

CURRICULUM AND ASSESSMENT POLICY

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1. Rationale

1.1 Curriculum

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2015](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#)

1.2 Assessment

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. Assessment is the process of evaluating how effectively learning is occurring. It may be undertaken by learners themselves, by teachers, by the two working together, or by learners in collaboration with one another. It is a crucial and integral part of the teaching and learning process and must link closely with curriculum content to ensure good cohesion and relevance of the two.

A wide range of activities undertaken by teachers and learners can provide information on learning. Different assessments will often be required according to the determined purpose – one size does not fit all and it is essential that the purpose of any assessment is firmly established before it is undertaken.

Teachers at Clyst Vale Community College must ensure that they know and understand: how to assess in their relevant subject and curriculum areas, including statutory assessment requirements; make use of formative and summative assessment to inform planning and secure students' progress; use relevant data to set targets and monitor progress; provide regular feedback both orally and through accurate marking and encourage students to respond to feedback.

As a College, Clyst Vale will use assessment information to primarily evaluate the impact of its provision and interventions and then take the necessary action rapidly to secure timely improvements.

1.3 Aims

This policy aims to:

- Establish the principles which underpin the Clyst Vale curriculum
- Outline how the curriculum is organised to ensure progression in learning
- Establish the purposes for which assessment of student learning takes place
- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated and the roles and responsibilities of those involved in this process.

2. The Clyst Vale Curriculum

Clyst Vale is a Community College has a large catchment area covering both rural areas and the fringes of Exeter. The College has an inclusive ethos and caters for a wide range of students. The curriculum is designed with the flexibility to meet the needs of all students and enable all students to realise their full academic potential. We offer a curriculum that is broad and balanced: ambitious and appropriate to all students irrespective of gender, ethnicity, belief, levels of ability or disability and social, cultural or economic

background. Through offering a broad range of diverse subjects we create opportunities for our students to achieve their true potential and to take pride in that achievement, whilst also taking pleasure in the achievement of others.

Our curriculum includes all the timetabled lessons together with various extra-curricular activities that are organised to enrich each student's experience and provide opportunities to build cultural capital. It also includes the hidden curriculum, as a Rights Respecting School our key principles of 'respect' 'participate' and 'learn' underpin the College ethos, students are encouraged to reflect on how they treat others and how they are expected to behave. Curriculum areas, Course 42 lessons, tutorials and assemblies teach about the United Nations Convention on the Rights of the Child (UNCRC) Our aim is to deliver a curriculum that develops attitudes and beliefs in accordance with our status a Rights Respecting School, raises aspirations and prepares students for the next stages of their lives.

2.1 Our curriculum intent

At Clyst Vale Community College, our aim is to deliver a curriculum that:

- is diverse, ambitious and coherently planned to ensure progression in learning
- is inclusive and personalised to meet the needs of individual students
- develops resilience in our learners and maximises their cognitive development
- fosters curiosity, develops lively, enquiring minds and creates genuinely memorable lifelong experiences
- provides students with the opportunities to become successful learners, who enjoy learning and who have the attitude and skills to learn independently
- builds cultural capital and reflects our values and ethos as a Rights Respecting School
- promotes students' spiritual, moral, social and cultural development
- prepares all students for the opportunities, responsibilities and experiences of life
- promotes British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

2.2 Curriculum organisation and implementation

At all Key Stages there are five lessons of 60 minutes per day. The timetable is organised on a fortnightly rotation. Whilst all lessons at key stages 3-4 are taught during periods 1-5, at Key Stage 5 in order to allow the greatest flexibility for students and to maintain a broad and balanced curriculum, subjects may be timetabled after school. To ensure the curriculum remains as broad as possible for as long as possible Clyst Vale Community College follows a three year Key Stage 3 curriculum and a two year Key Stage 4. Some subjects may introduce GCSE knowledge and skills during Year 9 to prepare students explicitly for the increased demands of GCSE.

The College pays due regard to the National Curriculum and other relevant national guidance, but exercises its freedom as an Academy to vary this as appropriate to ensure the best possible curriculum and progression for all students. Opportunities exist within each curriculum area structure for students to explore, discover, frame and solve problems, to discuss and debate, to enact, to create, to communicate and to evaluate using the appropriate media.

Key Stage 3

During Key Stage 3 (years 7, 8 and 9) students study a wide variety of subjects that will provide them with a secure foundation in each subject, equip them with the key knowledge and skills to be successful in their GCSE qualifications; and contribute to the overriding intent of the whole school curriculum.

The content and skills that each subject delivers across Key Stage 3 has been carefully chosen and sequenced to ensure that it provides students with a rich learning experience, the opportunities to master key areas of subject content and increasing intellectual challenge and rigour as they progress from one year to the next.

The table below outlines the subjects that are taught at Key Stage 3 and the lesson time that is allocated to each subject per fortnight.

Subject	Time allocation		
	Year 7	Year 8	Year 9
English	6	6	7
Mathematics	6	6	6
Science	6	6	7
History	2	3	3
Geography	2	3	3
MFL (French & Spanish) *	5	6	4
Art	2	2	2
Music	2	2	2
Drama	2	2	2
PE	4	4	4
DT	2	2	2
Food	2	2	2
IT	2	2	2
Beliefs & Values	2	2	2
Read to Learn	3		
Course 42	2	2	2

* Students are taught both French and Spanish in Year 7, they then select the language they would like to study in Year 8 and Year 9.

Key Stage 4

Key Stage 4 is comprised of two years (years 10-11), with the exception of Maths and Science subjects which start teaching the GCSE Specification during Year 9.

In the Spring Term of Year 9, students choose their GCSE/L2 subjects. The Options process ensures that all students receive advice and guidance on how best to choose GCSE/L2 subjects.

The KS 4 curriculum consists of compulsory core subjects, a guided option choice of either History or Geography and three other 'free' options choices. A strong academic core is at the heart of the curriculum and this provides all students with opportunity to study a range of subjects, many of which contribute to the EBACC. Students will study 9 subjects at GCSE or equivalent level. The sequencing of lessons at Key Stage 4 is driven by the demands of the exam board and syllabus and is carefully connected to the key skills and content that has been delivered to students at key stage 3.

A Gateway course is offered as an alternative programme of study for students for whom a full programme of academic courses is not appropriate. This course focuses on developing students' confidence, self-esteem and resilience. In addition, students develop core skills in teamwork, communication, problem solving, research and self-management. Studying for a vocational qualification at Exeter College is also offered to a small minority of students when appropriate.

The table below outlines the subjects that are taught at Key Stage 3 and the lesson time that is allocated to each subject per fortnight.

Year 10	Hours	Year 11	Hours
English (Literature & Language)	8	English (Literature & Language)	8
Maths	8	Maths	7
Science (Combined)	9	Science (Combined)	9
Science (Triple)	14	Science (Triple)	14
Core PE	3	Core PE	3
Cultural Personal Studies	2	Cultural Personal Studies	3
Optional Subjects			
Fine Art GCSE	5	Fine Art GCSE	5
Photography GCSE	5	Photography GCSE	5
Child Development Cambridge National Certificate	5	Child Development Cambridge National Certificate	5
Computer Science GCSE	5	Computer Science GCSE	5
Creative Media Production BTEC L1/ L2	5	Creative Media Production BTEC L1/ L2	5
Dance BTEC Technical Performing Arts	5	Dance BTEC Technical Performing Arts	5
Design & Technology GCSE	5	Design & Technology GCSE	5
Drama GCSE	5	Drama GCSE	5
Food Preparation and Nutrition GCSE	5	Food Preparation and Nutrition GCSE	5

French GCSE	5	French GCSE	5
Geography GCSE	5	Geography GCSE	5
History GCSE	5	History GCSE	5
Music GCSE	5	Music GCSE	5
Physical Education GCSE	5	Physical Education GCSE	5
BTEC Sport L2	5	BTEC Sport L2	5
Spanish GCSE	5	Spanish GCSE	5
Religious Studies GCSE	5	Religious Studies GCSE	5
Gateway – by invitation	5	Gateway – by invitation	5
Exeter College – by invitation	3	Exeter College – by invitation	3

Key Stage 5

Key Stage 5 is comprised of two years (years 12-13). In the Spring Term of Year 11, students choose their A' Level/L3 subjects. Advice and guidance is given to all students through the taught and non-taught curriculum on how best to choose A' Level /L3 subjects.

The table below outlines the subjects that are taught at Key Stage 5 (years 12-13) and the lesson time that is allocated to each subject per fortnight.

Year 12	Hours	Year 13	Hours
English Retake	5	Extended Project Qualification (EPQ)	2
Maths Retake	5	Tutorial	1
Enrichment	3		
Tutorial	1		
Optional Subjects			
Applied Science BTEC Level 3	8	Applied Science BTEC Level 3	8
'A' Level Art**	8	'A' Level Art**	8
'A' Level Biology	8	'A' Level Biology	8
'A' Level Chemistry	8	'A' Level Chemistry	8
'A' Level Computing	8	'A' Level Computing	8
'A' Level English Literature	8	'A' Level English Literature	8

'A' Level French	8	'A' Level French	8
'A' Level Geography	8	'A' Level Geography	8
'A' Level History	8	'A' Level History	8
'A' Level Maths	8	'A' Level Maths	8
'A' Level Further Maths			6
Music Performance BTEC Level 3*	4	Music Performance BTEC Level 3*	8
PE BTEC Level 3	8		
Performing Arts BTEC Level 3*	4	Performing Arts BTEC Level 3*	8
'A' Level Philosophy, Ethics & Eastern Thought	8	'A' Level Philosophy, Ethics & Eastern Thought	8
'A' Level Photography**	8	'A' Level Photography**	8
'A' Level Physics	8	'A' Level Physics	8
'A' Level Politics	8	'A' Level Politics	8
'A' Level Psychology	8	'A' Level Psychology	8
'A' Level Sociology	8	'A' Level Sociology	8

* These two courses are delivered together

** 'A' Level Art / Photography groups are combined in Year 12 and Year 13

Further curriculum details for each subject can also be found on the College website <http://www.clystvale.org/sixth-form>

2.3 Monitoring the implementation of the curriculum

The effectiveness of how the curriculum is implemented together with its overall impact is continuously monitored by Heads of Department and SLT in a variety of ways, these include:

- Learning walks
- Formal lesson observations.
- Work scrutinies
- Pupil voice activities
- Student and parent/guardian questionnaires
- Link meetings between members of the SLT and Heads of Department.
- Data analysis
- Heads of Department/School meetings
- Department meetings
- Examination performance reviews and subsequent Subject Action Plans
- SLT meetings

Heads of Department have responsibility for:

- Leading curriculum development in their subject areas

- Resourcing of the curriculum
- Monitoring the effectiveness of the curriculum through a robust ongoing cycle of QA activities
- Maintaining Department policies and priorities in line with those of the College

3 Assessment approaches

3.1 Principles of assessment

Effective assessment depends upon a clear and agreed overall policy, clear and shared assessment criteria and the standardisation of professional judgements. Assessment is transparent, accurate and consistent.

At Clyst Vale Community College we see assessment as an integral part of teaching and learning, it is inextricably linked to our curriculum. Teachers will always frame their planning in the context of clear and specific, learning objectives; they will share success criteria with students and model expectations. Teachers will reflect upon the progress made by learners against the key learning objectives and will use these outcomes to inform their future planning.

Assessment is an integral part of student learning. It is a continuous, essentially formative process, involving students, teachers and parents/carers, with the aim of enabling each student to develop their full potential.

We use three broad overarching forms of assessment: day-to-day formative assessment, in-school summative assessment and nationally standardised summative assessment.

3.2 Formative assessment

Day-to-day in-school formative assessment informs teaching and allows students to measure their knowledge and understanding and respond to feedback. It provides a broad picture of a students' strengths and weaknesses, allows teachers to identify when students are struggling and identify what interventions are needed to close that understanding gap.

Day to day in -school formative assessment includes for example:

- Entry and exit cards
- Questioning
- Marking of students' work
- Observational assessment
- Low stakes quizzes and polls
- Peer and self- assessment tasks
- Scanning work for pupil attainment and development

3.3 Summative assessment

Summative assessment enables students to understand how well they have understood a topic or course of work taught over a period of time. It provides teachers with the opportunity to evaluate their delivery of a topic and allows school leaders to monitor performance of pupil cohorts identifying interventions. Summative assessments are also used formatively to identify gaps in learning.

In-school summative assessment typically involves:

- End of topic or unit tests
- Mock examinations
- End of year exams

3.4 Nationally standardised summative assessment

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5. These assessments enable us to monitor the performance of students at Clyst Vale and to understand them in the context of national student performance. Teachers understand national expectations and ensure pupils are supported to achieve and to make good progress.

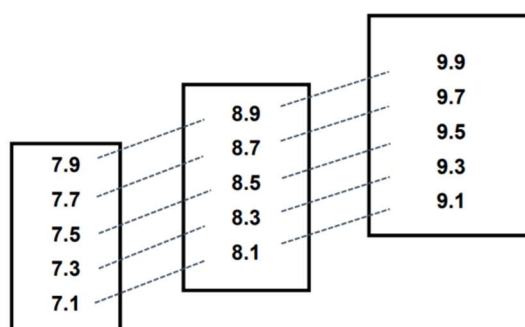
3.5 Assessment Guidelines

Key Stage 3 is divided into three yearly blocks each with its own set of knowledge and skills that students need to master. The more fully students master this learning, the better they will be prepared for the following year's work and the stronger their foundation for success will be in externally examined courses at Key Stage 4.

Each year the grading reflects how secure they are in the knowledge and skills for that year's work. For example In Year 7, students are graded from 7.1 up to 7.9, where 7.9 indicates a total mastery of the year's work.

Termly Progress Reports (TPRs) through the year provide information about the grade the student is expected to achieve at the end of Year 7. This process is followed in Year 8 and 9

Students will tend to follow a 'flat path' as they move through the key stage – in other words, a student achieving a 7.6 in Year 7 will typically achieve 8.6 in Year 8 and 9.6 in Year 9, however we recognise that progress is not linear and that there may be some exceptions to this.



This does NOT mean that the student is standing still in their learning – as the level of challenge increases year-on-year this would indicate that the student is consistently stepping up and keeping pace with the new learning that is being covered. It will also be expected that the student should then continue this progress in Key Stage 4 to achieve at least a grade 6 in that subject.

At Key Stage 3, each subject area has detailed grade descriptors for each grade banding. Students are graded from 9-1 within the following bands, prefaced by the relevant year.

Banding		Grades prefaced by relevant year		
Grade 9	Exceptional	7.9	8.9	9.9
		7.8	8.8	9.8

Grades 7-8	Mastery	7.7	8.7	9.7
Grades 5-6	Secure	7.6	8.6	9.6
		7.5	8.5	9.5
Grades 3-4	Developing	7.4	8.4	9.4
		7.3	8.3	9.3
Grades 1-2	Emerging	7.2	8.2	9.2
		7.1	8.1	9.1

At Key Stage 3 grades reflect only the key content and skills relevant to that year and therefore, **whilst this is indicative of what a student will go on to achieve at KS4, the grading at KS3 should not be seen as identical to awarding a GCSE grade.**

During Key Stage 3 students receive timely assessments. These will focus on how well they have mastered the key skills and content relevant to that unit of study whilst also assessing skills and content that has been taught previously. In this way, assessment should be both modular but crucially, linear as well.

At Key Stages 4-5, assessment will focus on the requirements of the exam syllabus. Exam board mark schemes and grading will be used to assess students' mastery of exam questions and/or wider units of study. Again, this assessment will combine both modular and linear methods of assessing student mastery. To reflect this shift in emphasis reporting at Key Stage 4 and 5 will be based upon GCSE (1-9) A Level (A*-G) grades

3.6 Moderation

Departments discuss success criteria and carry out moderation, where appropriate to ensure consistency in marking and grading of student work.

Procedures for record keeping and moderation are a departmental/subject area responsibility.

4. Collecting and using data

4.1 Data

Data relating to potential and actual performance should be considered in order to:

- estimate the potential of students when they join the school
- identify those students who require differentiated tasks/activities
- set targets for students that are both challenging and realistic
- identify underachievement and put interventions into place to address it
- act as an indicator of the quality of teaching and the learning taking place

Transfer information regarding current attainment, as well as strengths and areas for development, will be sought from all schools when a pupil transfers into the school. This request for information will always cover the statutory requirements for data transfer.

4.2 Setting target grades

Challenging but realistic target grades for students will be generated when a student joins the College. The College currently uses FFT to generate targets for Key Stage 4 and Key Stage 5. These grades are considered indicative targets and are only therefore shared with students and parents once students commence their study of exam qualifications.

Targets are reviewed by Heads of Department at the start of Key Stage 4 and Key Stage 5. Adjustments may be made if there is robust evidence to justify a change and following approval by SLT.

4.3 Record Keeping

Continuous record keeping is important, it should be used to inform future planning, support inclusive teaching and track student progress.

Clyst Vale expects that its teaching staff maintain up-to-date markbooks for the classes they teach so that a record of student progress is maintained. Where a student's progress begins to deviate significantly from that expected, early interventions will be made by the class teacher to 'recover' them supported by Head of Department and or Head of School as appropriate. Parents / Carers will be fully involved in this process where concerns arise.

Whilst the exact format remains a decision for departments the minimum expectation is that teacher markbooks will include:

- Prior attainment data
- Key SEND indicators
- PL Status
- Records of the completion of homework set
- Records of assessment throughout the year
- Notes on interventions used for students deemed to be underachieving

5 Reporting to parents

5.1 Aims of reporting

Parents and carers will receive a Termly Progress Report (TPR) that will enable them to gain an overview of their child's progress in all aspects of school life and indicate areas that need to be developed. At least once a year one of these reports will include a written comment. Termly Progress Reports (TPRs) provide information about students' progress towards targets, their attitude to learning, behaviour and engagement with home learning.

The aims of reporting are:

- To provide an indication of a students' current performance
- To reflect what the student has achieved and recognise their strengths
- To indicate in a constructive manner what the student needs to do in order to improve
- To indicate potential by setting target grades at KS4 for GCSE and at KS5 for A Level

5.2 Reporting practice

The schedule for report writing and parents' evenings is set out in the school calendar at the beginning of the academic year. Where possible, the parents' evenings and reporting points are spaced out to ensure that at least once a term there is contact between the College and parents/ carers.

Reports should, in general, be positive but can contain constructive criticism. They should be written in clear unambiguous language and include comments on knowledge and understanding, subject specific skills, attitude to work, personal and social development, attendance, and punctuality.

5.3 Reporting target grades and progress measures

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Target Grades published (KS4 / KS5)	Not published	Not published	Y (Core Subjects only)	y	y	y	y
Currently working at	7.1-7.9	8.1-8.9	9.1-9.9 *	GCSE or vocational grade reported	GCSE or vocational grade reported	A2 or BTEC grade reported	A2 or BTEC grade reported
Likely outcome in examinations	Not published	Not published	Not published	Y	Y	Y	Y
Subject narratives are included	y	y	y	y	y	y	y
Tutor narrative is included**	y	y	y	y	y	y	y
Key Indicators	y	y	y	y	y	Y	Y

* The only exception to this is subjects which start teaching their GCSE course in Year 9. Once students start an examination course their likely GCSE or vocational grade will be reported.

** In addition to subject reports, students' tutors also write a report once a year. These reports comment on: academic progress and effort made over the year; personal qualities; involvement in the tutor group; contributions to College life; extra-curricular activities and targets for further development.

These key indicators are scored using the following scale

+	=	-	!
Exceeding expectations	Meeting expectations	Not yet met expectations	Serious concerns

5.4 Criteria for key indicators and codes for action

Teachers are required to make a 'best fit' judgment based on the criteria below when deciding on a reporting grade for each of the key indicators. Teachers must apply their professional judgement and take into account reasonable adjustment for SEND learners. Where a teacher has flagged a concern by reporting a minus or an exclamation mark a Code for Action will be recorded. This will provide suggestions, strategies, or actions to guide students towards improvement. **Teachers will only report the exclamation mark following a discussion with the HOD and where there is previous record of communication with home to express the severity of concern.**

Attitude to Learning in College**Records a student's engagement with learning and their contributions in class.**

+	<ul style="list-style-type: none"> • You have an excellent attitude to learning, you consistently show a high level of engagement and motivation • You consistently show a desire to learn and make progress • You work well independently or in group work • Your work is consistently of the highest standard and shows pride in your learning • You regularly work above and beyond expectations • You actively seek feedback from teachers, peers or parents/carers and act on that feedback to improve your work.
=	<ul style="list-style-type: none"> • Your work in class is normally completed and shows the pride you take in your work • Your attitude to independent learning, class and group tasks is good and helps you make progress • You demonstrate resilience and persevere with demanding work • You remain on task and stay focused on your work • You respond positively to feedback • You seek help or guidance if you're unsure how to proceed • You are well organised, have the correct equipment and usually try to self-check your work • You actively participate in and contribute to lessons • You aim to do your best
-	<ul style="list-style-type: none"> • Your classwork does not always demonstrate a good commitment to learning • When work becomes challenging you don't always remain on task • You do not consistently engage with learning • You don't regularly act on feedback to improve your work • You don't yet take responsibility for your learning and as a result are sometimes disorganised • Your contribution to lessons is limited • You are more focused on completing a task quickly rather than completing it well
!	<ul style="list-style-type: none"> • Your classwork often shows a lack of effort, it may be incomplete or demonstrate a lack of pride in your work • You are quick to give up when work becomes challenging and as a result progress is limited • You are not yet acting on feedback to improve your work • You are not engaged for large parts of the lesson and need continued reminders to complete work • You are not yet preparing properly for lessons, for example sometimes forgetting to bring equipment or books • You don't yet actively participate in whole class or group discussions • You rarely take the learning opportunities on offer
A	<i>Ensure you remain on task at all times</i>
B	<i>Ensure your work consistently shows a good commitment to learning</i>
C	<i>Focus on starting tasks quickly, don't waste time</i>
D	<i>Respond to feedback so your work shows a clear improvement</i>
E	<i>Contribute more to class discussions or questions</i>
F	<i>Work effectively with others in paired or group tasks</i>
G	<i>Be better organised, bring the correct equipment to lessons</i>
H	<i>Seek guidance or help from your teacher if you're uncertain how to proceed</i>
I	<i>Demonstrate resilience by sticking with challenging questions</i>
J	<i>Show pride in the presentation of your work</i>
k	<i>Take greater responsibility for independent learning (Post 16)</i>

Homework**Records a student's attitude to and completion of homework**

+	<ul style="list-style-type: none"> • You consistently display a love for learning and produce homework of the highest standard which has a strong impact on your progress • Your homework is always presented to very high standard • Your homework shows exceptional levels of effort
=	<ul style="list-style-type: none"> • Your attitude to homework is consistently good and has a positive impact on your learning and progress • Your homework is completed within the timescales and deadlines set by your teacher • Your homework shows a good level of effort • Your homework is presented to a good standard
-	<ul style="list-style-type: none"> • Your attitude to homework is inconsistent and may be having a negative impact on your progress • Your homework is sometimes late or below the expected standard
!	<ul style="list-style-type: none"> • Your lack of engagement with homework is having a negative impact on your progress and needs immediate improvement • Your homework is frequently late, incomplete or tackled to a very poor standard
A	<i>Ensure all deadlines for homework are met</i>
B	<i>Ensure Homework is completed to a good standard</i>
C	<i>Revise effectively</i>
D	<i>Ensure all aspects of Homework are completed</i>
E	<i>Persevere with the more challenging questions in Home Learning</i>
F	<i>Seek help prior to deadlines if you are struggling to understand the work set</i>
G	
H	
I	
J	
K	

Behaviour

Records the respect shown for peers and the teacher, courtesy, politeness and cooperation with staff in accordance with the ethos of a Rights Respecting School

+	<ul style="list-style-type: none"> • You promote the right of others to learn • You are consistently fully focused, attentive and cooperative • You respect the rights of others and help fellow students to learn and staff to teach • You take an active and appropriate role in all class activities • You are always polite, courteous and model positive behaviour to staff and other students.
=	<ul style="list-style-type: none"> • You respect the right of others to learn • You are positive and helpful in lessons • You display a good level of focus, attention and cooperation in class • You are polite and courteous, treating staff and students with respect
-	<ul style="list-style-type: none"> • You sometimes respect the right of others to learn • Your behaviour is inconsistent, sometimes it can be good but it can deteriorate if you become distracted or disengaged • Your learning and possibly that of other students is being negatively affected by your choices and actions
!	<ul style="list-style-type: none"> • You are not respecting the right of others to learn. • You regularly display disruptive behaviour which prevents other students from learning • You may be disrespectful to staff or students • Your learning and possibly that of others is being negatively affected by your choices and actions
A	<i>Cooperate with staff and follow their instructions</i>
B	<i>Treat fellow students and staff with respect</i>
C	<i>Listen properly when the teacher is addressing the class, don't talk over them or interrupt</i>
D	<i>Don't distract others</i>
E	<i>Look for ways to deescalate difficulty and don't engineer conflicts</i>
F	<i>Settle quickly to tasks that are set</i>
G	<i>Enter the classroom appropriately and be ready to learn</i>
H	
I	
J	
K	

5. Homework

5.1 Key principles

Homework is the provision of appropriate tasks that support, extend and enrich students' learning whatever their year and ability. Work set to be completed outside timetabled lessons is an essential part of the curriculum and is an important part in raising student achievement. When appropriate homework is set, it enhances student learning, allowing students to consolidate and extend the knowledge, understanding and skills gained in lessons, improves achievement and develops students study skills. Effective homework requires careful planning and integration into each subject's programme of study, it is an integral part of learning rather than an add-on. All statements in this policy refer to KS3, KS4 and KS5.

In addition to completing set tasks all students are actively encouraged to develop a study habit to support and deepen their learning, thus providing opportunities to study topics in greater depth and breadth as well as providing students with the experience of working to deadlines. Our aim is to foster a culture where students are proactive in thinking, questioning and developing independence in their learning. These skills will be essential for success at KS4, KS5 and beyond.

5.2 Practice

5.2.1 Tasks have a clear objective and support students to make progress in their learning.

5.2.2 The frequency by which staff set regular homework is determined by the number of lessons taught per week.

- A weekly homework will be set by a subject if students have more than 3 lessons per fortnight
- A fortnightly homework will be set by a subject if students have 3 or less lessons with group per fortnight
- For Key Stage 4, students should expect homework every week in all subjects except CPS and Core PE
- Key Stage 5 students should expect homework every week in all subjects, with the exception of the enrichment activities

Subjects may provide students with extended homework tasks which cover several weeks e.g. students may be set a project/research to complete which will take two or more weeks to complete, however progress will be monitored throughout this extended time period.

5.2.3 The optimal time per-night for pupils to spend on homework varies by age.

Suggested amounts per day		Approximate time per subject – dependant on the nature of the subject
Year 7	40 mins	20 mins
Year 8	40 mins	20 mins
Year 9	60 mins	20 – 30mins
Year 10	90 mins	35 – 45 mins
Year 11	90 mins	35 – 45 mins
Year 12	4 hours per subject per week including independent learning	
Year 13	4 hours per subject per week including independent learning	

5.2.4 Homework tasks and resources will be published on Teams so that students and parents can see the work which is being set and the deadline for each task. Tasks should be clearly explained so that parents can provide support if needed. Extended project-like tasks should be structured and manageable with sub-tasks and sub-deadlines used to support students with the organisation of their work. Students should also make a note of their homework in their planner. Adequate time should be made available in lessons for them to do this.

5.2.5 Homework is set appropriately for all students, unless previously agreed in consultation with the Learning Support Department, with the provision of differentiated tasks wherever possible. Teachers are aware of their students' different abilities and are realistic in the setting of Home Learning.

5.2.6 Adequate time will be allocated for the completion of homework so that students can manage their workload and prioritise tasks. Overnight deadlines should be avoided.

5.2.7 Staff acknowledge the completion of Homework promptly by marking or checking tasks.

5.2.8 If a student, across any key stages, does not fully understand the homework task that has been set, it is their responsibility to inform the teacher before the deadline so that appropriate action can be taken to ensure that the homework is completed on time.

5.3 Examples of homework tasks

Planned and focused activities are set regularly as part of a routine the types of tasks may typically include:

- Completion of an exercise started in class
- Reinforcement of work covered in class to consolidate and deepen learning
- Preparatory work for forthcoming task or lesson
- Low stakes quizzes
- Extended research allowing students to explore an issue in depth
- Completion of non-exam assessment tasks
- Revision for tests and examinations
- Making models to exemplify an item of work

Independent Study

Where pupils do not have a set piece of homework, we expect them to reinforce their learning in one or more of the following ways:

- Learning key words, vocabulary, definitions, formulae or subject specific spellings
- Rereading some of the day's notes and reproducing them as: revision cards, mind maps, diagrams, flow charts etc
- Using web-based apps or revision materials eg Bitesize, Memorize, Corbett Maths etc
- Setting themselves (and answering) quiz questions based on their current topics
- Going back over prior learning in previous modules
- Wider reading around the subject eg literature, newspapers, journals, blogs, text books etc

5.4 How can parents/ carers help with homework tasks

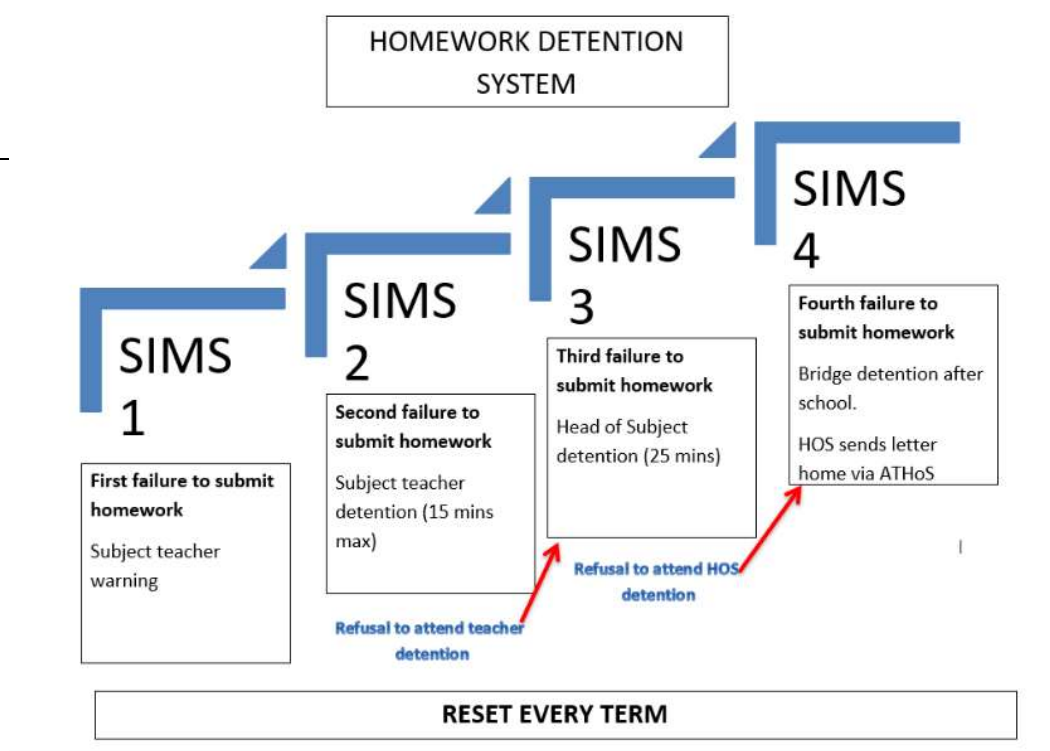
- By checking the tasks set, this will be recorded on Teams and in the student planner
- By helping the student organise his or her time so that tasks are not left to the last minute or are forgotten

- By ensuring that where a task is undertaken at home that there are suitable working conditions available
- By taking a positive and active interest in the task set rather than just checking that it is done
- By communicating with the school if difficulties in completing the task have occurred

5.5 Completion of homework

It is essential that homework tasks are completed by all students and on time. We provide appropriate support for all learners to complete their homework tasks whilst also ensuring students develop the key skills of independent learning. A supervised homework club which enables students to have access to ICT runs is offered from Monday - Thursday from 3.30 – 4.45.

If homework is not completed the following sanctions will be applied



6. Marking and Feedback

Students' work provides the clearest, and most accessible, evidence of progress over time; as well as the expectations of the teacher and College. It is vital that students' books/folders are seen as more than just a record of work completed but demonstrate the progress a student has made in their understanding and skills. It will also demonstrate how the student has been challenged and developed by the teacher, through the work set and feedback given. Marking students' books is a part of our professional duty. Routinely reading, checking and monitoring students' books connects us to their learning and helps to ensure they care about the work they produce.

Prompt and regular feedback to all students is integral to effective teaching and learning: this feedback may be verbal, written, online, or a combination of all of these. Feedback will focus on the learning intentions and the associated criteria for success and include guidance on the next steps for development. Through marking and feedback teachers will be able to assess how effective the teaching and learning has been and use this to inform future planning.

6.1 Key principles

Marking and feedback is:

1. Valuable

- Feedback will engage students to reflect and talk about their learning, progress and future targets and next steps
- Live' marking during lessons facilitates a dialogue about the work
- Marking consistently supports high standards and expectations of the quality and presentation of students' work
- Marking should motivate pupils by rewarding achievement and encouraging them to want to improve. Praise should be awarded in line with the College Behaviour Policy

2. Informative

- It allows teachers to identify whether knowledge, understanding or application of a skill is secure enough to move forward, or whether consolidation work or a different approach is necessary.
- 'Whole class' feedback may be used to address common errors / misconceptions

3. Collaborative

- Students are expected to engage and act upon feedback
- Opportunities will be provided for students to assess their own and others' work and to give feedback to their peers
- Students and parents should understand the meaning of the marks/ marking on work

4. Manageable

- The depth of feedback will vary depending on the nature of the piece of work and need not be given on all learning tasks

5. Rigorous and regular

- Feedback on work, verbal or written, will be given as soon as possible after completion
- Whilst departments marking procedures may vary according to the curriculum demands of specific subject areas, marking standards should be consistently applied across the department and key stage
- Student attainment and progress must be recorded
- Departmental and whole College QA activities will be used to monitor the implementation of the marking and feedback policy

6.2 Aims of marking

For students:

- To inform them of their progress and motivate them to improve their performance
- To help them identify the criteria by which their future progress can be measured
- To develop their ability to accept criticism and praise in order that they can reflect more effectively on what they have learnt
- To equip them with the skills of constructive self-criticism so that they can become effective independent learners

For teachers:

- To inform them of the personal progress that students are making
- To diagnose and target individual learning needs
- To evaluate the impact of learning and teaching on students' knowledge, understanding and skills
- To become reflective practitioners
- To reinforce expectations and students' sense of purpose.

6.3 Departmental expectations

In order to be effective in promoting learning we expect variations between different subjects. Each department will maintain its own "Marking and Feedback Policy" to provide guidance and direction on expectations for marking and feedback within the subject context. This will be based on the key principles outlined above and will include specific details on the following:

- How success criteria will be shared with students
- How students will be informed of their progress in relation to meeting the success criteria e.g. WWW & EBI comments
- How students will be supported to respond to targets so they can make improvements to their work. E.g. use of DIRT (Directed Improvement and Reflection Time)
- Formative assessment – Nature? Frequency? Timing?
- Summative assessment – Nature? Frequency? Timing?
- How progress will be tracked and recorded

All subjects will also adopt the core practice marking criteria detailed below:

6.4 Core practice

- Students' work should be presented to a high standard, students should write in blue or black ink (unless completing a specific task agreed by the teacher which may require the use of a pencil etc.). Date and headings should be underlined. Loose sheets should always be stuck in exercise books/folders.
- Marking models high expectations (spelling and grammar is correct) and teachers' comments are completed in clear, legible handwriting
- All teachers mark for literacy and promote correct spelling, punctuation and grammar

6.5 Marking criteria – attainment and effort grading

The minimum for general Marking would be WWW/EBI plus an Attainment Grade, if appropriate. (Some subjects may also wish to award Effort grades, for some pieces.)

Formative Comment and DIRT	
WWW/EBI - must be precise, not just congratulatory	
- the EBI should be the target for improvement	
-	
Attainment Grade (if appropriate)	Effort Grade (if appropriate)
KS3 (Year specific mastery grade e.g. 7.1)	A-E where:-
KS4 GCSE Grade	

<p>Y12-13 A Level /BTEC grades</p> <p><i>Note: numerical values may be used if appropriate for the nature of the task, for example in Maths, or with a spelling test</i></p>	<p>A = Excellent</p> <p>B = Good</p> <p>C = Satisfactory</p> <p>D = Disappointing</p> <p>E = Unacceptable</p>
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7. Literacy

All teachers are teachers of literacy and strive to develop the skills of reading, writing and speaking and listening. Literacy is key to improving learning and raising standards; it enables students to access all subjects, to read for information and pleasure, to communicate confidently and effectively and to prepare for the adult world. Literacy also enhances students' capacity to think, create and question and empowers them to participate more effectively in society.

7.1.1 Spelling and vocabulary

All teachers at Clyst Vale Community College take responsibility for teaching Tier 2 and Tier 3 vocabulary. Departments have key lists of words important to their curriculum and these are often displayed in classrooms and in exercise books. Subject teachers are expected to correct spelling and vocabulary errors as part of their regular marking or assessment.

7.1.2 Marking for literacy

Correcting spelling and punctuation errors:

- It may not always be appropriate for every spelling error in a piece of writing to be corrected. Corrections may be limited to subject specific words or words students are expected to learn.
- When marking work of SEND students who have severe literacy difficulties teachers should focus on identifying spelling errors of Tier 1 words.
- Spelling errors should be underlined and indicated in the margin with a 'Sp' code
- Punctuation errors should be circled and indicated in the margin with a 'P' code
- Errors in the application of a capital letter should be circled

Specifics:

- Teachers should also identify and correct homophones
- Teachers should ensure students apply the correct punctuation to the ends of sentences: full stops/ question marks etc

8. Inclusion

The principles of this curriculum and assessment policy apply to all pupils, including those with special educational needs or disabilities.

Through offering a broad and balanced curriculum we ensure that we cater for all students needs and that all students have access to a high quality education. We have the same high expectations of all pupils. Lessons are inclusive, teachers know their students and plan lessons to ensure that there are no barriers to every pupil achieving.

Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Priority Learners

- Pupils with SEND
- Pupils with English as an additional language (EAL)

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

Access arrangements will be applied when students complete in class assessments, unit tests or terminal exams.

9. Roles and responsibilities

9.1 Governors

Curriculum Learning and Teaching (CLT) will monitor the effectiveness of this policy and hold the Deputy Headteacher (Curriculum) to account for its implementation.

The governing boards will also ensure that:

- A robust framework is in place for setting curriculum priorities
- The College is complying with its funding agreement and teaching a "broad and balanced curriculum"
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The College has an effective assessment framework which captures the attainment and progress of all pupils throughout all Key Stages
- The College implements the relevant statutory assessment arrangements

9.2 Deputy Headteacher (Curriculum)

The deputy headteacher is responsible for:

- Ensuring that the policy is adhered to
- Ensuring all required elements of the curriculum reflect the aims of the College and meet statutory requirements
- The amount of time provided for teaching the required elements of the curriculum is adequate
- The College's procedures for assessment meet statutory requirements
- Prioritising key actions to address underachievement
- Ensuring the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Reporting to governors on all key aspects of curriculum development, pupil progress and attainment, including current standards and trends over previous years

9.3 Heads of Department / Subject Leaders

Individuals who are responsible for the delivery of a subject area at any Key Stage are responsible for:

- Developing a subject curriculum which is planned and sequenced to ensure progression in learning
- Developing an assessment policy for the subject in line with College policy
- Ensure Medium Term Plans (MTPs) include clear learning objectives and regular opportunities to assess progress in line with College expectations
- Use a range of QA activities to ensure all teachers comply with expectations
- Analyse and interpret data to monitor performance and identify appropriate interventions

9.4 Teachers

Teachers are responsible for delivering a high quality subject based curriculum and for following departmental reporting and assessment procedures which should be in accordance with expectations outlined in this policy.

10. Monitoring and evaluation

Any successful process of curriculum, assessment and reporting must adapt to the requirements of the school and school users, as well as fulfilling any statutory obligation. To this end, the procedures must be monitored at all stages, and their effectiveness evaluated regularly as part of the process of continuous further improvement. Regular evaluations and reviewing of feedback will provide recommendations for further development and eventual change.

This policy will be reviewed every 3 years by the Curriculum, Learning and Teaching Committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Sara Jacobs, Deputy Principal is responsible for ensuring that the policy is followed.

11. Links with other policies

This assessment policy should also be read in conjunction with the following separate policies:

- Relationships and Sex Education policy
- Personal and Social Development policy
- SEN Policy
- Exams policy