



# LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

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

Status Public  
2025

**APPROVED BY THE LOCAL GOVERNING BODY ON:** 05/02/2025 .....

**CHAIR OF GOVERNOR'S SIGNATURE:**  .....

## Contents

1. Cardinal Pole School Vision.....	3
2. Mission Statement .....	3
3. Responsibilities.....	3
CURRICULUM.....	4
4. Curriculum Intent.....	4
5. Curriculum Offer .....	4
6. Curriculum Planning .....	5
7. Long Term Curriculum Planning.....	5
8. Medium Term Curriculum Planning .....	7
9. Home Learning .....	8
DATA AND ASSESSMENT.....	10
10. Summative Assessment .....	10
11. Measuring Progress .....	10
12. Evaluating Impact.....	11
13. Reporting to Parents.....	11
TEACHING & LEARNING .....	12
14. Short Term Planning .....	12
15. Monitoring progress .....	12
16. Feedback to be reviewed September 2025.....	12
17. Monitoring and evaluating the quality of teaching and learning .....	14
Appendix 1 – Teacher Standards.....	15
Appendix 2 – Seven Year Roadmap example from Geography .....	16

## **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 o 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, there is a whole school Quality of Education SIP. In addition, each department will have SIP 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).

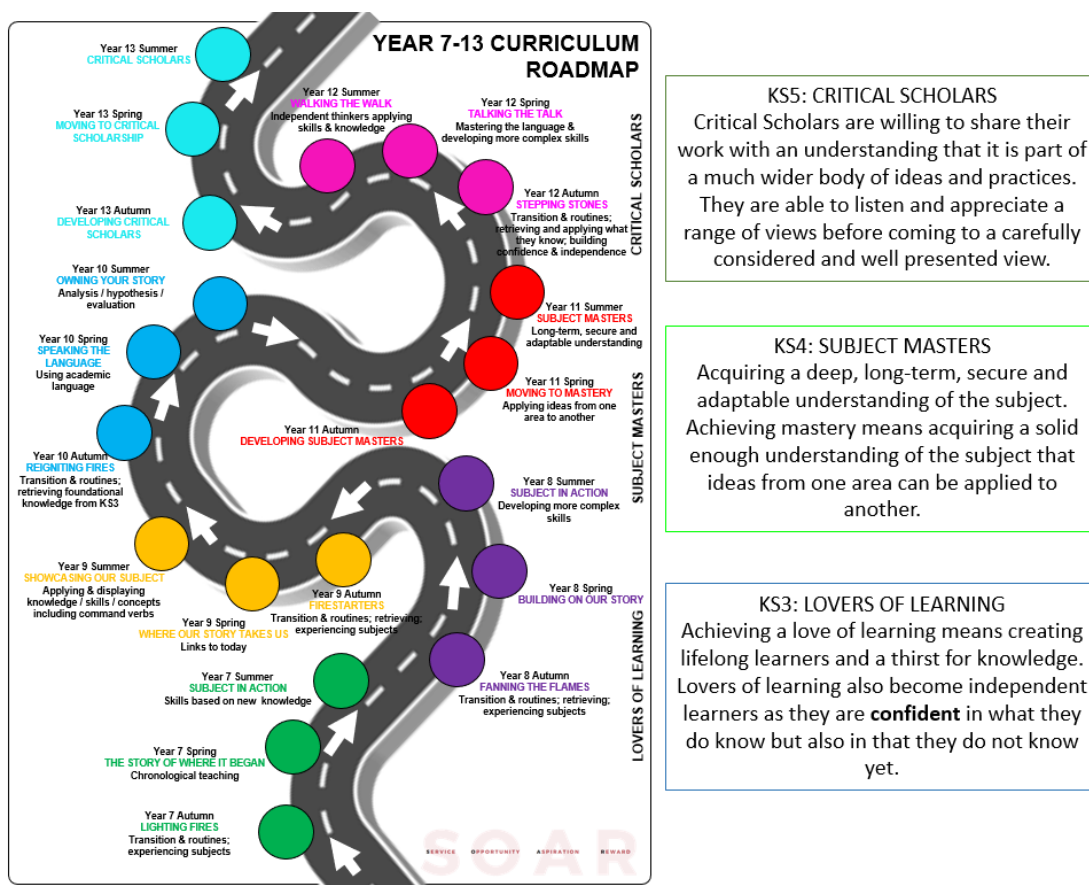


Figure 1: Cardinal Pole's Curriculum Intent

## 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 (Year 7-Year 8):

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

				Physical Education	2
				PSHE	1
				Accelerated Reader*	1

\*Accelerated Reader is in Year 7 only. In Year 8, students study an extra period of English.  
KS3 (Year 9):

Subject	Periods	Subject	Periods	Subject	Periods
English	4	Geography	2	ADT Carousel (Art, Hospitality, 3D Design)	2
Maths	5	History	2	Performing Arts Carousel (Drama, Music, Computer Science)	2
Religious Education	3	MFL - French / Spanish	2	Physical Education	2
Science	5			PSHE	1

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	5				

\*In Year 11, PSHE is taught as a half termly drop-down day. Students study an extra period of Science per week.

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	Enrichment	1

## 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 CPD Programme and is constantly reviewed and refined. 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
<b>Evidence</b>	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
<b>Interpret/ Interpretations</b>	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
<b>Apply</b>	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
<b>Analyse</b>	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
<b>Evaluate</b>	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
<b>Judgements/ conclusions</b>	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.
<b>Communicate</b>	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**

Y7 RE - Assessment Plan 2024-25:					
HT1: 8 Weeks	HT2: 7 Weeks	HT3: 6 weeks	HT4: 6 weeks	HT5: 6 weeks	HT6: 7 weeks
<p><b>In class:</b> <u>Task 1</u> Evaluative question: 'Eve was to blame for the Fall.'</p> <p><u>Task 2</u> Comprehension task: Luke 11 + why prayer is important.</p> <p><u>Task 3</u> Artwork task: Re-ordering the creation story as God.</p>	<p><b>In class:</b> <u>Task 1</u> Evaluative question: 'Christians shouldn't read the Old Testament'.</p> <p><u>Task 2</u> Comprehension task: Acts, Pentecost and Tradition.</p> <p><u>Task 3</u> Artwork task: Biblical motto poster.</p> <p><u>Task 4</u> AP1</p>	<p><b>In class:</b> <u>Task 1</u> Evaluative question: 'Son of Man is the best title for Jesus.'</p> <p><u>Task 2</u> Comprehension task: Catholic worship and the Trinity.</p> <p><u>Task 3</u> Presentation task: Ethical business ideas.</p>	<p><b>In class:</b> <u>Task 1</u> Evaluative question: 'The Eucharist is the most important sacrament.'</p> <p><u>Task 2</u> Comprehension task: The structure of the Mass for Catholics.</p> <p><u>Task 3</u> Artwork task: The Mass/Eucharist artwork.</p>	<p><b>In class:</b> <u>Task 1</u> Evaluative question: 'Pentecost is the most important event in Church history.'</p> <p><u>Task 2</u> Comprehension task: The sacrament of Confirmation.</p> <p><u>Task 3</u> Artwork task: Pentecost art</p>	<p><b>In class:</b> <u>Task 1</u> Evaluative question: 'Christianity is more similar than different.'</p> <p><u>Task 2</u> Comprehension task: Origins of Buddhism.</p> <p><u>Task 3</u> Poster task: Buddhism key facts</p> <p><u>Task 4</u> AP2</p>
<p><b>Home Learning:</b> Consolidation tasks:</p> <ul style="list-style-type: none"> <li>The Bible</li> <li>Genesis</li> <li>Stewardship</li> </ul>	<p><b>Home Learning:</b> Consolidation tasks:</p> <ul style="list-style-type: none"> <li>Understanding the Bible</li> <li>Magisterium</li> <li>Rosary</li> </ul>	<p><b>Home Learning:</b> Consolidation tasks:</p> <ul style="list-style-type: none"> <li>Titles for Jesus</li> <li>The Trinity</li> <li>Fr Mychal Judge</li> </ul>	<p><b>Home Learning:</b> Consolidation tasks:</p> <ul style="list-style-type: none"> <li>The Eucharist</li> <li>The Mass</li> <li>Issue of world hunger</li> </ul>	<p><b>Home Learning:</b> Consolidation tasks:</p> <ul style="list-style-type: none"> <li>Pentecost</li> <li>Confirmation</li> <li>Nature of the Church</li> </ul>	<p><b>Home Learning:</b> Consolidation tasks:</p> <ul style="list-style-type: none"> <li>Ecumenism</li> <li>Buddhism</li> <li>AP2 revision</li> </ul>

Figure 3: Y7 Assessment Plan example from RE

## 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 ROW document which outlines activities for every lesson in light of the ROW criteria listed above (Figure 4)

ROW_Autumn Term Y7: Hackney Project / Handles Project	
Lesson Question	ROW
Week A: What is a Design Brief?	<p><b>Ready to Learn</b> Analysing Design Brief</p> <p><b>Work Hard</b> <b>Skill:</b> Annotation and design analysis <b>Knowledge and Understanding:</b> Bench design + designing for community <b>One Voice</b></p> <ul style="list-style-type: none"> <li>Why is a design brief so important ?</li> <li>How could a bench design benefit Hackney community?</li> </ul>
Week B: How do designers get inspiration for their design ideas?	<p><b>Ready to Learn</b> Analysing Designs</p> <p><b>Work Hard</b> <b>Skill:</b> Design research <b>Knowledge and Understanding:</b> Yinka Ilori's design practice</p> <p><b>One Voice</b></p> <ul style="list-style-type: none"> <li>What is Yinka Ilori inspired by ?</li> <li>How could we take inspiration from Yinka Ilori in our own design work ?</li> </ul>
Week A: What would I wanted a community bench in hackney to look like?	<p><b>Ready to Learn</b> Identify key terms</p> <p><b>Work Hard</b> <b>Skill:</b> Drawing + annotation of designs <b>Knowledge and Understanding:</b> How to use research to inform own design ideas</p> <p><b>One Voice</b></p>

Figure 4: Y7 ROW Document example from ADT

HoDs 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 must be present in all student files / books at the start of a topic.

**A Level Spanish Unit 6 – El Patrimonio Cultural – The Essentials**

**Definición:** Los edificios, obras de arte, sitios históricos, y otros artefactos culturales se consideran 'Patrimonio Cultural de la Humanidad' por UNESCO. Existe también el patrimonio inmaterial, que consiste en el arte, la poesía, las danzas y músicas tradicionales que si no se protegen podrían desaparecer. Las lenguas cooficiales de España forman parte de esta última categoría.

Reciben protección especial para garantizar su conservación para la posteridad, porque podrían ser amenazadas si no se hiciera...

**Argumentos a favor y en contra:**

A favor	En contra
Hay muchos sitios de Patrimonio Cultural que han recaudado mucho dinero para la economía local mediante trabajos en museos y otras empresas en la región.	En realidad, estamos gastando dinero público para proteger a cosas y edificios que ya no interesan a las personas en la edad moderna.
Si no se recibiera fondos para promover el flamenco, por ejemplo, no tendríamos una cultura flamenco tan viva hoy en día.	Gastar millones para proteger a sitios como la Giralda parece ridículo cuando tenemos a gente pobre en la calle porque no pueden pagar una casa.
Celebrar el patrimonio cultural nos permite conocer mejor nuestra historia – por ejemplo, se puede aprender mucho sobre las aportaciones de los musulmanes a la civilización española mediante proyectos de educación.	Muchos turistas que visitan los sitios de patrimonio cultural no los visitan para conocer la historia de un lugar. Sólo vienen para echar un vistazo rápido y esa falta de atención resulta en la 'diseñificación' de una historia muy compleja.
En zonas de guerra, como Siria y Afganistán, los sitios de patrimonio han sido objetivo principal de ataques terroristas y militares sobre las estructuras más históricas. Sólo se comprende la importancia del patrimonio cuando se pierden.	¿Por qué mantener a una iglesia antigua en el centro de la ciudad que casi nadie visita, cuando se podría construir nuevos apartamentos para los trabajadores?
Es importante proteger a los ritos, tradiciones, poesía y arte que podría desaparecer para siempre si no se celebra. Las lenguas regionales son un ejemplo fantástico de esto.	Muchas veces, la fama que conlleva el título de 'Patrimonio de la Humanidad' puede conducir a la supervivencia, y los turistas pueden causar daños terribles cuando son numerosos.

**Categorías de Patrimonio Cultural**

Estructuras de Importancia Histórica	Espacios Naturales de Belleza Extraordinaria	Patrimonio Inmaterial
Obras de Gaudí en Barcelona	Los Picos de Europa	El flamenco y las corridas de toros
La Alhambra	Parque Nacional de Doñana	La Fiesta de las Fallas y de los Castellars
La Mezquita		La dieta mediterránea
La Giralda		Las lenguas regionales

**VINCULO:** ¿Cuáles de estos ejemplos podrían ser polémicos? ¿Todos los españoles están de acuerdo sobre el valor de estos?

**La influencia Islámica en España:**

**La arquitectura:** Cuando estaba en España, tuve la oportunidad de...

**La Mezquita-Córdoba de Córdoba:** Originalmente construida como Mezquita en el siglo 8 por Abderraman I. Después de la reconquista de España por los Reyes Católicos se hizo Catedral y se usa así hasta el día actual. Se ve la influencia islámica en la arquitectura del edificio visitándola, pero ¿se ha celebrado y conservado de verdad la influencia del Islam en la estructura?

**La Giralda:** Otra estructura en Andalucía construida originalmente como lugar de culto musulmán – la torre imponente que es la parte más famosa originalmente tenía que ser Minaret.

**La Alhambra:** Un conjunto de palacios, jardines y fortaleza que constituye una verdadera 'ciudadela' dentro de la ciudad de Granada. Servía como alojamiento para el monarca del Reino nazarí de Granada.

El reconocimiento de la Alhambra como Patrimonio Cultural de la Humanidad ha significado que se ha tenido que imponer límites de los turistas para que no haya más daños. Esto es por qué no pudimos ir... ¡Hay una lista de espera de un año para grupos!

La supervivencia es uno de los peligros innegables de declarar un lugar 'Patrimonio de la Humanidad', pero también la ironía es que la protección de la parte de UNESCO nos da las posibilidades de frenar los daños provocados por esta práctica.

**La comida:**

**Ingredientes importados por las poblaciones musulmanas:** almendras, arroz, naranjas, otras frutas cítricas, azahar etc.

**El lenguaje:**

Hay un montón de palabras españolas que tienen sus raíces en árabe. Mira los ejemplos abajo:

**Palabras que comienzan en al-:** almohada, almendra, alcalde, albahil

**Otras:** hasta (from 'hata'), usted (relacionado con la palabra árabe para 'doctor'/'profesor'), ojalá

**VINCULO:** Si hubiéramos conservado mejor reconocimiento de la cultura árabe, habríamos evitado la islamofobia hoy en día?

**La Arquitectura en España: Antoni Gaudí**

**Antoni Gaudí:** El arquitecto modernista por excelencia, cuyo estilo se caracteriza por mezclar los elementos góticos y naturalistas. La mayoría de sus obras se ubican en Cataluña, y el ejemplo más famoso de su obra es la Sagrada Familia en Barcelona.

Desgraciadamente, Gaudí murió atropellado por una tranvía en 1926, así que nunca pudo terminar la obra. Se estima que con suerte la Catedral se acabará en 2026 – más de 140 años después del comienzo.

Otras obras de Gaudí que son reconocidos mundialmente incluyen Casa Batlló y Casa Milà, además del Parc Güell.

**La Sagrada Familia: más contexto**

Gaudí asumió responsabilidad del diseño en 1883 hasta que murió en 1926. Cuando se termine la construcción, la torre más alta del edificio alcanzará 172,5 metros, haciéndolo el edificio religioso más alto de toda Europa.

Aquí podemos comparar la talla de las esculturas de la fachada con unos albañiles. Es increíble que haya miles de esculturas de ese tamaño por todo el edificio.

La catedral recibe más que tres millones de turistas cada año, y el Generalitat está considerando la idea de poner límites de cuántas personas pueden acudir al día para proteger la experiencia religiosa de la gente local.

**VINCULO:** ¿Es la Sagrada Familia emblemática de un catolicismo más moderno para el siglo XXI?

Office on the web

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.	'Week B' will give time and opportunity for: <ul style="list-style-type: none"> <li>○ students to produce revision resources, and study them, based on the questions in their Week A quiz.</li> <li>○ Teachers to use the data from Week A to give feedback and adapt the next quiz</li> </ul>

<p>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.</p>	
--	--

## Year 12

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

**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.

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.

## 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 created by ALPs and 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.

Key Stage 2	Key Stage 3						Key Stage 4					Key Stage 5				A-Level MEG
	Year 7		Year 8		Year 9		Year 10		Year 11			Year 12		Year 13		
Achieved	AP1	AP2	AP1	AP2	AP1	AP2	AP1	AP2	AP1	AP2	GCSE MEG	AP1	AP2	AP1	AP2	
80-89	Emerging	Emerging	Emerging	Emerging	Emerging	Developing	1M	2L	2M	2H	3	C/D	C/D	C/D	C/D	C/D
90-91	Emerging	Emerging	Emerging	Emerging	Emerging	Developing	1H	2M	2H	3L		C/D	C/D	C/D	C/D	
92-93	Emerging	Emerging	Emerging	Developing	Developing	Developing	2L	2H	3L	3M		C/D	C/D	C/D	C/D	
94-95	Emerging	Emerging	Developing	Developing	Developing	Developing	2M	2H	3L	3M		C/D	C/D	C/D	C/D	
96-99	Developing	Developing	Developing	Achieving	Achieving	Achieving	3L	3M	3H	4L	4	C	C	C	C	C
100-106	Achieving	Achieving	Achieving	Achieving	Secure	Secure	4L	4M	4H	5L	5	B/C	B/C	B/C	B/C	B/C
107-110	Achieving	Achieving	Secure	Secure	Secure	Excelling	4H	5M	5H	6L	6	B	B	B	B	B
111-115	Secure	Secure	Secure	Excelling	Excelling	Excelling	5H	6M	6H	7L	7	A	A	A	A	A
116-120	Secure	Secure	Excelling	Excelling	Excelling	Excelling	7L	7M	7H	8L	8	A*/A	A*/A	A*/A	A*/A	A*/A

Figure 6: Target Setting at KS4

## 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 6.

At KS4, current grades are reported as numerical grades from 9-1/U (Figure 6) 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)

Whilst there is not a fixed Cardinal Pole lesson, the following features are expected in lessons:

- A 'Ready to Learn' task – this should take place in the first 5/10 minutes of the lesson and is designed to review previous learning or to prepare for future learning. It should be achievable and engaging and enable the class to settle, home learning completion to be checked, the sign of the cross to be made and the register to be taken.
- Explicit addressing of the lesson title so students are clear about the enquiry that they are seeking to answer.
- Tasks should be set that are achievable whilst also offering all students the opportunity for stretch and challenge. Lessons should clearly be structured so that transitions between tasks are clear and links to prior learning explicit for students to build on previous knowledge. There must be opportunities for a 'work hard' activity that allows for independent work.
- Student understanding must be assessed through 'one voice' activities and future lessons must take account of what is revealed in these activities.

### 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 – to be reviewed in September 2025

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 frequency of feedback is outlined in **Figure 7**.

	Key Stage 3	Key Stage 4	Key Stage 5
ART	1x red box teacher feedback per half term 1x other assessment per half term	2x red box teacher feedback per half term (end of project PLPs) 1x other assessment per half term	4x 1-2-1 tutorials per half term (based on AOs per project)
BUSINESS		2x red box teacher feedback per half term 1x other assessment per half term	4x red box teacher feedback per half term
COMPUTER SCIENCE	1x red box teacher feedback per half term 1x other assessment per term		

DRAMA	Verbal feedback every lesson 1x other assessment per term	2x red box teacher feedback per half term 1x other assessment per half term	4x red box teacher feedback per half term 1x 1-2-1 tutorial per half term
DESIGN & TECHNOLOGY	1x red box teacher feedback per half term 1x other assessment per half term	2x red box teacher feedback per half term 1x other assessment per half term	
ENGLISH	2x red box teacher feedback per half term 1x other assessment	3x red box teacher feedback per half term	4x red box teacher feedback per half term
GEOGRAPHY	2x red box teacher feedback per half term 1x other assessment	2x red box teacher feedback per half term 1x other assessment per half term	4x red box teacher feedback per half term
HISTORY	2x red box teacher feedback per half term 1x other assessment	2x red box teacher feedback per half term 1x other assessment per half term	4x red box teacher feedback per half term
MATHS	3x red box teacher feedback per half term (end of unit marksheet)	3x red box teacher feedback per half term (end of unit marksheet / quizzes)	4x red box teacher feedback per half term (weekly quizzes)
MEDIA			3x red box teacher feedback per half term 1x other assessment per half term
MUSIC	1x red box teacher feedback per half term 1x other assessment per half term	2x red box teacher feedback per half term 1x other assessment per half term	
MODERN FOREIGN LANGUAGES	1x red box teacher feedback per half term 2x other assessment per half term	2x red box teacher feedback per half term 1x other assessment per half term	4x red box teacher feedback per half term
PHYSICAL EDUCATION	Verbal teacher and peer feedback every lesson <i>Verbal feedback every lesson</i>	Verbal teacher and peer feedback every practical lesson 1x Red Box Feedback per fortnight using marking sheets 1x 'I can' success criteria per fortnight (self or peer) <i>2x red box teacher feedback per half term</i> <i>1x other assessment</i>	
RELIGIOUS EDUCATION	2x red box teacher feedback per half term	2x red box teacher feedback per half term	4x red box teacher feedback per half term

	1x other assessment per half term	1x other assessment per half term	
SCIENCE	3x red box teacher feedback per half term (mid/end of unit marksheet)	3x red box teacher feedback per half term (mid/end of unit marksheet)	4x red box teacher feedback per half term (mid/end of chapter tests / PAGs)
SOCIAL SCIENCES		2x red box teacher feedback per half term 1x other assessment	4x red box teacher feedback per half term
Vocational			

**Figure 7: 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, departmental deep dives take place once a year for all departments. The following activities take place (led by AHT Teaching & Learning) during each deep dive:

- Lines of Enquiry. AHT, HoD and LM identify lines of enquiry for deep dive based on departmental SIP written in Autumn Term and previous Deep Dive findings.
- Schedule of learning walks. AHT draws up schedule of learning walks to enable HOD plus LM and/or AHT to see all lessons relevant to the line of enquiry. This is shared with the HoD only.
- Learning Walks. Each teacher is seen once with any classes that they teach that are relevant to the line enquiry for approximately 10 minutes and no more than 15 minutes. Lessons are evaluated in three areas: quality of work, quality of feedback and level of engagement in engagement and application.
- Student voice. Students are asked questions about the curriculum sequencing, how they are taught to know more and do more and engagement.
- Departmental interviews. The department are met with by the AHT to answer questions on curriculum sequencing, assessment and planning.

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. A report is then written by the HoD and AHT which identifies strengths and areas for development for the department which is presented to SLT and informs the next stage of the department SIP.

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 deep dives, 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, articulacy 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

