



LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

Quality of Education: Curriculum, Data & Assessment and Teaching & Learning Policy **CARDINAL POLE CATHOLIC SCHOOL**

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1. Cardinal Pole School Vision

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognizes the importance and individual needs of every pupil and member of staff. Praise and encouragement are vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

2. Mission Statement

Cardinal Pole Catholic School is a community of **service** guiding young people on a path to **opportunity, aspiration, and reward**, founded on Catholic values. We serve our students through bespoke interventions that meets the needs of all. This is shared with all stakeholders, to empower our community to become “Lovers of Reading”. Cardinal Pole Catholic School is committed to providing a range of opportunities for staff and students to become lifelong lovers of reading through workshops, authors visits, whole school events and programmes. We are a community of aspirant writers where talent is nurtured to flourish by expert and experienced staff, authors, and other professionals. We reward our literate learners by celebrating their successes, progress, achievements in all areas of literacy and beyond.

3. Responsibilities

It is the responsibility of all teachers to provide the highest quality of education for our students. The principles of teaching and learning are set in the Standards for Teachers as published by the DfE (in September 2012). Teaching in Cardinal Pole Catholic School should comply with these Standards (**see Appendix 1**).

It is the responsibility of the Subject Leader or Head of Department to monitor the quality of education (teaching & learning, curriculum and assessment) within their department and to offer support as needed. The Senior Leadership Team, led by the Deputy Headteacher (Quality of Education), is responsible for monitoring the quality of education across the school and to identify where development is needed. This monitoring will take the form of deep dives, book scrutiny, student voice, assessment data and, where relevant, observations with accompanying support and development activities as required.

To ensure the quality of education does not remain static, each department will have DIP which reflects the whole school priorities and their own identified areas for improvement or development. Governors have a statutory duty to monitor processes in place and that the school is addressing students’ needs.

CURRICULUM

4. Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

At Cardinal Pole, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community. We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum focus for each key stage (Figure 1).

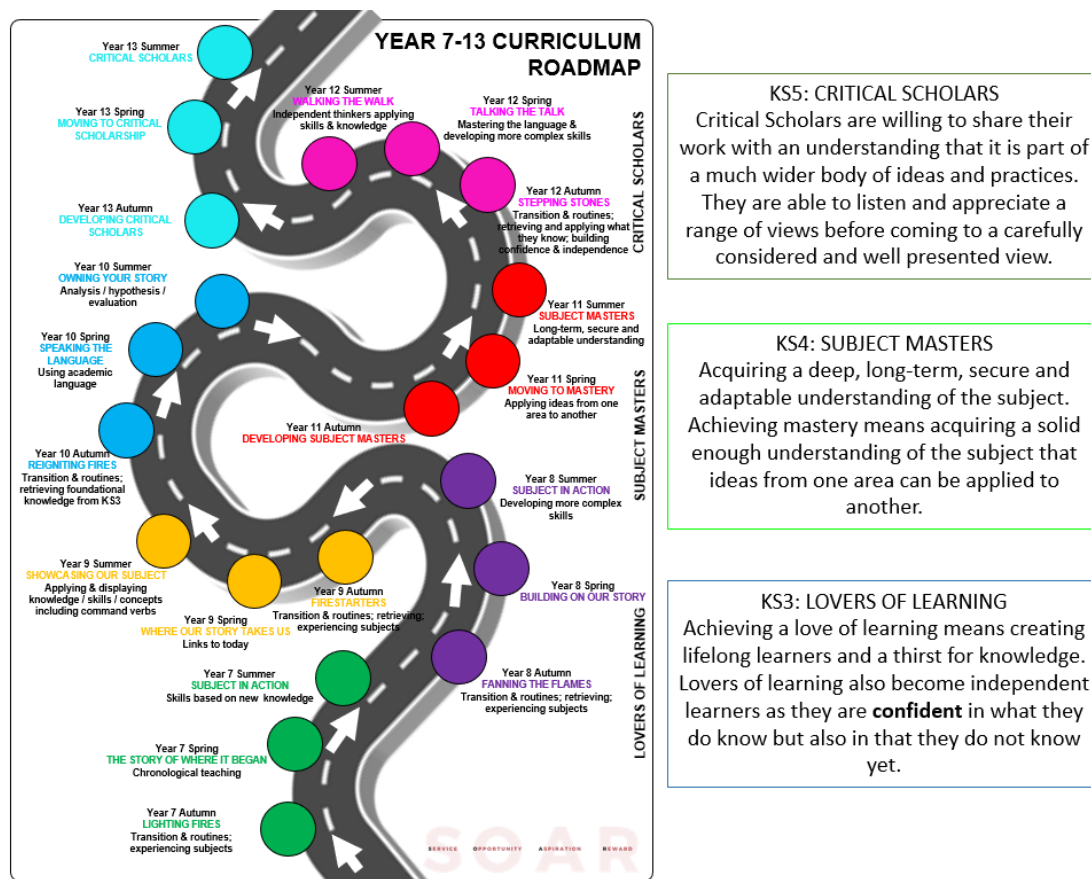


Figure 1: Cardinal Pole's Curriculum Intent

5. Curriculum Offer

50-minute lessons are taught over a six period day. As a result, students are timetabled across a wide range of subjects in 50-minute periods as per the allocations below:

KS3:

Subject	Periods	Subject	Periods	Subject	Periods
English*	5	Geography	2	Art	1
Maths	5,4,5	History	2	Computer Science	1
Religious Education	3	MFL - French / Spanish	2	Design & Technology	1
Science	4,5,4			Drama	1
				Music	1

				Physical Education	2
				PSHE	1
				Accelerated Reader*	1

*One of these periods is Accelerated Reader in Year 7 and Year 8.

KS4:

At GCSE, all students study English Literature and English Language, Maths, Science and RE in addition to three option subjects chosen at the end of Year 9. Subjects are taught in a combination of double and single 50-minute periods as per the timetable below:

Subject	Periods	Subject	Periods	Subject	Periods
English	5	Option A	3	Physical Education	2
Maths	5	Option B	3	PSHE*	1
Religious Education	3	Option C	3		
Science	6				

KS5:

Vocational Courses	Periods	A-Level Courses	Periods	Subject	Periods
Health & Social Care Or Business	18	Option A	6	General RE	1
		Option B	6	PSHE	1
		Option C	6		

6. Curriculum Planning

All teaching staff have a responsibility for the development of the curriculum in their area. Consequently, curriculum development is at the heart of our Department CPD Programme and is constantly reviewed and refined in OCS Meetings and Breaking Down Barriers CPD. It is the responsibility of the Head of Department to facilitate opportunities for individual and shared planning, including evaluation of previous teaching and learning, in department meeting time and departmental CPD slots. In addition, INSET days are signposted in the calendar specifically for curriculum development.

7. Long Term Curriculum Planning

The focus of long-term planning is:

- Curriculum Roadmaps (what is taught when and why; how does the curriculum support the story of the subject; how does the work encourage students to be lovers of learning, subject masters, critical scholars?)
- Assessment (how does the assessment effectively test the curriculum; how is assessment tracked and used in planning; how does assessment prepare students for future study and beyond?)

To support this, all departments have a seven-year subject roadmap focusing on the chronology of content to be covered specific to whether the aim is to create 'lovers of learning', 'subject masters' or 'critical scholars' (see **Appendix 2**). These are then also broken into roadmaps for each year group showing how their curriculum story progresses over the academic year.

This sits alongside a seven-year skills progression of expected progress (**Figure 2**). These have been devised across middle leaders, looking at shared language of assessment and ensuring that the expectations across departments are consistent in the teaching and assessing of key skills required by the national curriculum (KS3) and external exams (KS4/KS5) curriculum model, split into three strands. Once both the content (seven-year roadmap) and skills (skills progression) have been agreed, departments have devised a coherent assessment plan across the year which clearly identifies what is assessed and when (**Figure 3**). This ensures that the understanding of the curriculum can be properly assessed and that there are regular opportunities to assess student progress to inform future planning.

Skill	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Evidence	I can identify relevant evidence.	I can identify and use some appropriate evidence in my answer	I can identify the most appropriate evidence to answer a question	I can use some accurate and relevant evidence to answer a question, explain and make appropriate links	I can use accurate and relevant evidence to answer a question with some specialist vocabulary and appropriate links	I can use accurate and relevant evidence to answer a question using some specialist vocabulary and precise links	I can use accurate and relevant evidence to answer a question using specialist vocabulary with precision that demonstrates academic rigour
Interpret/ Interpretations	I can explain what evidence means	I can explain what evidence means and have an opinion on it	I can explain what evidence means and have a justified opinion on it	I can present a justified opinion on the meaning of evidence taking into consideration alternative views	I can present a clearly justified opinion on the meaning of evidence taking into consideration alternative views	I can present a convincing, justified opinion on the meaning of evidence evaluating alternative views	I can present a convincing, justified opinion on the meaning of evidence evaluating alternative views
Apply	I can use the relevant knowledge or skill for a task	I can use the relevant knowledge or skill across a range of tasks	I can use the relevant knowledge or skill across a range of tasks with increasing confidence	I can independently combine relevant knowledge or skills to a wide range of scenarios	I can independently combine relevant knowledge or skills to a wide range of scenarios with precision	I can use a wide breadth and depth of knowledge or skills to a wide range of complex scenarios	I can use a wide breadth and depth of knowledge or skills to a wide range of increasingly complex scenarios making explicit links to the contextual relevance
Analyse	I can understand evidence	I can understand and investigate evidence	I can understand and investigate evidence to explain why events occur	I can understand and investigate evidence to explain why events occur and link relevant ideas	I can understand and investigate evidence to explain why events occur and explore relevant ideas	I can comprehensively understand and investigate evidence to explain why events occur and explore relevant ideas in detail	I can comprehensively understand and investigate evidence to explain why events occur and explore relevant ideas in detail showing substantial knowledge
Evaluate	I can identify the impact of evidence	I can identify the impact of some evidence	I can identify the impact of some contextual evidence	I can identify the impact of relevant contextual evidence	I can investigate the impact of relevant contextual evidence	I can investigate the impact of relevant contextual evidence and link to appropriate ideas	I can investigate the impact of relevant contextual evidence and link to sophisticated ideas
Judgements/ conclusions	I can give my opinion in response to a question	I can make a judgement based on some evidence	I can make a judgement and support it with relevant evidence	I can make a persuasive judgement based upon some evidence	I can make a persuasive judgement based upon my carefully selected evidence and that of others	I can create a coherent and sustained chain of judgements based on evidence.	I can create a persuasive and sustained chain of judgements based on judicious evidence.
Communicate	I can express simple ideas	I can express supported	I can explain a range of	I can clearly express a	I can clearly express	I can thoughtfully explore	I can convincingly express

Figure 2: Seven year 'Sequencing Skills' example from English

Subject:	English Language
Teacher:	

Year 7 Assessment Record

SOAR
SERVICE OPPORTUNITY ASPIRATION REWARD



Term	Date	Topic	Flightpath	Year 7 'I Can' statements		
				Emerging	Achieving	Excelling
Autumn 1: Week 1		Big Write: Creative Writing on describing a Greek monster/god		Purpose: I can write sentences linked to task. Vocabulary: I can use simple vocabulary. Structural features: I can write a paragraph. Spelling: I can spell frequently-used words. Sentences: I can write simple and compound sentences. Punctuation: I can attempt to use full stops and capital letters.	Purpose: I can write sentences that show some awareness of purpose. Literary devices: I can use a range of literary devices. Vocabulary: I can choose sometimes choose words for effect. Structural features: I can use paragraphs to group ideas. Spelling: I can spell less frequently-used words correctly. Punctuation: I can use full stops, commas, and capital letters correctly. Sentences: I can write simple, compound, and complex sentences.	Purpose: I can write sentences that are consistently matched to purpose. Literary devices: I can use multiple literary devices for effect. Vocabulary: I can use complex vocabulary with confidence. Structural features: I can use paragraphs to organise ideas with links across paragraphs. Spelling: I can spell advanced words correctly. Punctuation: I can use accurate and varied punctuation. Sentences: I can use a wide range of sentence types with varied openings.
Autumn 1: Week 5						
Autumn 2: Week 1						
Autumn 2: AP1		The Odyssey & Creative Writing				
Spring 1: Week 1						
Spring 1: Week 4		Write a description of an island inhabited by monsters.				
Spring 2: Week 1						
Spring 2: Week 5		Write a sonnet about a powerful person.				
Summer 1: Week 1		Write a descriptive piece of writing based on feeling invisible at school.				
Summer 1: Week 5						
Summer 2: Week 1		Creative Writing: Write a story about a shocking moment in someone's life using only "show not tell".				
Summer 2: AP2		'A Monster Calls' & 'Creative Writing'				

Figure 3: Y7 Assessment Plan example from English

8. Medium Term Curriculum Planning

The focus of medium-term planning is:

- The overall enquiry question for a topic or scheme of work (how do a series of lessons work together?)
- 'Ready to Learn': a 'do now' activity for every lesson that offers opportunities for retrieval, consolidation and application of prior learning
- 'One voice': key concepts / questions / content that need to be checked during or at the end of the lesson that reflect the fundamental understanding needed for that topic before moving onto the next
- 'Work hard': a substantial piece of work that students can complete independently in the lesson to enable them to practise and apply their learning

To support this, all departments complete a Golden Nuggets document which outlines activities for independent work every lesson and catch up, keep up and going beyond knowledge in light of the ROW criteria listed above (Figure 4)

	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
1	Emerging (catching up):	Label a blank world map and complete a short quiz on the locations of continents and oceans.
	Know the names of the 7 continents and 5 major oceans.	
	Achieving (keeping up): Know that there are 7 continents and 5 major oceans in the world and can identify and locate them on a map.	
	Excelling (going beyond):	
	Know that there are continents that are richer than others, and that oceans can be used by people.	
2	Emerging (catching up):	Locate the Middle East on a map and link location to climate, then
	The Middle East is in a desert which means they have water shortages.	

	Achieving (keeping up): The Middle East faces water issues due to it being a desert (along the Tropic) and exploring if the Euphrates-Tigres river will support them. Excelling (going beyond): The Middle East faces water shortages because of its desert climate and evaluating how impactful the extraction of water from the Euphrates-Tigres river will be.	explore human influences (video and writing task).
3	Emerging (catching up): The Galapagos Islands have lots of unique species found nowhere else on Earth. Achieving (keeping up): The Galapagos islands are important because they are home to unique species found nowhere else on Earth because they have adapted. Excelling (going beyond): There are specific examples of species on the Galapagos Islands that have adapted to suit the climate.	Locate the Galapagos Islands on a map and link location to climate, then explore human influences (guided reading).
4	Emerging (catching up): Freiburg is good for the environment because it uses renewable energy. Achieving (keeping up): Freiburg is considered a green city because it uses renewable energy, has excellent public transport and plans its urban spaces sustainably. Excelling (going beyond): Freiburg is environmentally sustainable because it is beneficial for people and the environment due to its use of renewable energy and excellent public transport.	Locate Freiburg on a map and then explore reasons why it is sustainable (comprehension task).
5	Emerging (catching up): Four of the ecosystems in Africa are tropical rainforests, savannahs, deserts and Mediterranean landscapes. Achieving (keeping up): Africa has a wide range of ecosystems, including tropical rainforests, savannahs, deserts and Mediterranean landscapes, which have different characteristics. Excelling (going beyond): Africa has a wide range of ecosystems, with varying characteristics, that are influenced by the location (climate).	Define and identify ecosystems in Africa, locate these on a map and then link to climate.
6	Emerging (catching up): China has areas with smaller populations (rural) and larger populations (urban). Achieving (keeping up): Rural areas in China are mainly used for farming and have smaller populations while urban areas are densely populated with high-rise buildings and industries. Excelling (going beyond): There is an east/west divide in population in China, which is linked to the physical and human geography of the country.	Locate China on a map and explore the differences in rural and urban China (video task and statistical analysis).
7	Emerging (catching up): The Great Barrier reef provides important services for humans, but it is being damaged. Achieving (keeping up): The Great Barrier Reef provides important services for humans, but is under threat from climate change, coral bleaching, pollution and overfishing Excelling (going beyond): The Great Barrier Reef absorbs carbon dioxide to reduce climate change, but human activity (including climate change) is causing it to be bleached which enhances climate change further.	Locate the Great Barrier Reef and explain the services that coral reefs provide for humans. To then explain how humans are threatening the Great Barrier Reef.
8	Emerging (catching up): Antarctica is a cold desert with no permanent population, but humans are using the sea for fishing. Achieving (keeping up): Antarctica is a fragile environment and while tourism and fishing bring economic benefits, they also risk damaging its delicate ecosystem. Excelling (going beyond): Antarctica is a fragile environment with huge economic possibilities, which may cause environmental damage and political tensions.	Locate Antarctica and explore human activity in the region. To explain how human activity can damage the region.

Figure 4: Y7 ROW Document example from Geography

HoDs should also ensure that a knowledge organiser for each topic is completed which supports consolidation and retrieval of key information required for the topic (**Figure 5**). This reflects the priorities outlined in both the ROW document and the assessment plan and should be present in all student files / books at the start of a topic.

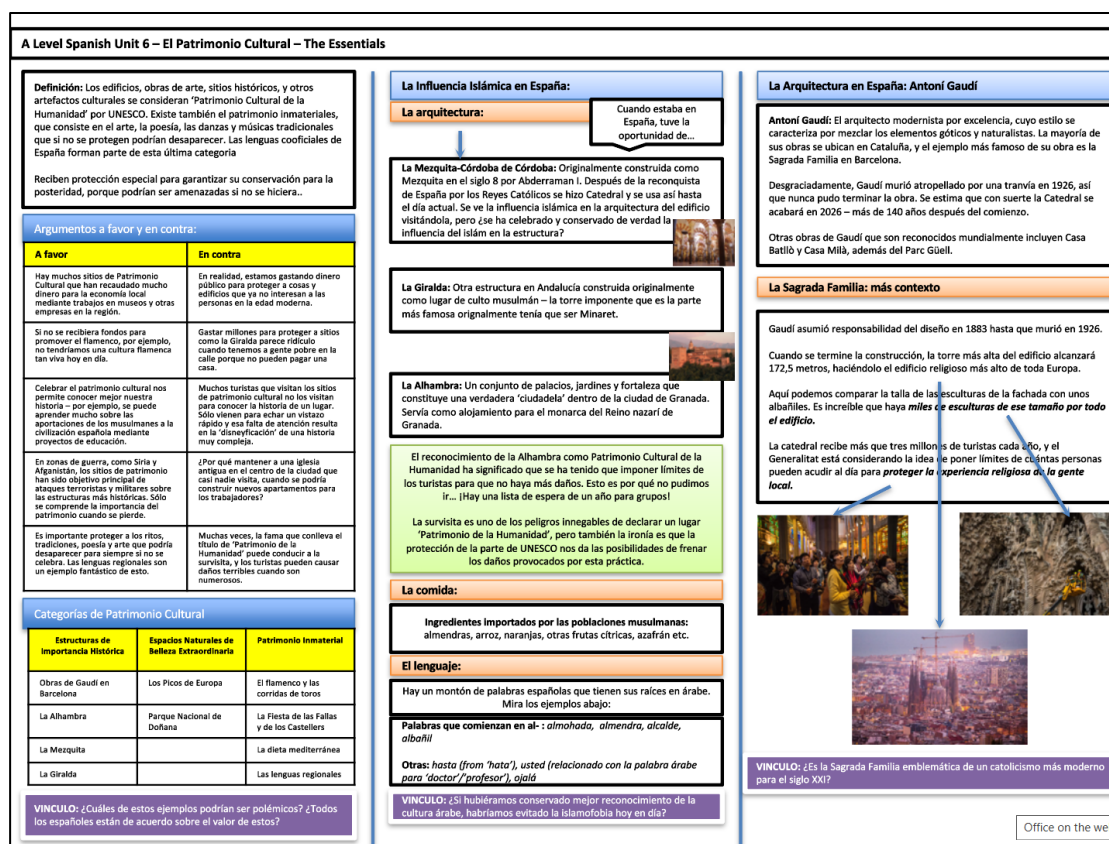


Figure 5: Year 12 Knowledge Organiser example from MFL

9. Home Learning

Home learning engages students to retrieve prior knowledge, makes connections between learning, creates a sense of achievement, informs about gaps in learning and provides opportunities to close these gaps.

Home learning is a pivotal part of the curriculum and student feedback shows it is valued and, where carefully planned, invaluable in supporting progress. All departments must have a home learning overview for all topics and for all year groups which:

- Promotes revision exercises and constant retrieval from the very beginning, rather than it be rushed before assessment points
- Provides students with the opportunity and dedicated time to create their own revision resources
- Has planned follow-up quizzes will show students the impact of their home learning in a short time frame.

Year 7

Week A	Week B
'Week A' will provide students with a retrieval-based task, that covers key content learned in the previous week. These tasks/quizzes will be marked and subsequently reviewed by students. The second Week A will serve to quiz students again, but this time 70% will be new content and 30% of the questions will be repeats from the first quiz. For future Week As, 30% will be repeats/retrieval from previous quizzes.	'Week B' will give time and opportunity for: - students to produce revision resources, and study them, based on the questions in their Week A quiz. - Teachers to use the data from Week A to give feedback and adapt the next quiz

Year 12

Figure 7 – Example of Week A/Week B Home Learning model for Year 7 and Year 12

Home Learning is set according to the Home learning timetable, which is created by the AHT (Curriculum & Assessment) at the start of each academic year. The setting, monitoring and impact of home learning is a focus of learning reviews and where areas of inconsistency emerge, this will be raised as a cause of concern in line management.

Week A	Week B
Students will complete a set of application questions (e.g. exam questions) based on content learned so far.	Students will create and use revision resources (e.g. flashcards, mindmaps, Cornell notes, etc) based on emerging needs from week A.

To support the focus on consistent retrieval and consolidation, all students have a 25-minute prep session at the start of each day. In Y7-Y10, three of which are used to quiz students on current topics in English, Maths and Science. In Y11, these quizzes are replaced by formal consolidation sessions led by their class teacher in these subjects.

Year 7 Home Learning		
Science: Autumn Term		
Overview of how home learning should be completed in Science:		
Week A – 20 educate questions and 20 marks of exam questions Week B – 20 educate questions with some addressing exam question misconceptions. Mark previous week exam questions in green pen Revision pack when approaching an assessment point (AP)		
Date (Week Beginning)	Week A	Week B
07.09.26	Cell biology Educake quiz: 20 questions Exam questions: 20 marks	
14.09.26		Cell biology Educake quiz: 20 questions Mark exam question in green pen
21.09.26	Digestive system Educake quiz: 20 questions Exam questions: 20 marks	
28.09.26		Digestive system Educake quiz: 20 questions Mark exam question in green pen
05.10.26	The cardiorespiratory system Educake quiz: 20 questions Exam questions: 20 marks	
12.10.26		The cardiorespiratory system Educake quiz: 20 questions Mark exam question in green pen
Half Term	The cardiorespiratory system Educake quiz: 40 questions (20 on current topic and 20 on cell biology) Exam questions: 40 marks (20 on current topic and 20 on cell biology)	
02.11.26		The cardiorespiratory system Educake quiz: 20 questions Mark exam question in green pen
09.11.26	The cardiorespiratory system Educake quiz: 20 questions Exam questions: 20 marks	
16.11.26		AP1 revision pack Educake quiz: 20 questions
23.11.26	AP1 revision pack Educake quiz: 20 questions	

Figure 6: Example of Home Learning from Science

DATA AND ASSESSMENT

10. Summative Assessment

Class teachers assess student progress continuously through verbal and written feedback on both class and home learning. The purpose of summative assessment is to test the effective delivery of the curriculum, to identify any areas of concern – curriculum or key groups – and to plan effective intervention to close gaps. These summative assessments should be clearly identified in departmental assessment plans (**Figure 3**) and outcomes tracked on centralised department trackers.

As a whole school, data is collected **twice a year** during Assessment Point 1 (Autumn Term 2) and Assessment Point 2 (Summer Term 2). For Year 11 and Year 13, their second Assessment Point falls either side of the February half term holiday in Spring term to prepare them for external examinations in Summer term. During assessment weeks (other than AP2 for Year 11/Year 13), the normal timetable is suspended for all staff and students. Students follow bespoke timetables based on their year group. Exams are invigilated by staff on a pre-planned rota and supported by pastoral staff and SLT.

Exams are rigorous and cumulative. All examinations are quality assured before the examination cycle to ensure parity across subjects and to ensure that they are testing prior skills and content as well as the most recent topic studied. The skills and content assessed is outlined in Topic Lists which are shared with students prior to the exams.

11. Measuring Progress

At KS3 (Year 7-Year 9), students are assessed according to their progress against expectation as outlined in departmental skills sequencing (**Figure 2**). Students are then assessed as being either:

- Emerging
- Developing
- Achieving
- Secure
- Excelling

In the skills and content that have been assessed.

At Key Stage 4 (Year 10-Year 11), students are assessed according to their Minimum Expected GCSE grade (**Figure 6**). The purpose of this is to focus on the progress they have made since Year 6 in comparison to how their peers perform nationally. MEGs are based on KS2 scores from primary school against national expectations for high levels of progress but are not considered to be a glass ceiling. The attainment of students at each assessment point is then identified as either above/on/below MEG. The same process is used by ALPs at KS5 although students average point score at KS4 is used to calculate MEGs, rather than KS2 data.

Achieved	KS3 MEG	KS4 MEG
Below 80	Emerging	2/3
80-95	Developing	3
96-100	Achieving	4
101-105	Secure	5
106-109	Secure	6
110-113	Excelling	7
114-116	Excelling	8
117+	Excelling	9

Figure 7: Target Setting

12. Evaluating Impact

After each assessment cycle, HoDs are responsible for ensuring the following actions take place:

- Marking and moderation of papers from across classes and key groups (LPA, MPA, HPA). The marking and moderation documents must be sent to **AHT – Curriculum & Assessment** along with the sample and the analysis should support the HoD Report. Where there are inconsistencies in marking, it is the responsibility of the HoD to work with their Line Manager to support members of staff in relevant CPD.
- DIRT Week (**D**edicated **I**mprovement and **R**eflection **T**ime) where exams are gone through with the class, addressing common errors and offering opportunities for feedback. This is in the week following exams as timely feedback is critical in helping students to make progress. Class teachers mark assessments without comments but do complete a Question Level Analysis for their classes. This is used to plan a lesson or series of lessons which highlights skills and content that were tackled well and those that were not.
- Reporting of Data to parents through the whole school data drops. HoDs must ensure that class teachers have reported accurate data, as per the moderation meeting, and that this, as well as attribute reports, have been completed by the data deadline
- RAG Meetings. These meetings will take place after data drops and are run by the AHT – Curriculum & Assessment in conjunction with the relevant Head of Year. They focus on whole year group pictures of progress including progress of key groups and students causing concern across the piece. The analysis shared at these meetings should support departmental and pastoral intervention plans for the upcoming term.

- HoD Reports. These are to be completed after all the data has been input and data walls produced and should focus on the data and the outcomes of the moderation meetings. HoDs are expected to comment on overall progress in addition to the progress of key groups and of different teaching sets; identifying and explaining any differences between them. This analysis should form the basis of intervention plans for the next term and, in the case of public exams, will form the basis of Exams Analysis meetings with the Headteacher that take place in Autumn Term

13. Reporting to Parents

All students receive a formal report twice a year, after each assessment point. All students also have one parents evening a year in Autumn or Spring Term, in addition to critical parent meetings. Reports always record attendance, punctuality and behaviour/achievement data.

Teachers are required to report on learning attributes in addition to current grades and these must be completed at the same time and by the deadlines set out in the calendar.

At KS3, current grades are reported in relation to departmental skills sequencing with students recorded as per Figure 7.

At KS4, current grades are reported as numerical grades from 9-1/U (Figure 7) and colour coded according to target, other than in the case of vocational subjects (P/M/D).

At KS5, current grades are reported as alphabetical grades from A-E/U (as above) and colour coded according to target, other than in the case of vocational subjects which are sent abridged versions of unit trackers to give the most accurate reflection of progress.

TEACHING & LEARNING

14. Short Term Planning

Class teachers are responsible for adapting the curriculum as outlined in long and medium term planning above, to ensure that it is appropriate for the classes that they teach.

Short Term Planning focuses on:

- Taking into account the prior learning of the class
- Learning activities (a range of activities that support pace and progress for **all** students through use of modelling, success criteria, peer and self-assessment, effective questioning)
- Effective plenaries (how the understanding and progress of **all** students be measured including the role of teacher, peer and self-assessment)

Cardinal Pole lessons are expected to follow the format below:

	What the teacher is doing	What the student is doing
Making it Stick 'Do Now'	Greeting at the door Taking the register Ensuring equipment is out Reinforcing expectations for behaviour and presentation	(Ready to learn) Sitting in seat Getting out equipment Focused on task
Quality of Instruction 'Modelling / Scaffolding'	Worked example Verbal steps explained Written steps recorded	(One Voice) Actively listening Reinforcing steps verbally Ensuring steps are written down
Positive Learning Culture Hinge Question	A quick question that immediately shows understanding of every student about task that has been modelled	Showing response in an immediate way e.g. A/B/C/D cards, MWBs, 'show on your fingers'
Adaptive teaching 'Reteach routes'	Setting independent application for students secure with knowledge Reteaching concepts in a new way to students not yet secure	(Work Hard) Working independently to apply and extend knowledge secured OR working in a small group with the teacher to address misconceptions
Assessment and feedback 'Work hard / live marking'	Ensuring explicit success criteria is shared 'Red pen roaming': circulating to target critical students first with live marking that scaffolds and stretches in the moment	Working independently and using success criteria to apply knowledge and ensure that they know more and can do more.

15. Monitoring progress

All class teachers are responsible for assessing their students in line with the department plan and ensuring that this assessment is accurately recorded on departmental trackers in a timely manner. Teachers must be able to give feedback on a students' progress outside of the formal assessment cycle based on regular in class assessments. This assessment should be used to intervene in the classroom to support students in securing and excelling in key content.

16. Feedback

At Cardinal Pole, we recognise that different forms of feedback are appropriate at different times and in different subjects. Consequently, Heads of Department have written detailed feedback overviews for each year group which outlines when formal feedback takes place in the schemes of work. The minimum frequency of written teacher feedback is outlined in **Figure 8**.

	Key Stage 3	Key Stage 4	Key Stage 5
ART	1x per half term	2x per half term	3x per half term per teacher

BUSINESS & ECONOMICS		2x per half term	3x per half term per teacher
COMPUTER SCIENCE	1x per half term	2x per half term	
DRAMA	1x per half term	2x per half term	3x per half term per teacher
DESIGN & TECHNOLOGY	1x per half term	2x per half term	
ENGLISH	2x per half term	2x per half term	3x per half term per teacher
GEOGRAPHY	2x per half term	2x per half term	3x per half term per teacher
HISTORY & POLITICS	2x per half term	2x per half term	3x per half term per teacher
MATHS	2x per half term	3x per half term	3x per half term per teacher
MEDIA			3x per half term per teacher
MUSIC	1x per half term	2x per half term	
MODERN FOREIGN LANGUAGES	2x per half term	2x per half term	
PHYSICAL EDUCATION	1x per half term	2x per half term	
RELIGIOUS EDUCATION	2x per half term	2x per half term	3x per half term per teacher
SCIENCE	2x per half term	3x per half term	3x per half term per teacher
SOCIAL SCIENCES		2x per half term	3x per half term per teacher

Figure 8: Frequency of feedback

17. Monitoring and evaluating the quality of teaching and learning

All new staff are given supportive observations in the first few weeks of term and ECTs / ITTs follow a bespoke observation programme drawn up by the AHT (Teaching & Learning). For the monitoring of whole school teaching and learning and in addition to departmental / SLT book scrutiny and weekly learning walks with a year group focus.

During Learning Walks books will be looked at, students will be observed and one-to-one quiet conversations may occur with students. All learning walk feedback is recorded online, as is student voice and shared with the HoD; at the end of the cycle, HODs will receive a summary of their department's review which is analysed weekly in line management to identify strengths and areas for development for the department.

The following will not happen:

- Asking teachers for prior data or lesson plans;
- being obtrusive and undermining through intervention (e.g. behaviour control) with the exception of extreme circumstances;
- talking with the whole class or groups in a way which would disrupt the lesson.

Information from learning walks, assessment data and book scrutiny is triangulated by the DHT (Quality of Education) to assess how far a department shows excellent/strong/not yet strong practice and whether the issues are based on the whole department or individual teachers. Where areas are identified as not yet secure, the teaching and learning team will follow up with a formal observation and, if required, further informal or formal support including but not limited to coaching, paired observations and support plans.

Appendix 1 – Teacher Standards



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix 2 – Seven Year Roadmap example from Geography

