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1.0 INTRODUCTION

The curriculum is all the planned activities that are organised in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular and recreational activities that the school organises in order to enrich the experience of the students and develop skill in vocational areas. It also personal skills that students learn from the way they are treated and expected to behave. We aim to teach students how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Our school curriculum is underpinned by the values that are important in our school. The curriculum is the means by which the school achieves its objective of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all students are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual, physical and social growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

2.0 CURRICULUM INTENT

The intent of our curriculum is:

- to enable all students to learn and develop their skills to the best of their ability
- to enable students to achieve their potential at all key stages, with reference to prior attainment
- to promote a positive attitude towards learning, so that students enjoy coming to school and acquire a solid basis for lifelong learning
- to teach students the basic skills of literacy, numeracy and computing with an understanding that positive literacy is the key to unlocking the curriculum
- to enable assessment and assessment for learning to be an integral part of the curriculum
- to enable students to be creative and to develop their own thinking
- to teach students about their developing world, including how their environment and society have changed over time
- to help students understand British values by embedding knowledge of them within the curriculum
- to enable students to be positive citizens in society
- to teach students to have an awareness of their own spiritual development and to understand right from wrong, with students developing positive skills to manage emotions, and take responsibility for their own actions
- to enable students to have respect for themselves and high self-esteem; to be able to live and work co-operatively with others.
- To provide the culture capital our students need to enable them to be confident in all later life scenarios, going into new situations with confidence, and an awareness of the world around them

3.0 ORGANISATION

Intent	Implementation	Impact
Every lesson builds on knowledge, skills and understanding from previous lessons and prior learning in earlier year groups.	Planning for all lessons is done using either National Curriculum Programmes of Study and its Attainment Targets, or the specific requirements and attainment requirements of the	Students develop their knowledge and skills in each subject over the 5 Key Stages.

CURRICULUM AND ASSESSMENT POLICY
POLICY FOLDER: LAMLEDGESCHOOL

	<p>accredited course being run (e.g BTEC, GCSE, LASER, Ascentis, Arts Award). This ensures that knowledge, skills, and understanding is developed throughout the year (short-term) and the Key Stage (long-term). Planning is sequenced, using a visual map for Key Stages 1-3 (shared with parents and Students), and individual subject plans for Key Stage 4 and 5 so that new knowledge and skills build on what has been taught before and towards defined end points.</p>	
<p>Lessons are taught in a logical progression, systematically and explicitly enough for all students to acquire the intended knowledge and skills. Lessons follow a recognisable sequence that is pertinent to the unit of learning or topic and moves learning forward.</p>	<p>There is joined up planning of sequences of lessons to ensure students are able to connect new knowledge with existing knowledge.</p>	<p>Students learn better as a result of a coherent sequence of lessons that builds towards a goal.</p>
<p>All children, including the most disadvantaged students, the most able students and students with SEND receive the same opportunity to succeed and make progress within the same broad curriculum. Our curriculum looks at our individual learners and finds, via creative means, ways in which they can enjoy and achieve, while experiencing a range of different environment.</p>	<p>All lessons are differentiated to meet the needs of the individual students linked to the learning objective and all children access an ability appropriate curriculum. Teaching staff use attainment data, SEN Provision Maps, ISP's (individual support plans) and EHCP's when planning for learning. Teaching is supported by the school SENCo, via the use of targeted intervention to support rapid progress.</p>	<p>Students of all abilities achieve in all lessons. The most disadvantaged Students and Students with SEND are given the knowledge and support they need to succeed in life. All Students are taught a broad, rich curriculum and still achieve success in examinations and tests, due to careful differentiation and a curriculum that's areas of study play to the individual strengths of each student.</p>
<p>Children develop their vocabulary and knowledge in the subjects they learn across the curriculum.</p>	<p>Developing Literacy is seen as a whole school agenda. Subject Leads have expert knowledge of the subjects that they teach, and all lessons contain challenging, relevant vocabulary to extend Student's word banks. Students are encouraged to record their own ideas via careful support and the use of different medias. Subject leaders Plan for opportunities to develop literacy within their subject.</p>	<p>Student's vocabulary is improved across each Key Stage and is extensive and ever growing. Students are confident in their use of language and are effective communicators.</p>
<p>Students' long term memory is developed to ensure they</p>	<p>Attainment Statements are developed for each topic unit with</p>	<p>Students have a better long-term memory, due to their ability to</p>

remember the learning taking place in each unit that they encounter. Attainment Statements for each unit become a focus of the learning, matching the requirements of the National Curriculum or individual requirements of the accredited course being run.	a number of key facts and key vocabulary to be committed to long-term memory. These Attainment Statements are revisited throughout the Key Stage to allow students to transfer key knowledge to long-term memory. Every lesson across the curriculum revisits learning from previous weeks to further aid memory of key facts and skills. Students experience over teaching and teaching methods suited to their best style of learning.	engage in their curriculum being increased by Subject Lead teaching method. Students remember their learning from previous units throughout the year, and previous topics throughout the key stage.
Reading is a focus to ensure all students can access all areas of our curriculum.	Pupils are STAR tested on entry to school and are identified for reading intervention. All pupils take part in the Accelerated reader programme to improve their reading ability. Pupils with low standardised scores take part in intervention programmes such as Read, write inc. and Arrow. Every subject looks for opportunities to develop independent reading via enabling students to access texts appropriate for them. Reading Skills are revisited during each lesson, with careful support put in place. Creativity is used to take away the threat in reading for students who are reluctant or finding reading a challenge.	Students are able to read or being supported to read at an age-appropriate level and fluency. Students can therefore access all subjects across the curriculum.
SMSC and British Values will be at the core of all of our Students Learning. Our Students will be provided with opportunities to develop their own Spiritual understanding, Moral Compass, Social Awareness and Cultural Diversity. Our Students, via our curriculum will be enabled to be Active citizens of Britain who understand and support democracy, the rule of law, individual liberty and display mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Students will grow their own culture capital via the scenarios,	Subject Leaders will Map SMSC and British values in the Subject via the long-term plan. Subject leaders will design opportunities to Consider, discuss and promote SMSC and British Values via their individual subjects as well as promote these areas at a whole school level. Subject leaders will consider choices of text and stimuli in their learning to give students a wide view of the world we live in.	Students will be reflective about beliefs, values and more profound aspects of human experience, enabling them to develop curiosity in their learning, and as thoughtful, responsible individuals develop and apply an understanding of right and wrong in their school life and life outside school. They will take part in a range of activities requiring social skills, including volunteering develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability gain a well-informed understanding of

learning, conversations and stimuli they are exposed to in our school.		the options and challenges facing them as they move through the school and on to adult life.
All assessment is used as a tool for further development of knowledge and skills.	Subject Leaders check students' understanding effectively through use of assessment for learning and marking (used to identify and correct misconceptions and to inform future teaching). Teachers use assessment to help students embed and use knowledge fluently.	Students embed knowledge and use it fluently. Teachers produce clear next steps for Students. Students know the goal, the end point for their learning and how the knowledge and skills taught in each lesson will help them get there.

The Head Teacher and senior management will exercise their responsibilities to ensure the objectives are met and that staff expertise is used effectively. What is taught and how it is taught will be matched to students' ability and aptitude. Curriculum design and planning will be undertaken at a number of levels: whole school, year group and individual teaching staff. Views of parents, carers and students will also be taken into account.

4.0 IMPLEMENTATION – TEACHING AND LEARNING

Fundamental to the curriculum is the quality of teaching and learning. We will look for ways to continually improve the quality of teaching, based on agreed quality standards and a reflective, collaborative approach. To improve the quality of learning we will promote more independent and personalised learning, particularly through computing and take account the needs of students of all abilities, including those who are higher prior attainers.

To ensure the quality of teaching and learning we are committed to:

- Regular monitoring of teaching and learning by senior leaders and others through:
 - Ongoing Learning Walks through the school's "open door policy".
 - On-going SEND Provision/Environment Walks
 - Deep Dives – 1 Per half term for core subjects and individual departments 1 per year
 - CPD – Informed by the outcome of learning walks
 - Assessment Data collection and moderation – 3 x per year
 - Performance Management – Progress Meetings following data collection.
- Continuing Professional Development for staff, with an emphasis on sharing best practice. We will ensure that all staff have regular opportunities to work as a team or with partner schools on developmental issues relating to pedagogy
- Performance Management systems which focus on developing individual staff as reflective practitioners who are motivated by success
- Regular target setting and review for students at all levels and in all subject areas
- Assessment for learning which aims to develop higher order questioning, peer and self-evaluation, high quality feedback and students who are clear about the assessment criteria against which they are judged

- Collaboration with other schools and Schools which is positive, forward looking and which involves a wide range of staff and students
- Effective support systems for students who arrive at Lamledge School already vulnerable to social or educational exclusion
- A wide range of vocational qualifications which complement the more traditional range of qualifications.

Observation of learning is an important aspect of our work. All tiers of staff drop into lessons for a wide range of reasons and wherever appropriate. Learning walks and observations are calendared throughout the year however there will be times where staff drop in to lessons on a day-to-day basis as part of daily check ins.

5.0 INCLUSION

Through our Inclusion policy and practice we will ensure that all learners of the School community have a valuable and enjoyable educational experience. Inclusion is integral to learning and is fundamental to society. Strategies for inclusion permeate throughout the whole School; in all departments and policies. Inclusion promotes access to education for all. The School will promote an integrated approach to individual learning needs and these should be met by the everyday process of being part of the school community.

6.0 IMPACT – REVIEWING AND MONITORING THE CURRICULUM

The curriculum is the Head Teacher's and Senior Management Team's responsibility. The school and the Senior Management Team have a collective responsibility for monitoring the curriculum to ensure that legal requirements are met and that a broad, balanced, coherent curriculum is provided that positively impacts our student's attainment and development as individuals.

The School Development Plan will set out the priority areas for review, development and action. This will be linked to and supported by efficient and effective financial planning. The school will evaluate their development against national, local and school identified quality criteria in order to examine their progress.

Part of this evaluation will be conducted by and jointly with an appointed School Improvement Partner/Quality assurance partner.

Quality assurance activities of the curriculum and its implementation will include:

- Ongoing Learning Walks through the school's "open door policy".
- On-going SEND Provision/Environment Walks
- Deep Dives – 1 Per half term for core subjects and individual departments 1 per year
- CPD – Informed by the outcome of learning walks
- Assessment Data collection and moderation – 3 x per year
- Performance Management – Progress Meetings following data collection.

Observation of learning is an important aspect of our work. All tiers of staff drop into lessons for a wide range of reasons and wherever appropriate. Learning walks and observations are calendared throughout the year however there will be times where staff drop in to lessons on a day to day basis as part of daily check ins.

7.0 KEY STAGE 1 and 2 Curriculum

At Key Stage 1 and Key Stage 2 the curriculum is broad and balanced. At the forefront of Lamledge School's primary curriculum is equity for every child with every curriculum experience underpinned by these core values;

Understanding that our students are unique in their needs, circumstances, and prior learning journeys. We value each student as an individual, each with a unique potential for learning, and that each students learning journey with ourselves may look different.

We aim to embrace the individual skills, talents and interests of our students and enhance these.

Our aim is to prepare every child for life beyond their school life, providing them with an exciting and empowering curriculum with the skills, knowledge and values that equips them for today and tomorrow!

We want to ensure, via the curriculum we offer within Key Stage 1 and 2 that our students have:

- Confidence in themselves as a positive learner and member of our school community
- A sound knowledge of basic skills, with reading and literacy skill at the centre of all we do
- An understanding of the Social, Moral, Spiritual and cultural virtues they all possess
- Aspiration and resilience to aim high and challenge themselves to achieve their full potential
- A sense of belonging, a moral purpose and respect and tolerance for others

Students have access to; English/Phonics, Maths, Science, Computing, PE, PSHE, Art, Design and Technology, Food Technology, MFL, RE, History, Geography, Citizenship, Music, Forest School

8.0 TRANSITIONARY CURRICULUM

We find our students at a crossroads when transitioning from Key Stage 2 to 3; it is our aim to ensure that the transition from primary to secondary teaching styles is carried out carefully and effectively. At Lamledge School we try, therefore, to make sure that when students are transitioning to KS3 teaching methods, approaches and environments are mirrored from our Primary Department. However, we must also guarantee that students are well prepared to become more responsible and autonomous in their learning. In general terms, this means that there is a gradual move from class teaching to a more specialised programme of learning as the child progresses through the School.

Our "Transitions" school curriculum is underpinned by the values that are important in our school. The curriculum is the means by which the school achieves its objective of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Students have full access to the subjects they experienced in within the Primary Curriculum; English, Maths, Science, Computing, PE, PSHE, Art, Design and Technology, Food Technology, MFL, RE, History, Geography, Citizenship, Music, Forest School with the addition of Outdoor Education through Adventure Service Challenge.

9.0 KEY STAGE 3 CURRICULUM

Key Stage 3 allows students and teachers to address their subject in more depth and detail. Students are challenged both academically and practically via a range of different learning experiences. Students have access to; English, Maths, Science, Computing, PE, PSHE, Art, Design and Technology, Food Technology, Geography, History, Outdoor Education, Music, MFL, RE. They also have access to a wider curriculum through KS3 options; Forest School, 3D Design, Hair & Beauty. By experiencing a broad range of subjects our students are enabled to make considered choices regarding their Key Stage 4 Options

10.0 KEY STAGE 4 AND POST 16 CURRICULUM

Our Key Stage 4 and Post 16 curriculum offers an opportunity for students to study those subjects they wish to choose. The school offers three options choices. We endeavour to create a timetable that allows most students to have their preferred choice of subjects. However, this is not always possible for everyone, if subjects become oversubscribed, we will endeavour to look at the skills required and support our students in picking options in which we know they can succeed. Current examples of option subjects we offer are BTEC Sport, Princes Trust, Arts Award, Hair and Beauty, History, Art and Design, Land-based studies, Food Technology and Construction, however bespoke options have previously been established dependent on student need and interest, where appropriate. Through our LASER award offer, pupils can also choose a termly rotation of Food Technology, Art/DT, Hair & Beauty, Forest School and Music.

Students receive information regarding careers and the options available to them through careers advice, mentoring sessions, and with subject staff at year 9 options afternoon. We believe it is essential that students identify subjects that they are both passionate about and competent in. Additionally, when deciding their options, students should give consideration to how their choices will lead to a future pathway at Key Stage 5 and Employment/training.

Alongside our option choices sits our core offer. This focuses on developing skills and gaining accreditation in English, Maths, Science, Computing, PSHE, Citizenship and core PE.

All of our students also complete Duke of Edinburgh, offering a range of experiences varied from the traditional school experience, developing leadership and adaptability as well as confidence in our students.

At Post-16, we take a strong focus on preparing learners for adulthood through a core curriculum offer of Maths, English, Citizenship, Computing, Independent Living, PE and Catering. We also meet learner interests through two option blocks where pupils can choose from Construction, Sports Leadership, Forest School and Work Skills.

As well as school-based learning we offer all of our Key Stage 4 and Post 16 students 1 day of alternative learning at an offsite provision, the aim of this is to develop students' independence skills, give vocational options where students can flourish, and the opportunity to experience an alternative learning environment.

WORKSPACES AND CLASSROOMS

Staff need to ensure classrooms are appropriately used to ensure outstanding teaching and portray a visual leaning environment for the students. Displays need to be updated regularly to display student work, and subject specific material.

STORAGE AND SHARING OF PLANNING AND RESOURCES

All courses/departments are expected to have **Long Term Plans** (LTP) and **Medium-Term Plans** (MTP) in place by September to cover the whole academic year. MTPs can be created or adapted from published materials but should have the school front page adapted for each teaching group. This enables staff to be guided through the learning expectations and plan in advance. Planning and resources should be uploaded to the [Subject Planning Folder](#). Opportunities are provided across the year for staff to share their best practice with each other and draw upon each other's expertise and ideas. Staff are encouraged not to 'reinvent the wheel', but to spend time planning and preparing resources together and for each other.

MARKING AND FEEDBACK

1.0 RATIONALE

At Lamledge School we have a consistent approach to marking and feedback. All students are entitled to regular and constructive feedback on their learning, therefore all teaching staff will give feedback and mark work as an essential part of the assessment process. High quality and effective feedback, marking and assessment enables teachers to fully understand the effectiveness of the learning they provide students, and students to self-improve and reflect on their own learning. Due to our small group size, and intense knowledge of our students, verbal feedback is integral to our working practice, with high quality verbal feedback being given on a continuous basis, relating to attainment, achievement and engagement, this is then supported via written methods and data tracking.

2.0 AIMS

Aims: Within Lamledge School we work together to:

- Show students that we value their work and encourage them to do the same.
- Improve self-esteem through the use of praise and encouragement
- Give students specific information on the extent to which they have achieved the Learning Intent
- Identify any misconceptions and use this to inform future planning
- Share expectations about the work and progress
- Give students effective feedback recognising their achievements and where they can make further improvements
- Inform the individual tracking of progress
- Provide students, parent/carers, Local Authorities and Virtual Schools accurate tracking data relating to achievement and predicted outcomes

3.0 Marking and Feedback Fundamentals

- Feedback and marking should be meaningful to students, teaching staff and parents/carer
- Verbal feedback should be given during the lesson allowing students to think about their learning and make improvements to their work there and then. This will be demonstrated in books by the use of the V code.
- Lots of praise and encouragement will be given to students during activities and when activities have been completed
- The date and the Learning Intent will be written on every piece of work either by the student, member of teaching staff
- Marking should be done as soon after the lesson as possible. Teachers will plan for time where students look at their marked work and reflect upon their learning. When appropriate, students will be given time to make further improvements/complete corrections.
- Teachers will mark in green pen so students can easily see feedback
- Every piece of work will be marked for SPAG errors using the marking code
- Students will think about their learning and self-assess in lessons, where appropriate, using a variety of strategies; smiley face fans/traffic lights/thumbs up/ticks on Learning Intent stickers etc
- Once per unit/half term students will be encouraged and supported to mark their own work engaging them in the assessment process, using a range of different self-assessment stickers. Work must still be marked by teaching staff (this could just be a symbol – see marking code)
- Where appropriate (depending on the ability of the students and the nature of the activity) students will be encouraged to mark each other's work, with teachers supporting students to be enabled to reflect on others work in a productive, but kind way

- Work will be marked in relation to the Learning Intent
- One piece of work for every unit/half term will be marked in detail by the teacher, this piece of work will have a teacher marking sticker on it (see below)
- An I (independent work) or an S (supported work) or a G (group work) will also be written on every piece of work
- Comments may be written to qualify student achievements in practical tasks/speaking and listening activities
- All staff, parents/carers and students will be made aware of the marking code and its purpose
- Students will be taught what the different symbols mean and will be given time to look at marking of their work and make corrections
- Marking symbols will be displayed in all classroom areas

Assessing the Quality of Feedback

Verbal feedback is carefully monitored via the use of learning walks, and formal observations by SLT and Middle Leaders. Book trawls and data triangulation takes place following each data point, with quality analysis looking at the effectiveness and consistency of marking across all subject areas, and how this triangulates with attainment data and the learning taking place in classrooms. SLT and MLT also make informal drop-ins to student books/folders to assess individual student and group student progress.

Marking symbols

- I – for independent work
- S – for supported work
- G – for group work
- V – for verbal feedback
- - Punctuation mistake (circled)

- Spelin - Spelling mistake (underlined)
- ? - Grammar mistake/Sense mistake

Expectations

	Every Lesson	Every unit/half term	Every Term
Teacher	Light touch marking-Work marked for SPAG and Engagement/praise Work coded as being I-Independent, G-Group, S-Supported Attainment statements dated on completion	Completion of teacher marking sticker Time provided for students to respond to teacher marking sticker	Attainment data provided for data point 2 annual school reports provided with feedback on student progress, attainment and engagement
Student	Date and Learning Intent recorded on the page Students respond to previous SPAG errors	Self-assessment sticker completed for one piece of work Where possible, peer assessment sticker completed for one piece of work Student response to Teacher marking sticker	

4.0 MARKING STICKERS

Teacher Marking Stickers are to be used for 1 piece of work per unit/half term and will be clearly displayed in the students' book/folder

Teachers will provide a range of self-assessment stickers dependant on student/subject need.

The diagram illustrates a 'Teacher Assessment' form and a 'My Attainment' thermometer. The 'Teacher Assessment' form is a large rectangle divided into two horizontal sections. The top section is labeled 'What went well/What I liked' and the bottom section is labeled 'Target for Improvement'. To the left of the form is a semi-circular sticker with five segments: 'Excellent' (green), 'Good' (blue), 'Requires Improvement' (yellow), 'No work completed' (red), and 'My Effort' (white). To the right of the form is a vertical thermometer labeled 'My Attainment'. The thermometer has a red bulb at the bottom and a scale from 1 to 9. The scale is labeled 'Starting out' at 1, 'Working towards a' at 5, and 'Pass' at 9.

5.0 ASSESSMENT

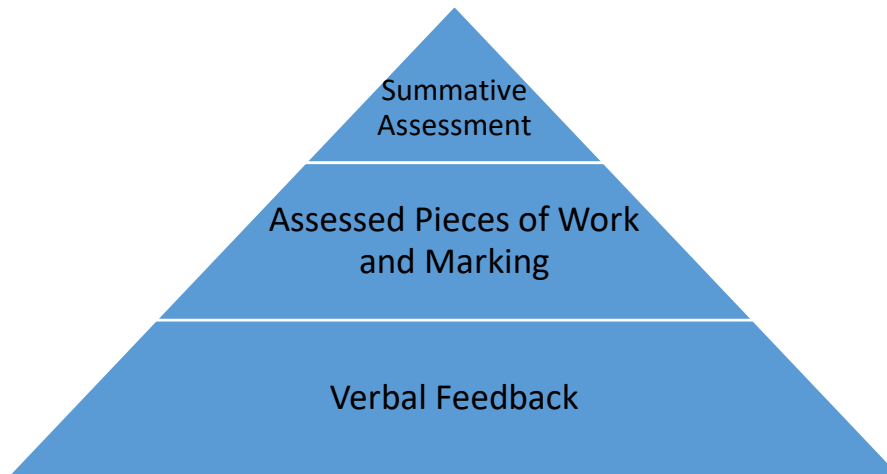
The purpose of assessment

We assess so that:

- Teachers can assess what students know, understand and can apply to their work.
- Teachers can plan learning opportunities that reflect the needs of all students
- We can identify students who are falling behind and therefore plan support to address their needs.
- We can identify students exceeding expectations and therefore plan work to extend them further.
- We can provide parents and carers with information about their child's learning.
- We can provide useful data for analysis, whole school planning and accountability.

Assessment at Lamledge School follows the principle that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. If students are bored and disengaged, they will not demonstrate what they know, understand and can do in their work. Assessment should not seek to label student's achievements but instead to remove the ceiling on attainment and support students in making the next steps in their learning.

The following diagram demonstrates the regularity and is an illustration of the proportionate role different forms of assessment take in school.



The vast majority of our assessment is formative on-going assessment that involves teachers giving feedback to students that relates to what they have achieved and areas they need to improve on. This kind of marking and feedback should be carried out in line with the Marking and Feedback Fundamentals Section above. At Lamledge School, we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place.

Student progress meetings between teachers, their students and parents/carers happen once each term (Parent/Carer Consultation Evening). The purpose of these meetings is to discuss learning with the children and their parent/carers and to establish how they feel they are doing in relation to their learning. It also provides an opportunity for the teachers to give some face-to-face advice to the students about their learning based upon their progress so far.

Student progress meetings between SLT and Middle Leaders happen once each term where termly data is submitted.

These meetings are to establish how the students are performing in relation to their age related expectations and targets set at the start of each key stage. SLT, Middle Leaders, and subject leads/class teachers use this opportunity to find ways to ensure that all students are supported in their learning in a manner that reflects their individual needs. Students that may be in danger of falling behind are also identified; SLT and Middle leaders are then able to discuss how these students might be supported with the teachers to ensure that actions are taken to accelerate the students' learning. Likewise, students that are exceeding targets /expectations are discussed and extension work put in place as appropriate.

Summative decisions are made about student's achievement at the end of each term. These decisions are based upon bodies of the student's work but also summative assessments such as tests. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time. The school uses a range of summative tools as well as formative assessment, examples of this are YARK, STAR reading, and Progress Tests in English, Maths and Science and MALT. Summative assessment is recorded via SOLAR with 3 assessment points per academic year.

Reporting Attainment in Primary and Secondary Transitions

The Primary and Secondary Transition Department reports attainment on the basis of progress against Academic Year Expectations, these expectations are based on the content and progress of the Key Stage 2 and 3 National Curriculum. Students are categorised as having met the level set of the year expectations, with High and Low boundaries within the expectations.

Students working below the expectations of the Year 1 curriculum will be assessed via P-Scales and EYFS statements

Reporting Attainment in Secondary

Attainment is reported in Secondary on the basis of what it is projected a student will achieve at end of Year 11. For Non-GCSE (BTEC, LASER, Duke of Edinburgh etc) subjects, attainment is reported on the basis “Expected to Pass/Not expected to Pass/Passed/Not Passed” and “Achieving/Not Achieving/Achieved/Not Achieved”, some qualifications may be entered for before the end of year 11.

6.0 ATTAINMENT STATEMENTS

Attainment statements are available for all subjects and all Key Stages at Lamledge School. These statements give level criteria and indicate to students what they have achieved/what they need to achieve. Attainment statements can be found in the front of every students book/folder for each subject and are updated every lesson, and as a minimum on a weekly basis as students meet the statements on them.

7.0 COMMUNICATION WITH PARENTS AND CARERS

Parents and Carers are also kept up to date with their children’s progress during open afternoons and consultation evenings where children’s work, achievements and next steps are discussed. Students are invited to attend these meetings (Parent Carer Consultation).

2 annual reports are provided to parent/carers with additional updates being provided, where appropriate, for LAC, PEP and SEN reviews. These reports reflect academic attainment, targets for improvement, and a commentary on students Engagement, Relationships in school, Behaviour and Attitude to learning.

8.0 CHILDREN WORKING OUTSIDE OF THEIR AGE-RELATED EXPECTATIONS

Some children may be significantly below their age-related expectations because of their SEND. For such students it is important to assess their learning using a wider range of tools. This may be different for every child but could include assessment information regarding their spelling or reading age. Our Target Cards can also be used to determine at which chronological point in the curriculum the children are working at. As with all children, students with SEND should be set targets that reflect their individual needs. Children with SEND can also be assessed in regard to their progress within particular learning interventions that take place across the school such as Catch Up for Maths and Reading.

Students working below the expectations of the Year 1 curriculum will be assessed via P-Scales and EYFS statements

For a student entering year 7 working below Primary Level 4/Key stage predicted GCSE 1, Primary Attainment Cards will become the method of Assessment used, Representing Entry Level 3, 2, 1 (Pri3 and 4-EL3, Pri 2, 1-EL2 at the end of KS4), For year 8s working below 8 Level 1 they will drop to 7 Level 1 –EL3 etc (cards will need modifying for these specific situations)

APPENDIX 1-REFERENCES AND LEGAL CONTEXT

Legal Status: Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) 2014 (England) (Amendment) Regulations

Department for Education (2014) *The national curriculum in England: complete framework for key stages 1 to 4.*

APPENDIX 2-REFERENCES AND LEGAL CONTEXT

*This policy complies with Part 1 Paragraph 3(g) Of the Education (Independent School Standards) (England) Regulations in force January 2015
Independent School Standards (Amendment) Regulations 2018*