practice. Both of these elements are critical to delivering a body of subject knowledge with the necessary skill and depth to ensure that students make rapid progress.

Highly effective teachers have a clear understanding of their students and where they are in relation to their learning.

Highly effective teachers are skilled in moving students forward through planning, teaching, feedback and adapting, ensuring students make outstanding progress.

It is a mistake to be prescriptive about how to teach. However, there are principles to support the planning and delivery of highly effective lessons. We therefore have aligned our ESF principles for Teaching and Learning.



It is not expected that the principles will necessarily directly feature in every lesson; but that the principles should be evident over a series of lessons. What is necessary, however, is that students are regularly given time within lessons, and for homework, to independently practice what they have been taught in order to make rapid progress.



**Instruction** is the tool used to transfer their knowledge to their students. In exploring and articulating the knowledge within the curriculum and the thought processes of a subject expert we equip our students to practice effectively. Instruction often takes two forms:

#### *Explanation*

Provide students with deep knowledge by explaining clearly and memorably new concepts, related subject terminology, and how these connect to prior learning. Provide concrete examples and ask questions to check understanding.

#### *Modelling*

Demonstrate how an expert thinks by modelling how to approach tasks. For example, think aloud as you go through a worked example. Make the process obvious by breaking it down into small steps and highlighting pitfalls to avoid.

**Practice** provides the space for students to apply their knowledge of the curriculum with increasing mastery until they are able to communicate as an expert. Expert teachers plan carefully for intentional practice, providing students with careful guidance as they begin to explore their new knowledge before they are able to practice independently.

Therefore, practice commonly takes one of two formats;

#### *Guided practice*

The harder students think the better they will understand and remember what they have been taught; set challenging work and provide scaffolding and support to make the impossible possible.

#### *Independent practice*

Once equipped to do so, students need to work independently, though with clear guidance and feedback. Practice needs to be challenging and focused so that students are thinking hard about what they are learning.

# Feedback

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes.

Evidence suggests that feedback leads to students making significant gains in student progress. However, this is only the case if feedback leads to student action.

Staff are responsible for ensuring that all students in their groups receive regular feedback **driven by the needs of the students and the curriculum**.

Feedback should be delivered in a manner that secures the curriculum goals and challenges misconceptions. It should be timely at meaningful points against the curriculum in subject schemes of work (linked to essential pieces of knowledge or addressing common misconceptions) that provide students with clear opportunities to further secure their learning before the end of unit assessment.

*'Remember quantity of feedback should not be confused with the quality.'* (DfE: Reducing Teacher Workload)

To support our high expectations for effective marking and feedback, all marking should be:

- Meaningful: Will the feedback support students in making progress? Will it help them to make things stick?
- Manageable: Is it the most appropriate type of feedback?
- Motivating: Will it engage students to act on the feedback and make progress towards a learning goal?

These principles will be enacted through the use of department and phase specific feedback policies.

In addition to this, teachers should make full use of verbal feedback opportunities, including modelling worked examples, targeting questions to check understanding, and highlighting misconceptions with further explanation to make the implicit explicit

The regularity and effectiveness of this feedback will be demonstrated by:

- Student responses to feedback in green pen.
- The progress of students in teaching groups over time, with a demonstrable improvement in the quality of student work.

The academy has high expectations of standards of presentation of written work. We have to ensure that students understand that all staff expect the same high standards of presentation across all subject areas. When work is well presented, students will be able to refer more easily to previous work, recall work previously completed and take a pride in their own high standards.

Students will:

- Write in blue or black pen
- Complete drawings, diagrams and graphs in pencil.
- Use green pen to make corrections or amendments.
- Use a ruler to draw any lines.
- Write the date and title at the top of the page. They should be underlined with a ruler.
- Glue all worksheets flat rather than folded for ease of reference.

Teachers will:

- Direct students to either start a new page or continue on the previous page (this will be dependent on if work needs marking or green pen tasks are to be completed).
- Mark in red pen.

## Homework

Homework can result in students making accelerated progress in academic subjects (including reading). This is equivalent to an extra 5 months each year, which is over 2 years particularly across secondary years. Homework that is linked to classwork is most effective and digital homework has been shown to have an even higher impact.

Homework is set on a regular basis, depending on the age of the child. This allows students to consolidate new knowledge, learn how to organise themselves and learn on their own. Consistent and thorough habits are vital to establish early as homework is a key part of education success. Students must get into the habit of reading daily.

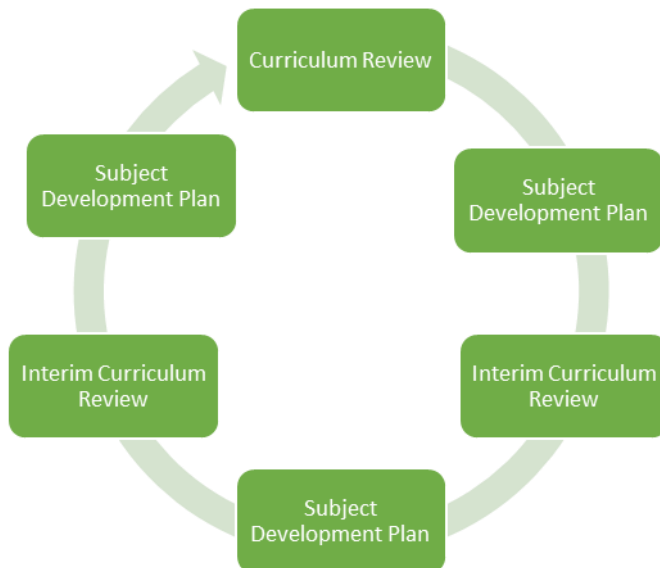
Homework will either be **reading**, **retrieval practice** (checking prior knowledge to prepare for lessons) or **directed practice** (revising things your teachers have noticed you need to practice).

# Quality Assurance

## Core principles

- Quality assurance is a transparent, open and honest process that results in staff delivering their very best day in, day out.
- Everyone is responsible for engaging in the process and contributing to improving the performance of all.
- Quality Assurance must lead to rapid improvement in quality of education across the Academy.
- Quality Assurance directly informs individual, departmental and Academy wide CPD (including coaching) and subject level action planning.
- Regular and focused on typicality of teaching and always identifies strengths and areas for development to support our improving practice.
- Accurate so that a true picture is gained of current practice at individual, departmental and the ultimately academy level across both phases.
- Creates a positive culture of continuous evaluation and feedback.

## Curriculum Reviews



Curriculum reviews are our primary mechanism for evaluation of the effectiveness and impact of the curriculum in any given subject area.

An ongoing iterative process of continual development begins with a full curriculum review and identified areas for development. These frame the subject development plan priorities.

Subsequent interim curriculum reviews create an opportunity to evaluate progress against areas for development and refine development planning.

A Curriculum Review is an in-depth analysis of an area of learning which includes speaking to leaders, teachers and students. This is done in order to establish an understanding of how the curriculum is constructed, how securely it is being implemented across the curriculum area and the extent to which leaders, teachers and students can articulate curriculum goals. The process is outlined below:

- Step 1: Curriculum Review Meeting with Curriculum Senior Link
- Step 2: Curriculum Review Meeting with Subject Leader
- Step 3: Evidence Gathering
- Step 4: Emerging Themes from Evidence Gathering
- Step 5: Curriculum Review Teacher Discussion
- Step 6: Identification of Development Priorities

## Interim Curriculum Review

The Interim Curriculum Review is an opportunity to evaluate progress against department action plan priorities and the quality of provision across the whole subject. Just as in a full Curriculum Review, we gather evidence on the curriculum intent, implementation and impact. This is done in collaboration with leaders, teachers and students. The emphasis of this process is on mutual exploration of the strengths and area for development within a curriculum area. Leaders are expected to put their best foot forward and openly share areas requiring further development.

The Interim Curriculum Review will establish a coherent evidence base on the quality of education and the progress towards previously identified areas for development. The focus of the Interim Curriculum Review will be agreed with the HOD in advance of evidence gathering and informed by impact of the curriculum to date.

## Evidence Gathering

The purpose of evidence gathering is to evaluate the impact of curriculum design and implementation on the security of students' learning.

Prior to visiting lessons, leaders will work with subject specialists to identify curriculum intent and what effective implementation looks like.

Evidence gathering will take place over a series of lessons and will include a review of planning, lesson visit, review of students' work and discussion with a range of students. The overall effectiveness of curriculum impact will be viewed through the lens of the most vulnerable learners and to assist with this seating plans are required in every classroom.

In addition to regular curriculum review, there will be occasions when some evidence gathering is used to focus on a particular area of curriculum design or student group, for example homework or SEND.

# Staff Development Cycle

## Appraisals

All staff are entitled to high quality appraisal that supports their development as teachers and enables career progression and leadership development. The appraisal cycle begins with accurate, evidence-based self-reflection. Appraisal objectives are based on teacher standards that reflect career stages and previous areas of development.

UPS teachers need clear expectations that ensure highly effective practice is increasingly the norm and that they are making a substantial and sustained contribution to the improvement of curriculum delivery or teaching and learning either in their department or across the wider academy.

Leaders will need to demonstrate impact across their teams will be held to account for a wider range of targets.

Evidence from curriculum reviews and interim curriculum reviews will be used to support the appraisal cycle.

Appraisals will be conducted in line with the processes as stated in the ESF staff handbook.

## Professional Development

Our Professional Development is delivered in 3 tiers:

- Whole Academy priorities and knowledge development through INSET and Twilight
- Department through the Monday Improvement Cycles and Subject Enhancement
- Bespoke through Teacher Learning Communities, TeachMeets, use of StepLab, wider professional training and 1:1 support

We secure strong teacher habits by ensuring that our Professional Development offer:

- Builds Knowledge
- Motivates Staff
- Develops the delivery of the curriculum
- Develops teaching expertise and embeds practice
- Enables emerging leaders to grow

This is based on the Education Endowment Foundation (EEF) *Effective Professional Development* guidance 2021



<b>Mechanism Category:</b> Four purposes of PD	<b>Mechanisms:</b> Active ingredients of PD				
<i>Build knowledge</i>	Manage cognitive load	Revisit prior learning			
<i>Motivate teachers</i>	Setting goals	Credible source	Affirm and reinforce		
<i>Develop teaching techniques</i>	Instruction	Social support	Modelling	Rehearsal	Monitoring and feedback
<i>Embed practice</i>	Prompts and cues	Action planning	Self-monitoring	Context-specific repetition	

Teachers are provided with a high level of training and support to ensure that they meet the required standards of performance. The Capability Policy is designed to provide support to staff who are under-performing or not meeting the required standards for their role.

# Assessment

All assessment will:

1. Have a **clear** purpose in mind linked to curriculum goals; all assessments, whether they are a hinge question in a lesson or an annual exam need to have a rationale to support them.
2. Be **valid**; this term is used to describe the degree to which an assessment provides information that we can trust and can be used to evaluate the effectiveness of the planned curriculum.
3. Be **reliable**, producing information that can lead us to make conclusions about the level of student learning and our future planning with confidence.

Heads of Department and Primary Subject Leads are responsible for working together ensuring that student progress in their subject is regularly and effectively assessed.

Evidence suggests that assessment functions best when it is designed collaboratively, identifying a shared purpose and relevance to the curriculum. Leaders have a responsibility to ensure that when planning for assessment and feedback is it meaningfully linked to curriculum planning, manageable for both staff and students, and motivates students to improve their learning.

Formative Assessment

**Formative assessment** needs to be an essential part of good teaching practice 'day in day out'. Highly effective teaching utilises some of the following:

- Observation
- Questioning
- Formative marking (see model below)
- Low stakes tests

Evidence suggests that grading individual pieces of student work – either with a GCSE grade or a score out of 10 – is ineffective, and can be counter-productive. The purpose of marking is to provide students with feedback on how to improve and to motivate them to action. Grading does not achieve either of these purposes for all students. Therefore, grades will not be used for formative assessments.

**Areas for improvement** should be actionable by the student with guidance from staff and lead to an improvement in the quality of student work and their intellectual character. Time should be given in lessons for students to respond to feedback.

Subject-specific feedback policies outline the agreed approach to providing feedback in each subject.

Summative assessments

Summative assessments are used to test long-term memory. These can take a number of different formats such as:

- unit tests
- formal, or mid-year exams
- annual exams (including Year 11 and 13 rehearsal exams)
- statutory tests and public examinations

Formal assessments must be moderated and marks standardised before recording and reporting to ensure comparability, accuracy and reliability.

Data from formal assessments will be shared with parents and analysed at a subject and whole academy level. It will inform strategic planning, evaluation of the curriculum and evaluation of teaching.

The use of agreed terminology is essential to ensure that students, parents, staff and governors are able to quickly interpret the information that they are presented with. It is also important to ensure that any information presented is reliable and not misleading. It may be valuable to give a KS2 scaled score, GCSE or A Level 'grade' where this relates to a published mark scheme.

### End of unit tests

At classroom level, each subject from Key Stage 1 upwards, will ensure that there is a formal assessment at the end of each unit of learning to assess the security of learning across that unit by each student.

These will be used at a department or year group level to inform meaningful feedback based on the assessment and be recorded on assessment tracking sheets for each student. It is expected that students will respond to their feedback from end of unit assessments as well as keep a record in their books of their progress towards their end of year/key stage target.

The outcomes from these end of unit assessments will also inform further planning and curriculum improvement.

### Formal assessments

These assessments are infrequent formal assessments that will establish extent to which learning has been secured over time and has led to a change in the student's long-term memory which can then be successfully evidenced under formal exam conditions. In most cases the outcomes of these will be reported to parents.

The frequency of these will be determined by the needs of the curriculum at each key stage.

EYFS	Teachers carry out assessments through observation to feed into the baseline and end of year Early Learning Goals.
Key Stage 1	Formal teacher assessment is carried out in maths, reading and writing three times a year. Students who are ready, complete a formal test for maths and reading in the summer term. Students complete a mock Phonics Screening Check in the spring term and the official Phonics Screening Check in June. Students who fail the test will resit it in Year 2.
Key Stage 2	Formal tests for maths and reading are sat under test conditions three times a year. Writing is assessed by teachers following a collection of writing pieces in students' books. Year 2 and 6 formal tests will be practice SAT papers in the autumn and spring and they will sit the official SATs in the summer. Year 4 students sit practice and official Multiplication Tests.
Key Stage 3	Formal exams will be sat under exam conditions twice per year. In Year 8 and 9, some of these exam series will be in the exam hall.
Key Stage 4	Year 10 there will be two formal assessments at the mid and end points in the academic year. Year 11 will have full rehearsal exams mostly comprising full GCSE exam papers in the autumn and spring terms.
Key Stage 5	Year 12 formal half-termly assessments. Year 13 two full rehearsal exams comprising of full A Level papers in the autumn and spring terms.

In order to ensure the accuracy and robustness of formal assessments across all key stages, the following principles will be applied where possible.

Formal exams and mid-year exams:

- Will be cumulative of course to date and including interleaving.
- Will be consistent/comparable across all teaching groups, to show progress between classes and between assessment points.
- In KS4 and KS5, will be “exam style” and have mark weightings aligned to AOs; they will be sat in exam conditions and not scaffolded, providing the closest possible experience of a real exam at that point (**end of Yr10 exams, both Yr11 exams, end of Y12 exams and Y13 rehearsal exams to be GCSE/A level papers or agreed equivalent**)
- In KS4 and KS5, will be marked using board boundaries +5%, or proportional equivalent, reflective of that point in the curriculum.
- Will undergo moderation of assessment and standardisation of marking across each department, using examiner support where possible.

## Reporting

Reporting of students' progress and attainment is via the BromCom My Child at School application. Here parents can view recent and historic assessment information pertaining to their child, including teacher assessment and internal examination outcomes.

In primary years, a student report card is published at the end of the autumn and spring terms, with a full report at the end of the summer term.

In secondary years, a report is published at the end of each term and following internal examinations. These outline the progress students are making in each subject area, including information relating to their attendance, efforts and engagement.

## Target Setting

Our aim is that Bede Academy will be at least in the top 20% of schools nationally for progress. Students are given targets based on prior achievement and in line with FFT20 predictions. Formal assessment is used to evaluate the progress of students in relation to these targets.

In the primary years, students are given targets based on prior achievement and in line with Early Years data or FFT20 predictions. Formal assessment is used to evaluate the progress of students in relation to these targets and this information is discussed in detail during data meetings with the senior team.

At KS3, we will measure progress against the curriculum, aiming for each student to firstly secure, then master each of the curriculum goals. The target is, therefore, the mastery of each curriculum goal and progress will not be measured against any other “grade” or “level”.

At KS4, students begin study of their GCSE subjects and it makes sense to report progress and academic targets in relation to GCSE grades. Each student will be given the “total” of the FFT20 predictions for each of the subjects they are studying (or FFT5 where subject exceeds FFT20). They will then have freedom, within sensible limits, to apportion this total how they see fit amongst those subjects, according to their own strengths, weaknesses and aspirations. This total will be the minimum, with students able to aim higher if they wish. A review of targets takes place following annual assessment data and discussion with SLT link.

At KS5 ALPs will be used to achieve a minimum “total” of grades, similar to the system in KS4.

## Setting Principles

From year 7 upwards, students are put into sets, determined largely by academic ability. In Year 7 and upwards, two parallel bands of sets are created; this enables departments to group similar students, but also retains a broad enough spread of abilities in each set to allow all students equitable access to the curriculum. It is our experience and belief that whilst some element of setting by academic ability is desirable, it is not most effective to create sets which contain all of the academically strongest (or weakest) students and that all students benefit from a slightly more mixed environment.

In Year 7 sets are created using information gathered from primary feeder schools and where possible standardised assessment data.

Teachers will tailor their lessons according to the specific needs of students within the set. Students will also have access, as appropriate, to support from LSAs, an extensive programme of co-curricular opportunities, and support from external agencies.

Setting will be reviewed on an annual basis, following formal written examinations. In addition to this, Heads of Departments may request a setting review for an individual student at any time, if they believe they would benefit from moving to a new set.

To maintain equity of provision, set changes must be signed off by VP Curriculum.