



# Education Framework

2024.25

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# Aims and Values

## Introduction

The purpose of this framework is to ensure that all schools within Amethyst Academies Trust (AAT) are aligned in their mission to provide an ambitious and high-quality education for every student, regardless of their individual needs and backgrounds. Amethyst Academies Trust believes in aligned autonomy, so although our vision and values are shared across the Trust, we believe that schools are best placed to decide how that vision and those values are achieved. Therefore, this framework will set out the agreed principles and guidance for how we educate our young people whilst also providing guidance around some of the agreed approaches we will take to get there.

## Amethyst Academies Trust Education Principles

The below set of education principles seeks to provide guidance and rationale for school leaders around 'how' we educate. Everything set out in this policy supports how we provide a high-quality education to all and seek to achieve the education principles in all of our settings.



- They provide the 'how' for what our vision is
- They provide the umbrella headings for what we look for when evaluating the quality of education that children receive
- They provide a common language – a constant reminder about how we should be working

- They provide clarity of expectations – nothing less than exemplary is good enough for our students

### **Aims of this Framework**

- To outline the purpose of the framework and the commitment by Amethyst Academies Trust leaders to work collaboratively and in the best interest of all students.
- To ensure an aligned autonomy in the Trust's approach to providing the highest quality of education in all of our settings.
- To outline guidance around curriculum, assessment, teaching and learning, live marking and feedback, so that schools have clarity about how to operate.
- To be further developed as additional policy is created, such as the addition of a reading framework which is currently underway

# Curriculum

## Principles

The foundation of our Trust's educational philosophy is our curriculum. We work hard to ensure that our aligned curriculum, shared across the Trust is the bedrock of a strong education for all.

The curriculum that our students are taught within Amethyst Academies Trust should be:

- **Ambitious and well-sequenced, providing real breadth and depth of content**
- **Knowledge-rich**
- **Engaging and creative**
- **Inclusive for all**
- **Rich with opportunities to develop cultural capital**

This guidance has been written to ensure that school leaders have clarity around what the expectations are around curriculum within Amethyst Academies Trust and to act as reminder to all staff about the importance of the curriculum as a foundation for a high-quality education to be delivered to all.

Aims of this guidance:

1. **To ensure that schools know and understand, ultimately, that curriculum is the 'beating heart' of the quality of education that we provide our young people.**
2. **To provide clarity of expectations around timetabling, teaching allocations, quality assurance processes and moderation and curriculum alignment (in secondary schools)**
3. **To enable school leaders (particular those with responsibility for curriculum) use this guidance to ensure effective collaboration and the sharing of best practice can take place.**
4. **To know and understand how this guidance works alongside the Amethyst Academies Trust Scheme of Delegation.**

## Curriculum Alignment

Secondary Schools:

- In our secondary schools, all curriculums (the content taught at KS3 and what qualifications are taught at KS4) should be fully aligned unless otherwise agreed by the Director of Education in conjunction with Headteachers.
- At times, based on data analysis and other forms of quality assurance, it may be that individual schools need to tweak the sequencing or order of the delivery of the curriculum. These changes should come through short-term planning and should not be changed on Amethyst long-term curriculum plans unless mutually agreed by all subject leaders and then agreed by Deputies responsible for curriculum.
- Termly curriculum evaluation should take place between subject leaders and where any changes need to be made to the Amethyst Curriculums, they are mutually agreed and adopted across the Trust, with any amended resources also shared and accessible to all. It is the responsibility of Deputy Headteachers with responsibility for curriculum to ensure that

subject leaders across the Trust are given time to be able to properly reflect and evaluate the curriculum.

- Curriculums should be knowledge-rich and resourced through knowledge books. Knowledge books should be developed collaboratively so that they are used by all. It is the responsibility of Deputy Headteachers responsible for curriculum to ensure that quality assurance happened regularly, is effective and where concerns are identified they are acted upon swiftly.
- All curriculum documentation in place should include long and medium-term curriculum planning which clearly outlines the curriculum intention.

#### Special Schools:

- Whilst our special schools operate their own curriculums, it is important that the sharing of best practice takes place, and where possible, resources and curriculum elements are shared. It is the responsibility of Headteachers, working alongside their Deputies to ensure that collaboration and the sharing of best practice is observed.
- Termly curriculum evaluation should take place internally to identify whether any components of the curriculum need to be adapted or amended based on evidence-informed evaluation and self-reflection.
- All curriculum documentation in place should include long and medium-term curriculum planning which clearly outlines the curriculum intention.

#### Quality Assurance and Moderation

- Quality assurance of the curriculum should take place half termly through a variety of QA activities as chosen by the school – work scrutiny of books/folders and /or evidence on Evidence for Learning should form some of this QA. Please see the Quality Assurance section later in this framework for further detail
- Moderation activities of particular subjects and pathways should happen regularly and form a part of each school's quality assurance calendar
- Curriculum review should be an ongoing process, but all schools should conduct a major curriculum review at least once a year so that they can take part in Trust-level curriculum planning discussions in a way which is well-informed

#### Timetable Expectations and Process

- Timetabling is an ongoing process, but the major work on the next academic year's timetable should begin in December/January with a review of the current timetable
- Curriculum planning should begin in January, with the completion of the options process which should give an initial indication of the staffing requirements for the following year
- Options captures by February half-term should allow the completion of the model by the Easter holidays, to be agreed across all schools in the Trust and any variations to be agreed by the Director of Education and CEO
- The process of completing the timetable model should include work with the Central Team and COO on curriculum-led financial planning, to ensure that staffing in place is financially viable, and the courses are supported with appropriate student numbers to ensure that viability is always maintained

- In the first half of the summer term, the timetable should be blocked and scheduled, so that there is a model in place before the May half-term break. As much of the staffing as possible should be completed in this time, with final alterations made after the resignation deadline at the end of May once the staffing picture is clear
- Timetables should be finalised during June, with work being undertaken to group students appropriately and resolve any final issues in the timetable
- Staff timetables should be released before the end of June to maximise staff opportunities to prepare effectively for a strong start in September
- Student timetables should be released once completed in July, at a time of the school's choosing

### Teaching allocations

Secondary Schools:

The teaching allocations for teaching staff are as follows:

| <b>Role</b>  | <b>No. of teaching periods per week</b> |
|--|---|
| <b>Deputy Headteachers (DHT)</b>                               | 8 (Behaviour 6)                         |
| <b>Senior Assistant Headteachers (SAHT)</b>                    | 16-18                                   |
| <b>Assistant Headteachers (AHT)</b>                            | 16-18 (Stu/Josh 3-6)                    |
| <b>Associate Assistant Headteachers (AAHT)</b>                 | 18-20                                   |
| <b>Subject Leaders/ Curriculum Team Leaders (SLs and CTLs)</b> | 23                                      |
| <b>Second in Department</b>                                    | 25                                      |
| <b>Lead Practitioners (LPs)</b>                                | 24                                      |

|  |                                |
|--|--------------------------------|
| <b>Attainment and Standards Leads (ASLs)</b> | 24 (or 22-23 for Year 11 ASLs) |
| <b>ECT Year 1</b>                            | 24                             |
| <b>ECT Year 2</b>                            | 25                             |
| <b>TF1</b>                                   | 21                             |

# Teaching and Learning

## Principles

We firmly believe that the success of our schools and our students is decided by the quality of learning that takes place in our lessons. The purpose of this guidance is to support all of us in delivering the very best learning experience for all of our students, in every classroom, all of the time. The guidance has been written to define our agreed key approaches to planning, teaching and assessment strategies to ensure that there is consistency across our schools. The guidance is designed to reflect the vision and values of the Amethyst Academies Trust and its respective schools.

Aims of this guidance:

- 1. To ensure there is high quality teaching in every classroom, in every subject, in every school to effectively support the delivery of our knowledge rich curriculum.**
- 2. To ensure that robust and inclusive lesson planning utilises our Amethyst Learning Phases to support staff in planning for students to be able to know more.**
- 3. To ensure that there is an engaging and consistent approach to T&L that utilises TLAC strategies and other leading educational research to enable all students to maximise their potential and achieve excellent academic outcomes.**
- 4. To ensure all staff know and understand the needs of their students and cater for their needs appropriately.**
- 5. To ensure the way in which students receive regular feedback allows them to respond to that feedback to make progress.**

**Aim 1: To ensure there is high quality teaching in every classroom, in every subject, in every school to effectively support the delivery of our knowledge rich curriculum.**

Our knowledge-rich approach to Teaching and Learning supports our own belief that every student should receive the highest quality of teaching through the acquiring of the very best knowledge and skills. We believe that the foundation for every child to make exceptional progress starts with providing every student with a knowledge-rich curriculum, underpinned by having the highest expectations of students and ensuring that our approach to teaching within *every* classroom is high in challenge, for *every* child.

A knowledge-rich curriculum is a style of teaching and learning which seeks to highlight, revisit and embed a high level of subject knowledge (delivered teachers in the room who are experts) as the paramount concern of the teaching, valued even over the acquiring of skills. A knowledge-rich curriculum ensures that we impart knowledge to our students regularly utilising excellent subject knowledge to ensure high challenge and ambition at all times in order to make sure that our students have the very best learning experiences through excellent teaching.

In order to deliver high quality teaching all teachers should call on the principles of scaffolding, modelling, adaptive teaching, flexible grouping, cognitive and metacognitive strategies, explicit instruction and using technology to support pupils.

## **The Use of Knowledge Books (in secondary schools)**

Knowledge books are teacher generated books used within all subjects in KS3 and KS4 (and optional at KS5) which include all of the key knowledge for a particular unit, topic or half term, which students must know and understand in order to make progress and develop their knowledge and understanding further; they are a curriculum resource used as a teaching tool.

It is expected that knowledge books should be used in every lesson where new knowledge is being taught or where knowledge is being revisited. Knowledge books should not replace a 'lesson plan'. Whilst the knowledge within knowledge books is centralised, it is the responsibility of the teacher to ensure that appropriate lesson planning and appropriate scaffolding is used to ensure that full accessibility for all students.

It is also expected that:

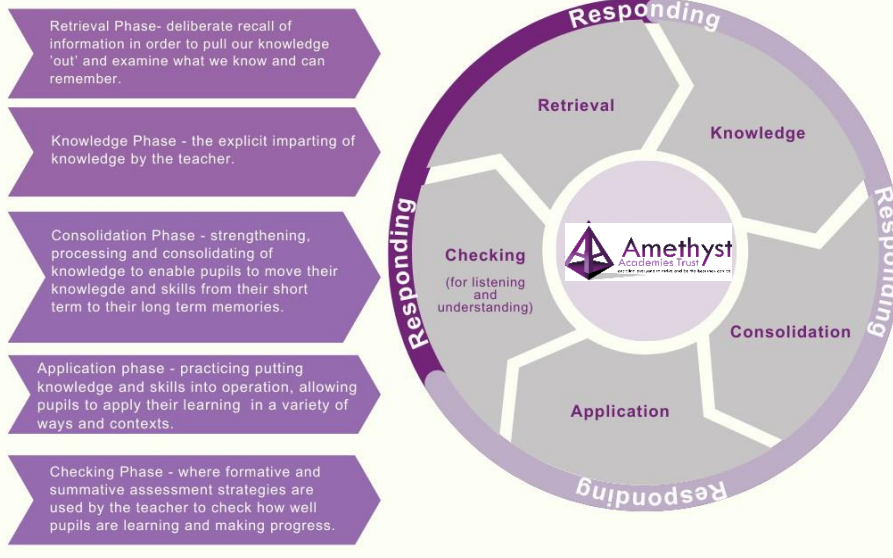
- Knowledge books across the Trust are aligned; any changes that need to be made are communicated and worked on collaboratively by subject leaders.
- Knowledge books are quality assured half-termly by school leaders and where any concerns are identified, support is in place to ensure that changes are made.
- Knowledge books contain the knowledge that supports curriculum planning only. Knowledge books should not become a hybrid of knowledge and activity books because any consolidation, application or reflection work should be completed in exercise books.
- Knowledge books should be printed by the deadlines set out by school leaders. Printing submission deadlines should be agreed at the start of each academic term by Deputy Headteachers for QofE/Curriculum, and communicated appropriately to all stakeholders. Line managers should ensure that staff are on track to meet these deadlines, providing support where necessary.
- Quality assurance (through lesson visits, learning walks, work scrutiny) should seek to identify and share best practice whilst also identifying concerns and any training needs. It is the responsibility of those responsible for QofE that where training and support is needed to ensure effective use of knowledge books, that that is put into place with impact evaluated carefully.
- Following data captures and when challenge and/or RRA meetings are held, school leaders must ensure that the quality curriculum delivery is discussed, evaluated and impact measured so that appropriate support, challenge and training can be put into place.

**Aim 2: To ensure that robust and inclusive lesson planning utilises our Amethyst Learning phases to support staff in planning for students to be able to know more and remember more.**

To support our knowledge-rich approach to teaching and learning, every teacher within the Amethyst Trust uses the five key learning phases within their individual lesson planning and any sequences of learning that they deliver.

Our learning phases and how we define them are depicted in the below graphic:

# Learning Phases



Although the curriculum is centrally planned, teachers have autonomy in how the curriculum is delivered because we fundamentally believe that teachers have a duty to plan for the individuals in front of them. Therefore, to support teachers with their planning and to ensure that the science of learning is rooted in all lesson planning decisions, it is expected that learning phases are utilised as appropriate.

Important information to understand when using learning phases:

- The learning phases can be taught and re-visited in different orders as necessary, using the teacher's individual judgment. Learning phases are not a five-part lesson. Whilst all *can* be utilised in any one lesson, it may be more appropriate for only one, two or three to be used. It is important that staff and leaders understand that decisions in how to apply these phases should be based on the learning that needs to take place in order to the curriculum to have the maximum impact.
- The teaching that we expect in the Amethyst Trust should involve all of these phases at some point across sequences of lessons.
- Responding is the thread that runs through all phases, teachers should respond to students asking questions, needing support, needing challenge and responding to any misconceptions seen. This can and should happen in every phase and should be supported by our approach to live marking and feedback.

**Aim 3: To ensure that there is an engaging and consistent approach to teaching and learning that utilises TLAC strategies and other leading educational research to enable all students to maximise their potential and achieve excellent academic outcomes.**

## Our approach to Teaching and Learning

Each school within Amethyst Academies Trust should have their own agreed approach to teaching and learning which is rooted in research and clearly communicated to teachers and students.

Appropriate CPD should underpin each school's approach, and mirror the teaching and learning priorities as identified through school improvement planning and quality assurance.

It is also expected that:

- Identified Doug Lemov 'Teach Like a Champion' strategies are utilised by all teachers and form a key part of the school's own expectations and vision of teaching and learning.
- Learning phases should be utilised as appropriate within each lesson.
- All teaching should include opportunities for retrieval so that the previously taught knowledge and skills are revisited often. In our secondary schools, a recall on entry task (ROE) should be completed at the start of the lesson with a range of AfL strategies utilised by teachers to ensure that they capture common strengths and misconceptions.
- Big and Small Questions (where applicable) are shared with students and reflected upon.
- The quality of teaching and learning is regularly quality assured so that timely support and intervention can be instigated where necessary.

**Aim 4: To ensure all staff know and understand the needs of their students and cater for their needs appropriately.**

Adaptive teaching "provides the opportunity for all pupils to experience success, by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations." ECF framework DFE 2024.

Because all of our students are all different and will all learn at different rates, teachers must adapt teaching material and instructions so that all pupils access the curriculum equitably. Whilst responding to the knowledge gaps of pupils should always be considered, pupils with SEND may need resources or instructions adapting to allow them to access the curriculum content at the same level as their peers. When implementing these adaptations, it is important to consider whether they would benefit all pupils. If this is the case, then adaptations should be made for all. If it is not the case that this is beneficial to all pupils but solely an individual, it is still our duty as inclusive practitioners to make those adaptations.

A teacher using a **knowledge book** within a secondary school for example with their class must, in their planning ask not what this class need to do for this booklet, but what they as the teacher need to do in order for the knowledge in that booklet to be delivered effectively for the group in front of them. It may be that a class will need additional examples, or a process broken into smaller steps. They may need pre-teaching of vocabulary or may even need an alternative text, appropriate to their reading age. They may need a range of concrete, pictorial and abstract resources to be able to achieve well. The work in any lesson should provide the correct level of challenge for each child, but it should be accessible and learning aims must be achievable for all through the creation of a well-paced, well- planned lesson – it is the job of the teacher to ensure that this is what they get.

Teachers must use the range of data, EHCPs, one-page profiles and other key knowledge about the needs of their class to anticipate the barriers to learning their students face and adapt their approach to minimise these barriers. Senior and middle leaders are responsible for quality assuring the effectiveness of adaptive teaching and the SENCO, alongside those with responsibility for QofE should ensure that any CPD or quality assurance is delivered jointly in order to place emphasis on the importance of inclusive and adaptive teaching.

### **Seating Plans**

Where students are in conventional classrooms settings, is the expectation that all staff create a seating plan for each class that they teach. These should consider the subject priority students, as well as individual needs e.g. SEND. Seating plans should be regularly reflected upon and updated whenever changes need to be made. Seating plans should be quality assured and authorised by appropriate SLT line managers.

**Aim 5: To ensure the way in which students receive regular feedback allows them to respond to that feedback to make progress.**

Please refer to the marking and feedback guidance in this framework for further details.

# Assessment - Secondary Schools

## **Principles**

Our assessment policy is designed to fully prepare students for a world of challenging qualifications, and to respond and dovetail with the school's knowledge-rich curriculum and teaching approaches. It responds to the national agenda around teacher workload and wellbeing, reducing the collection of any unnecessary data and ensuring that it responds to guidance from OFSTED that schools should not be collecting data any more than three times during an academic year – and that these collections should always have a meaningful focus.

In addition, the assessment policy seeks to support students by:

- **Giving them a clear sense of how well they are currently performing and how to improve**
- **Getting them ready for future qualifications by engaging with GCSE and BTEC-style knowledge and skills at all stages**
- **Coaching and developing skills in revision and retrieval for success at GCSE, BTEC and A Level study**
- **Diagnosing needs effectively to allow for effective feedback to be given and well-planned re-teaching of misconceptions to be planned**
- **Building resilience and high academic performance by learning to handle the challenges of rigorous assessments**

It seeks to support teachers, Curriculum Team Leaders and senior leaders by:

- **Providing teachers with meaningful opportunities for assessing their students formally**
- **Guiding and support future planning of learning and curriculum development for all departments**
- **Informing effective and robust Quality Assurance processes with departments**
- **Providing reliable and trustworthy evidence for the judgment of teaching and learning effectiveness**
- **Allow senior leaders to effectively provide CPD, intervention and resources to secure attainment**

It seeks to support parents and carers by:

- **Providing regular, robust updates on the progress of students and how to support them**
- **Suggesting areas for independent study that could maximise the attainment of their child**

## **Systems and Structures:**

Students in Years 7-10 and Year 12 will complete three major pieces of summative assessment throughout each academic year, with each one leading to a whole-school capture of data. These three pieces of summative assessment should be cumulative and synoptic in nature, in that the scale and scope of the assessment should increase as the year goes on, training students to revisit learning and revise effectively.

Each piece of summative assessment will come at the end of a ROP cycle (an 'end point' identified within the curriculum) which might consist of one or more elements, topics or themes of a course.

The first summative assessment, during the Autumn Term, should assess the learning which has taken place during the **first ROP Cycle**, assessing all of the content of the Autumn Term.

The second summative assessment, during the Spring Term, should assess the learning which has taken place during the **first ROP Cycle** and the **second ROP Cycle**, with some content from the Spring Term and some taken from the Autumn Term, and even from before.

The third summative assessment, a formal end-of-year test, towards the end of the Summer Term, should assess the learning which has taken place during the **first ROP Cycle**, the **second ROP cycle**, and the **third ROP cycle**. This can be split in any way which is appropriate to assess the school year's learning in full.

In this way, students are being assessed in a cumulative way that compels them to re-engage with learning from earlier in the year and even earlier in the key stage and previous key stages, in line with the requirements of linear GCSEs.

### **Summative assessment processes**

#### **Preparation**

In a ROP Cycle, the bulk of the time should be spent learning, revising, retrieving, consolidating and applying new knowledge and content, but some time should be clearly set aside for revision in the week or two before the assessment. This should be clearly indicated as a period of revision, in which students actively re-engage with the content that they have previously studied (in Knowledge Books or other forms), giving the summative assessment suitable profile and sense of importance, as well as ensuring readiness to succeed in the assessments. This will be supported through whole-school messaging and year-group level focus activities led by ASLs and senior leaders.

In addition, students should have experienced some of the elements of the summative assessment during the ROP Cycle, often as application and consolidation tasks in their day-to-day lessons. They should have received significant formative feedback about their strengths and weaknesses, and have a clear sense of their personal targets and focuses for the upcoming summative assessment before it happens. The build-up to the summative assessment should give them confidence that they can achieve well in these assessments.

#### **Content**

Summative assessment should lead naturally from formative assessment processes and learning that has taken place during the ROP Cycle, and should be accessible and appropriate for students at all levels of performance. It may be entirely appropriate to have multiple summative assessments for students in different prior performance pathways, however these Summative assessments should be quality assured by Curriculum Leaders or those with responsibilities for Key Stages or year groups within the department and will be created in response to relevant examiners' reports.

Some key indicators of successful summative assessments are:

- **Students complete extended tasks which require a degree of resilience and focus**
- **The assessment broadly fills one lesson, and students are occupied throughout this time**
- **Students have accessed all areas of the knowledge needed to succeed in all questions**
- **The types of questions or tasks that students perform are ones that they have seen before**
- **Students can achieve a significant amount of marks – 70% or so is an optimum average mark for the cohort as a whole**

Fundamental principles of successful summative assessment are that they **must not**:

**Be specific tasks that students have seen before the assessment itself**

or

**Be based on content that students have not studied at all**

So, a rule of thumb for best practice is that assessments should be things that **students *have not seen before, but that they *have done* before***, in the sense of similar tasks or skills practised earlier in the ROP Cycle. Assessments should be 'blind' for all teachers as much as possible, except those who have created the papers as part of their leadership of the curriculum.

### **Delivery**

Summative assessments should be given suitable profile, focus and sense of importance by all staff, and be highlighted and communicated as important elements of the school year which need their due attention.

They should therefore be conducted in silence, with the classroom set up (with clear seating plans in place) to ensure maximum focus. Any issues with conduct in these sessions should be treated with an even higher degree of importance than in a regular lesson, and whole-school conduct processes used to ensure that the rigour of these experiences are total. Other students should not be disadvantaged by poor conduct, and any incidents of this nature should be dealt with appropriately.

The obvious exception to this requirement of silence is any subject where there is a speaking component, and in practical and performance-based subjects where this might need to form part of the summative assessment as a natural part of the course. In these situations, Curriculum Leaders should develop appropriate protocols for these assessments and these should be made clear to all staff and students to ensure that assessment is well-managed.

### **Marking and Feedback**

It is important that all summative assessments – from Year 7 onwards – are broadly representative of the type of assessment and skill demand that will be placed on students at in Level 2 qualifications they will take in Years 10 and 11. This, however, does not mean simply giving students GCSE materials from Year 7 onwards, as this would be inappropriately challenging for the vast majority of students, particularly in the early stages.

It should, however, be clear that the work addresses perhaps certain assessment objectives, knowledge elements or skills and attributes that will be later important in GCSE study. This should align with the Amethyst Curriculums already written.

The design of the ARR calendar is such that there should be time for assessments to be marked appropriately and fed back to students before the end of the term. Therefore, it is important that the marking is completed within a two-week cycle (or as agreed by Headteachers when the ARR calendar is being designed), and Curriculum Leaders should have appropriate processes in place to ensure that this is the case. In particular, appropriate division of this labour amongst the department should be put in place to ensure equity and appropriate workload balance. It is best practice that the work is not always marked by the classroom teacher of a particular group, to ensure the type of impersonality and rigour of real exams.

Marking within Amethyst Academies Trust will be rigorous and reliable because we will:

- **Use existing exam board materials with mark schemes and exemplars wherever possible, and agree prior to the start of the academic year which grade boundaries (and the use of any 'buffers' etc.) should be applied by all when marking**
- **Take advantage of awarding bodies CPD opportunities to improve standards at all times**
- **Pre-moderate assessments to ensure that standards are consistent across departments**
- **Use 'blind' marking processes to anonymously mark students' work wherever possible**
- **Curriculum Leaders to post-moderate assessments and sample work to ensure that marking is accurate**
- **Ensure that exam marking is incentivised and that exam markers are present in all departments**
- **Ensure that cross-Trust moderation takes place, drawing upon the knowledge, skills expertise across of colleagues**
- **Seek external validation from colleagues in other schools and exam boards where this is available**

Finally, time should be given before and after summative assessments for appropriate and effective moderation to take place. This is a highly important process and particularly supports less experienced staff by providing invaluable CPD and high-quality professional discussions. In order to support this moderation, departments should be able to provide comparative judgments of work against quality standards of material judged against a GCSE standard, and, where appropriate, National Curriculum standards to support less able students and those for whom the language provides a barrier. These materials should be developed by departments and be available at all times, using live GCSE materials and reclaimed scripts to ensure accuracy and validity of judgments at all levels of the school. When looking at any piece of GCSE assessment, teachers should be able to say whether it is reflective of work at, say, Foundation Level 2, GCSE grade 3, or GCSE grade 7, in order to accurately place students on a trajectory to their expected attainment.

### **Feedback**

The feedback given to students as a result of summative assessment should be clear, concise and meaningful, with clear comments made on achievement and clear areas for improvement offered in the form of targets. In particular, this should dovetail with our knowledge-rich curriculum by offering areas of revisiting and re-teaching that would be of benefit to the students. Praise and congratulation should be offered when students have met or exceeded expectations on the assessment, or for the effort demonstrated even when achievement is not quite where it should be. Positivity should be emphasised, and all negative aspects couched in appropriate language about subsequent improvement.

Amethyst Academies Trust are seeking to reduce the amount of written marking of student work during the year and this assessment policy should work in conjunction with the 2024.25 AAT Marking and Feedback policy, supporting teachers in reducing workloads and maintaining a healthy work-life balance, focusing their time on planning and teaching. In this spirit, the feedback given for the three summative assessments across the year should be the most extensive given by teachers across the year, but this detail is not expected at other points for work completed in class. High-quality live marking and whole-class Responding to Feedback activities should allow students to self-regulate and act on teacher feedback.

Finally, GCSE grades will not be given as part of the feedback until Year 10. Whilst these summative assessments will be judged against GCSE standards as previously described, this is not part of the information that will be shared with students or their parents and guardians. Instead, teachers should indicate whether the performance on the summative assessment is Above, On Track, Close and Below in line with curricular targets set for students. This is the information that will be given

to parents and guardians as part of the whole-school reporting cycle, though there will be a robust set of metrics that sit behind this to give all stakeholders reliable data.

### **Target-setting and Reporting**

All students in Key Stage 3 will be assessed at three points in the school year, and we have based our assessments on a challenging knowledge-rich curriculum informed by the National Curriculum and Key Stage 4 expectations. They are cumulative in nature, asking students to revise and revisit content regularly.

These assessments are marked with a raw score which is converted into a percentage figure. This percentage figure is then translated into Above, On Track, Close or Below track to ensure that students and parents/carers have a clear indication of whether expectations are being met. Classroom-based interventions focus on those students who are Below Track, and wider intervention and investigation is made into Below Track.

Termly reports are sent home, which tell parents and carers:

- **What percentage the student got in their assessment**
- **How this compares with peers of a similar starting point**
- **How this compares to their previous assessment**
- **Whether this is Above, On Track, Close or Below expectations**

At Key Stage 4, students receive a Working At Grade and a Predicted Grade in their reports in Years 10 and 11. This is based on their assessment activities and is reported home. These grades are placed against the School Target, which is a challenging target grade based on FFT5/hybrid model as appropriate to the school, with no target grade lower than a 4 at GCSE or Level 2 Pass at BTEC/CNAT. These target grades are designed to support a highly ambitious ethos, but without putting a ceiling on attainment. We expect all students to aim for at least a passing grade in all subjects that they undertake.

### **Supporting SEND learners**

There have been significant changes to assessment over the last few years, and one of the challenges schools have faced is ensuring their approach to assessment is inclusive. When the Rochford Review was published in 2016, its recommendations were based on the guiding principle that 'every pupil should be able to demonstrate his or her attainment and progress.' (Natalie Packer).

Effective assessment within school starts with everyone having a clear understanding of the purpose and being confident to use a range of assessment types. The SENDCO should share updated lists of students with SEN support, EHCP and EAL each half term. This should outline any access arrangements and reasonable adjustments.

SENCOs and ASLs should support colleagues to use a range of formative strategies suitable for SEND students/ For example:

- considering the full range of potential evidence to use for assessment, including photo, video and audio evidence
- giving appropriate verbal feedback to pupils who may struggle with language
- considering the most effective way to 'mark' work where a pupil is unable to read written comments
- teaching pupils with SEND the skills of self and peer assessment

- providing opportunities for pupils to share their thoughts, ideas and views through their preferred form of communication e.g. sign, symbols.

When departments are setting any summative assessments or nationally standardised assessments are approaching, it is important for CTLs / Subject Leaders, SENDCOs and ASLs to consider the following for pupils with identified needs.

- What reasonable adjustments can be put in place to support the pupil e.g. extra time?
- Do formal arrangements need to be made through the SENCO so the pupil can access the assessment?
- Do they require modified papers or a reader, for example?
- How do we communicate the needs / access arrangement requirements to the pupil and their parents?

SENDCOs must share reasonable adjustments and access arrangements with departments in advance of upcoming summative assessments. Where access arrangements are in place, the SENDCO must work with teachers, CTLS / Subject Leaders and ASLs to ensure that these are the normal way of working in lessons and that these arrangements are in place for all assessments. This should be done in department where possible or use TAs if necessary.

The following adaptations are examples of what may be considered as facilitating access if they do not impact on any competence standards being tested: (JCQ)

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- modified language assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- use of assistive software/technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is also important to prepare students with SEND for upcoming assessments. The SENDCO and ASL should ensure that students have a personalised timetable in advance, they have appropriate revision materials, and social & emotional support as required.

If teachers, CTLs/subject Leaders or ASLs believe students with SEND would benefit from access arrangements, they should refer them to the SEND department.

### **Results, Data and Quality Assurance**

Following a set of summative assessments, the following processes will take place at the following levels of the school:

**At classroom teacher level**, teachers will input data and generate a set of class results which will then be subject to their analysis. As a result of this analysis, they will complete action-planning for the next ROP Cycle, by reflecting on less successful elements of this ROP Cycle that will need re-teaching, re-visiting or challenging areas of knowledge that students will benefit from revisiting. Subject-specific analysis may well also lead to specific revision sessions and intervention being offered prior to the next summative assessment, and suggestions to Curriculum Leaders of areas that students will need to revisit. All of this information should be made available to Curriculum Leaders.

**At middle Leader level**, the data from the summative assessments should be pulled together and analysed appropriately, with a focus on student groups of particular focus and classroom level data. This analysis will also form an integral part of updating Department Improvement Plans, which should play an integral part of our quality assurance processes within Amethyst Academies Trust. In particular, this should highlight and raise areas of the curriculum and teaching which were of greater and lesser success, and form part of the departmental activities for next term. Areas of underperformance in particular classes will be investigated through discussion, quality assurance activities and subsequent professional development as necessary. The outcomes of this analysis will be shared with senior leaders through line management processes, with senior leaders offering guidance, support and resources as necessary. It is the responsibility of middle leaders to disseminate departmental improvement planning with their teams and ensure that any agreed actions are followed.

**At senior leader level**, members of the Senior Leadership Team with responsibility for particular departments will investigate the data provided to standardise and look at the bigger picture of student performance across the school. Significant anomalies will be investigated, and RRA meetings with Curriculum Leaders will take place to ask questions and challenge the validity of the data, gaps in performance and ongoing actions as a result of these findings. This will lead to revision of the Department Improvement Plan for each department, which will be redrafted and finalised with all stakeholders made aware of the final outcomes. Finally, senior leaders will co-ordinate the administration and delivery of reports to parents and guardians to ensure that they have a clear sense of whether students are achieving as they should be.

### Grade Boundaries

At the beginning of each academic year, the Headteachers – alongside the Director of Education – will decide on which grade boundaries will be used when internal marking of ROP assessments take place in Key Stages 4 and 5. Additionally, any buffers will be agreed when reporting final grades.

**Appendix: An *example* of how scaled scores and CAT tests could be used to determine how attainment is judged in comparison to their peers at a similar starting point. Please note that these bandings will need to be reviewed and amended each year by individual secondary schools based on their new Year 6 cohorts.**

| Year 7 |              |     |                    | Year 8 |              |     |                    | Year 9 |           |     |                    |
|--------|--------------|-----|--------------------|--------|--------------|-----|--------------------|--------|-----------|-----|--------------------|
| Band   | Scaled Score |     | Number of students | Band   | Scaled Score |     | Number of students | Band   | CAT Score |     | Number of students |
| Band 1 | 120          | 113 | 18                 | Band 1 | 120          | 112 | 18                 | Band 1 | 131       | 110 | 18                 |
| Band 2 | 112.5        | 110 | 29                 | Band 2 | 111.5        | 110 | 17                 | Band 2 | 109.9     | 103 | 32                 |
| Band 3 | 109.5        | 107 | 43                 | Band 3 | 109.5        | 107 | 42                 | Band 3 | 102.9     | 99  | 32                 |
| Band 4 | 106.5        | 104 | 40                 | Band 4 | 106.5        | 104 | 39                 | Band 4 | 98.9      | 94  | 34                 |
| Band 5 | 103.5        | 101 | 37                 | Band 5 | 103.5        | 101 | 43                 | Band 5 | 93.9      | 90  | 30                 |
| Band 6 | 100.5        | 97  | 38                 | Band 6 | 100.5        | 95  | 36                 | Band 6 | 89.9      | 84  | 36                 |
| Band 7 | 96.5         | 91  | 18                 | Band 7 | 94.5         | 90  | 25                 | Band 7 | 83.9      | 80  | 27                 |
| Band 8 | 90.5         | 80  | 19                 | Band 8 | 89.5         | 80  | 18                 | Band 8 | 79.9      | 69  | 25                 |

# Assessment- Special Schools

## **Principles**

We firmly believe that all children in the Amethyst Academies Trust have the right to the best education possible that prepares them for their next steps within and beyond school. To support this we have developed a personalised assessment approach by pathway in our Special settings, which supports the different curriculum and pedagogy needed for progress and attainment.

This policy provides a context and explains procedures aimed towards ensuring high quality assessment throughout the school for all.

### **This policy aims to:**

- Ensure that data captured following assessment is accurate and meaningful
- Ensure there is a personalised approach for learners in the Amethyst Academies Trust
- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated
- Establish that next steps and interventions are planned, following a data capture, accordingly to improve outcomes

### **The Amethyst Academies Trust philosophy is that assessment should be used to:**

- Inform planning and preparation of lessons from both teachers and HLTAs to ensure the curriculum is being delivered in each pathway and to each learner as it was intended
- Identify learners who need interventions in a timely manner
- Provide feedback in lessons using formative assessments
- Ensure parents/carers have an accurate and clear picture of their child's progress and attainment
- Support Governors to hold school leaders to account to ensure learners are being given the opportunity to learn effectively

### **Roles and Responsibilities:**

#### **The role of Governors**

Governors will receive a termly Progress and Attainment Report from the Headteacher and Deputy Headteacher, which culminates contributions from all Assessment leads and analyses the assessment information from all pupils for each term.

The Assessment link governor for each school will liaise with the Assistant Headteacher for Assessment in their respective school and will carry out a termly link governor visit to monitor pupil progress. When visiting the link governor will:

- Visit classes
- View data analysis
- Review standardisation and moderation minutes for accreditation and qualification
- Read case studies

- Scrutinise assessment data and corresponding intervention plans and evaluations
- Carry out voice of the learner to determine student experience
- Talk to teachers and lead teachers about their experiences
- Ensure any next steps that have been agreed are being focused on
- Document these visits and identify any areas requiring improvement or further attention
- Report her findings to the Attainment and Standards Committee

The wider governing body will visit school regularly to increase their knowledge of curriculum and Teaching and Learning developments and expectations.

### **The role of the Amethyst Central Team**

Amethyst Central will:

- Set school performance targets with leaders
- Determine Trust policy for assessment and gathering performance data
- Monitor progress against targets, providing support and challenge through the School Improvement Framework

### **The role of the Senior Leadership Team**

The senior leadership team will:

- Quality assure all medium term planning, PLPs, EHCP Termly Steps and learning delivery ensuring that they are consistent and supportive to the EHCPs.
- Take accountability for the progress and attainment of pupils in their given area/phase
- Ensure that every pupil is accessing the right assessment frameworks/tools
- Quality assure Teaching and Learning ensuring Assessment for Learning is evident
- Hold Challenge Meetings to ensure accountability for data
- Report on the quality of learner progress and attainment in governors report (see appropriate appendix in each special school's assessment policy)
- Report to Central Team and request support accordingly
- Lead training, assessment drop-ins and support lead teachers to ensure CPD and robust data
- Manage Evidence for Learning and offer regular drop-ins and support for all staff
- Maintain external links with other SEN schools to ensure that robust moderation takes place and to share best practice

### **The role of Subject/Pathway Leads**

Subject and Pathway leads have written curriculum and assessment frameworks to ensure high standards and quality knowledge and skills for all learners. They are a part of Quality Assurance at both whole school and subject/pathway level and are integral to the feedback and actions plans created thereafter. They offer advice and support regarding best ways to implement both personalised curriculums and to capture assessment for learning.

Subject/pathway leads will:

- Quality Assure teaching and learning and the delivery of the curriculum
- Attend Challenge Meetings
- Run CPD to upskill all staff on the expectations of delivery, progress and attainment

- Offer expert support to the wider school as needed
- Stay abreast of developments (i.e research) in area

### **The role of Teachers**

Our teaching team are fully on board our assessment journey. Through Curriculum development and Assessment development, teacher's understanding of both formative and summative assessment is improving and this will be reflected in our pupil's progress.

Teachers will:

- Take part in relevant training, focused working parties and workshops, and will seek support from established teachers and members of the SLT.
- Respond to feedback given in Challenge Meetings which Subject/Pathway Leads and members of the SLT are using to offer support, guidance, reflections and challenge
- Take part in appropriate teacher pilot groups and whole school meetings to help shape and inform
- Continue to be aware of the purposes of assessment and of the need to apply standards consistently
- Review and evaluate their planning regularly, ensuring next steps are evident and that this information is successfully cascaded to the whole class team
- Set appropriate and challenging focuses for pupils based on personal needs, ability, learning preferences and motivators
- Take part in both internal and external moderation, training, and meetings to improve practice
- Involve parents and other professionals in the monitoring process
- Ensure that all areas of Evidence for Learning are up-to-date each half term and truly reflect the progress made
- Ensure that video and photographs are used to capture the before and after when implementing new interventions to show progress and share with colleagues and families.
- Document individual and group achievements through case studies, when advised to
- Use planning for assessment; lessons contain clear learning objectives, questions from every pupil's PLP based upon the teacher's detailed knowledge of each child.
- Follow the Marking and Feedback Policy where appropriate to assess children's progress in relation to the planned targets, Big and Small Questions, and intervention outcomes

### **The role of Teaching Assistants**

Teaching assistants are actively involved in learning and have CPD to support their understanding of learner start and end points. A key focus is 'what good evidence looks like' so they can ensure they are capturing quality and supporting student progress towards goals.

TAs will:

- Possess expert knowledge of the needs of individual pupils. They will support individual pupils or particular groups depending on the need of the class and the lesson
- Take part in all areas of assessment for the class to which they are assigned. They record evidence and track progress using class iPads (Or other devices/mechanisms specified by school leaders) to access Evidence for Learning
- Attend all relevant CPD

- Ensure they are secure with learner start and end points so they can extend learning and increase progression and attainment

### **The role of Learners**

Learners will:

- Take part in EHCP process if appropriate
- Engage in self-assessment and peer-assessment where appropriate
- Have the aims of qualification and accreditations shared with them
- Be supported to be aware of and part of their own learning journey and how this supports next steps
- Be celebrated through class, pathway and whole school rewards and recognition

### **The role of Parents**

Parents have a right to know what progress their child has made and what their attainment is at key points throughout the year, Key Stage and time at school. Parents should be able to:

- Discuss, review and celebrate achievements
- Have input into targets set for their child
- Extend learning at home
- Have a platform to share their celebrations and achievements made at home

### **Assessment approaches**

At The Amethyst Academy trust we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: assessment for learning (formative), assessment of learning (summative) and nationally standardised summative assessments.

### **Formative Assessment**

Effective assessment for learning enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Learners** to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve, in a way that is meaningful and appropriate to their age and ability so that they achieve the best of their potential
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses are, and what they need to do to improve

Formative assessment refers to any assessment that guides learning. This could be:

- Observations
- Questioning
- Show Me – AfL
- Retrieval (supported by Retrieval on Entry tasks for Stepping Up and Out pathways)
- Low stakes testing

- Voice of the learner
- Staff feedback
- Functional/Real World application of tasks

Teach Like a Champion Techniques have been chosen to support assessment for learning with regular staff CPD on the techniques for both TAs and Teachers (see appropriate appendix in each special school's assessment policy)

## Summative Assessment

Effective assessment of learning enables:

- **School leaders** to monitor the performances of pupil cohorts, identify where interventions may be required, and work with teachers to ensure that pupils are supported to achieve ambitious progress and attainment
- **Teachers** to evaluate learning at the end of a period, and the impact of their own teaching
- **Learners** to understand how well they have learned and understood a topic or unit of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to have a secure understanding of their child's progress and attainment and what this means for their next steps/stage in education

**Assessment of learning at Amethyst Academies Trust takes place in two key ways:**

1. Learners are assessed on their progress towards their EHCP end of Key Stage Outcomes.
2. Learners are assessed on progress and attainment against Core and Foundation Subject Frameworks or the Engagement Model depending on age and pathway.

## EHCP Outcomes

Following an annual review, teachers create a personalised progression model for each pupil that provides termly targets for each pupil. The progression model will ensure that learning progresses towards the annual targets set at the annual review, which in turn ensure end of Key Stage Outcomes are achieved.

These targets are assessed at the end of every term using a 4-step model; participated, with support, independent, generalised. This ensures that meaningful and timely intervention can be put in place to support learner success.

Additionally, at each review stage, annual steps will be evaluated using the assessment of lateral progress.

*Assessment of lateral progress:* Progress will be assessed against four key areas; independence, fluency, maintenance and generalisation. Each of the 4 areas are marked against a 10-point scale (see appropriate appendix in each special school's assessment policy).

*Frameworks:* At three key points across the year, this is in line with half terms to ensure that there is time to effectively implement interventions, learner's progress and attainment is assessed using different frameworks depending on t age and pathway (see Appendix 2).

**Summative Assessment could be:**

- EHCP annual reviews
- Data drops – recorded on Evidence for Learning
- National tests
- Reading data and reports
- End of topic tests (where appropriate)
- Qualification and Accreditation unit assessment

**Baseline Testing**

All pupils new to school will be assessed and baselined within the first 6 weeks of starting school, (by October half term for September starters). This is the case for all pupils at whatever year group they are joining.

All Early Years pupils are assessed against the Special School EYFS Framework

All pupils at the end of their Reception year, are baselined on the Amethyst Academies Trust Assessment Frameworks (see appropriate appendix in each special school's assessment policy).

**Target Setting**

It is vitally important that we know our learners are being set ambitious targets to ensure they:

- Are exposed to the knowledge and skills they need for their next steps
- Have clear start and end points
- Work successfully towards their EHCP end of key stage outcomes

Once all pupils have been appropriately baselined, we implement default figures for expected progress as follows:

- 40% progress for pupils working in Early Years and on the pre-formal/Stepping In pathway
- 60 % Progress for pupils who are working in semi-formal/Stepping Up pathway
- 70% progress for pupils working on the formal/Stepping Out pathway

This is not a one size fits all flightpath, we personalise the percentages for learners and revisit targets during:

- Annual reviews
- Challenge Meetings
- Moderation meetings
- Quality assurance of curriculum and teaching and learning

Where learners have made exceptional progress and exceeded their in-year or end of Key Stage target, these will be adjusted accordingly and pupils set as a more suitably challenging target to reflect this.

Where learners have not made expected progress towards their targets this will be flagged as a concern by the Assessment Lead and intervention processes put into place as necessary.

### Nationally standardised summative assessments (benchmarking)

Nationally standardised summative assessments are not suitable for all learners but where appropriate our learners will be given the chance to complete these tests in-line with their peers nationally.

At the Amethyst Academies Trust, we use a range of nationally standardised summative assessments, depending on the age and ability of pupils, these are:

- Early Years Foundation Stage (EYFS) profile at the end their Reception year
- Phonics screening check in year 1 and 2
- Key Stage 1 and 2 Teacher Assessment
- Key Stage 1 and 2 SATS (as appropriate)

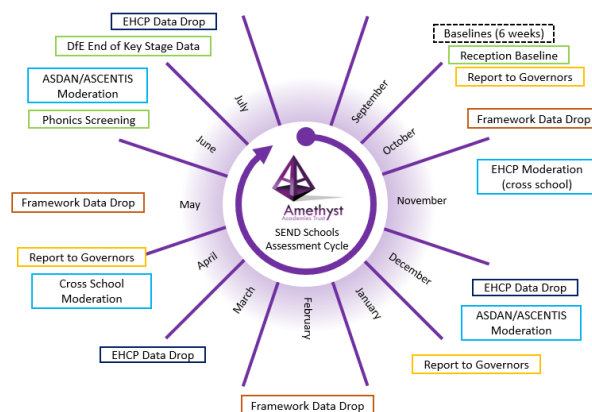
### Assessment Calendar

Data deadlines are planned at the start of the academic year and are aligned across all Special Schools to ensure standardisation, moderation and analysis can take place collaboratively.

From each data drop the following will take place:

- Teachers will log their data on Evidence for Learning
- Assessment Lead will create analysis created for SLT
- Report created for Governors
- Challenge Meeting forms for each class group and meetings scheduled within the first two weeks of new half/term (see appropriate appendix in each special school’s assessment policy)
- Interventions planned and rolled out. They will also be tracked on database

### Trust Aligned ARR Overview

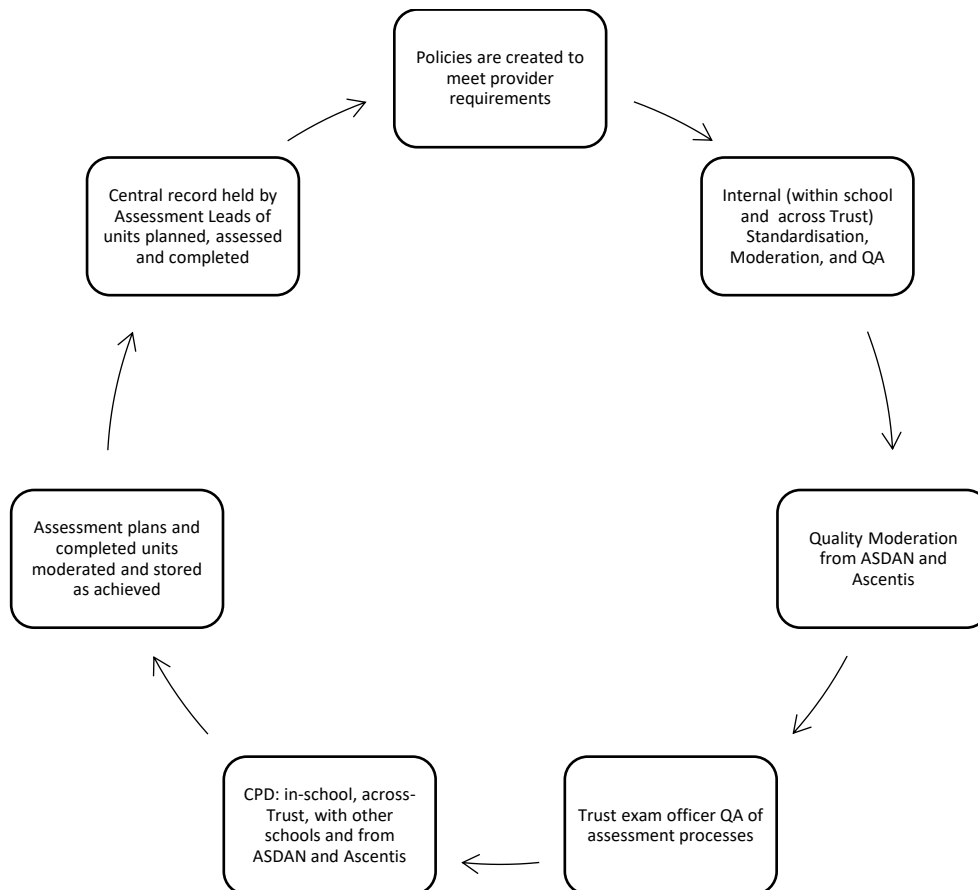


## Qualifications and Accreditation

From Key Stage 4 learners will be placed on appropriate qualifications or accreditation depending on their pathway and desired destinations (see appropriate appendix in each special school's assessment policy).

Summative data from the end of Key Stage 3 is also used to ensure the correct course is chosen.

The following ensures that assessments are carried out in-line with provider guidelines and JCQ requirements:



## Evidence for Learning

Evidence for Learning is the system that is used to support The Amethyst Academies Trust to evidence the progress and attainment of all learners and for all professionals to review and assess evidence towards learning goals and frameworks.

Staff upload evidence against the relevant frameworks for all learners making moderation and analysis much more robust. For leaders it supports subject and area reviews as well as preparation for Challenge Meetings.

Evidence for Learning draws together Curriculum, Teaching and Learning, and Assessment supporting leaders to assess and review practice against assessment data.

## **Standardisation and Moderation**

Standardisation is carried out for all qualification and accreditation courses to ensure the standard is high before delivery. We also consider our CPD on recording quality evidence as a form of standardisation as all staff are then clear what the standard is for our learners to realise the ambitious curriculum.

Moderation is highly valued and conducted both in school, across-Trust and with schools in our authority. Moderation is factored into the Amethyst Trust ARR calendar.

Moderation gives us validation of our judgements as a school as teachers review:

- Evidence for Learning assessment evidence
- Folders
- Work books
- Qualification/Accreditation units

Minutes and evidence of moderation meetings are held by the relevant member of SLT.

## **Marking and Feedback**

Marking and Feedback policy should be utilised to support formative and assessment opportunities (see M&F policy)

## **Reporting**

Assessment Leads will produce a termly data report to Governors and a final annual summary to Governors.

Progress and attainment will be reported to parents throughout the year in the following ways:

- Annual review meeting evaluation of targets and outcomes
- Pupil progress meetings every term
- Termly data reports (see appropriate appendix in each special school's assessment policy)
- Reward and recognition certificates and achievements
- Qualification and accreditation certificates

## **How do we know we've got it right?**

A robust Quality Assurance Policy ensures that Assessment, Curriculum and Teaching and Learning are reviewed on the following levels:

- Trust level
- School level
- Pathway
- Class
- Learner

Through Challenge Meetings, CPD, QA and the voice of the learner we ensure that our assessment practice is meaningful and supports our learners to take their place in the world.

# Live Marking and Feedback-Secondary Schools

## **Principles**

Student attainment and progress is governed by the quality of education that they receive in our school. In Amethyst Academies Trust, we know that providing students with high quality, meaningful and regular feedback on their learning is key to this. Therefore, this guidance around live marking and feedback should be fully implemented into everyday teaching practice to ensure that all of our students (including those who are disadvantaged or have special educational needs and/or disabilities) can achieve and be the best that they can be.

This guidance will be regularly reviewed as part of each school's quality assurance processes. Where any changes are made, these must be communicated to all stakeholders. Appropriate training should be put in place to support staff.

## **Aims of this guidance:**

1. To ensure that there is a fair, consistent and effective approach to marking and feedback across all secondary schools in Amethyst Academies Trust that leads to improved student outcomes.
2. To ensure that students receive meaningful, purposeful and regular feedback that allows them to understand where their strengths and weaknesses lie, therefore being supported to improve their learning further.
3. To aid the quality of teacher planning whilst effectively supporting the delivery of the curriculum ensuring that staff have autonomy on how they get students to respond to their feedback.
4. To contribute to staff wellbeing and reduce staff workload.
5. To ensure that mistakes and/or misconceptions in spelling, punctuation and grammar (SPaG) are regularly identified and responded to, and to ensure that the quality of presentation meets the school's high expectations.

## Expectations – How the ‘Live Marking and Feedback’ Process Works

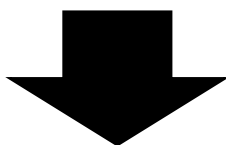
The teacher teaches their class over the course of one week, ensuring that they are circulating during lessons in order to identify any key strengths or errors/misconceptions in student learning.

During that circulation, teachers should provide one-to-one support and verbal feedback where necessary.

*Where the teacher deems it appropriate, when WAGOLLS or WABOLLS are identified, the teacher should utilise ‘Show Call’ and their visualiser to pause the lesson and live mark the piece of work in order to provide further support and scaffolding to students.*

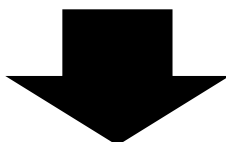


During lessons, the teacher records any key identified strengths and misconceptions/errors (as seen within student work or answers they are given when assessment for learning is taking place) in their ‘live marking and feedback logs’. Concerns, errors and misconceptions with SPaG, literacy and presentation should also be identified.

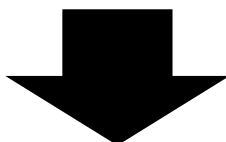


At frequent intervals\* within a half term (or across the delivery of a medium-term curriculum plan), teachers should look in exercise books/folders at their department’s agreed\*\* pieces of application work, adding to their ‘live marking and feedback logs’ if appropriate.

At those agreed intervals, the teacher’s knowledge of individual students, along with their notes recorded in their ‘live marking and feedback logs’ should be used to produce a whole-class feedback sheet.



The whole-class feedback sheet should be completed on the agreed school’s template. Responsive feedback tasks should be planned and written onto the whole-class feedback sheet with each task labelled A, B, C, D etc. or as appropriate so that when the feedback is shared with students, the teacher can direct individual students to individual tasks. All students are required to respond to a specific SPaG, literacy and/or presentation feedback.



At the start of the next lesson (or at an appropriate time during the following week), the whole-class feedback sheet should be shared and fully explained to students with appropriate time given to them to respond to their responsive feedback tasks (including any feedback given on SPaG, literacy or presentation). A copy of the whole-class feedback should be given to students and should be glued into books.

Remember: responsive feedback tasks planned by teachers should cater for *all* learners within the room, with each task labelled A, B, C etc... A ‘one-size fits all’ task should not be given to the whole class to respond to if it will not benefit them all. Individual students should be directed as to which task (A,B,C etc.) they should complete so that their responsive tasks are meaningful and purposeful to them.

## **Whole-class Feedback Sheets**

Whole-class feedback sheets are used to reduce teacher workload by significantly cutting down on time that could otherwise be spent regularly marking individual exercise books and folders. Whole-class feedback sheets also however ensure that students are receiving important feedback at relevant stages in their curriculum journeys in order for them to maximise their learning and progress.

Whole-class feedback sheets should:

- Be written by the class teacher at agreed times by their line manager.
- Be fully populated and include responsive feedback tasks that will cater for the needs of all students. All responsive tasks should be labelled by the teacher as A, B, C, D etc. so that the teacher can direct which task each student should be completing based on their individual needs.
- Be given appropriate time in lessons to share and fully explain with students, also with appropriate time given to students to respond to that feedback.
- Be copied for each student so that they can be stuck in exercise books.
- Be responded to by students in green pen.

## **Frequency of Producing Whole-class Feedback**

Please refer to each individual school's marking and feedback policy for guidance.

## **Live Marking and Feedback Logs**

Live marking and feedback logs should become part of the everyday teaching practice of all staff with responsibility for teaching students. Live marking and feedback logs are a tool to support teachers in more effectively identifying and responding to errors and misconceptions. When completed regularly and accurately this will be a positive tool to aid future lesson planning (especially for SEND learners) and therefore reducing teacher workload.

## **Frequency of Completing Your Marking and Feedback Log**

Please refer to each individual school's marking and feedback policy for guidance.

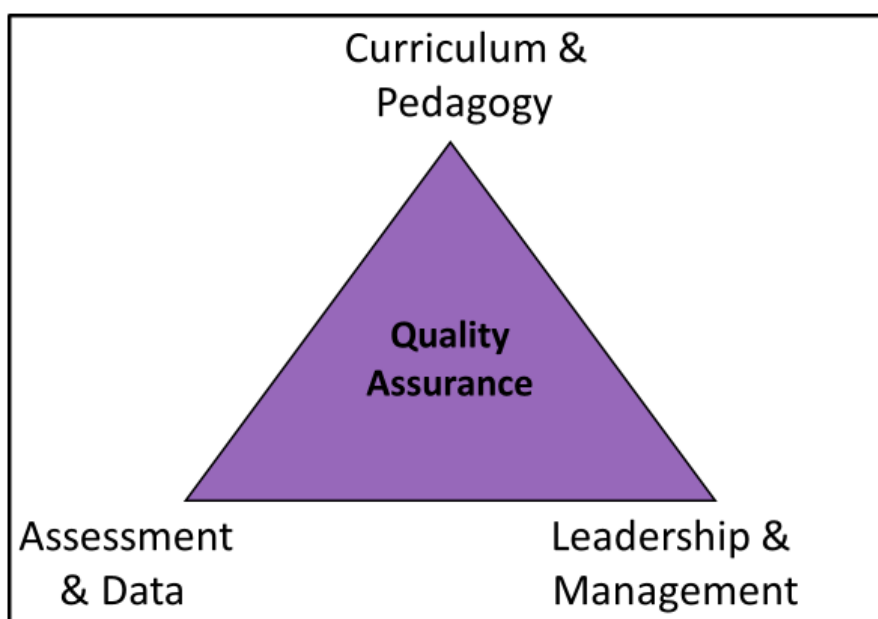
## Quality Assurance

Our mission statement and our relentless drive to achieve it is underpinned by a set of core educational principles which act as the driving force behind why we quality assure. Our educational principles provide an aligned thinking about how we educate and why we educate in this way. Quality assurance is an essential element of school self-evaluation. It is a systematic review of educational provision to maintain and improve its **quality, equity and efficiency**.

Outcomes of quality assurance will contribute to enhancing the quality of teaching and learning, improving pupil progress and levels of attainment **if** quality assurance is supportive and developmental.

### **Aims of Amethyst Quality Assurance**

1. To provide clarity and alignment in our understanding about 'what exemplary looks like'
2. Recording and reporting processes provides accurate and up-to-date information that **informs appropriate support and next steps** for **your** school
3. To ensure that staff receive fair and honest feedback that supports their development – supporting Trust ethos
4. To **support School Self-evaluation**

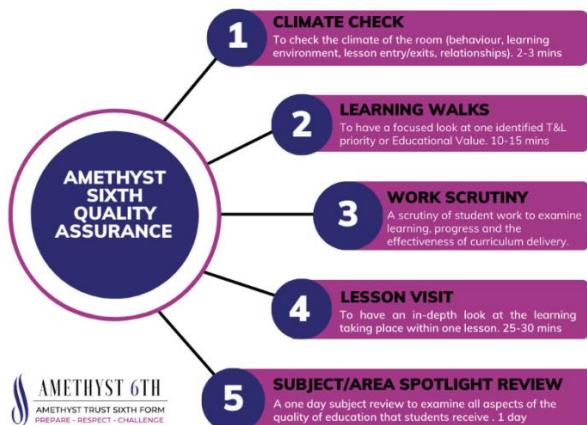
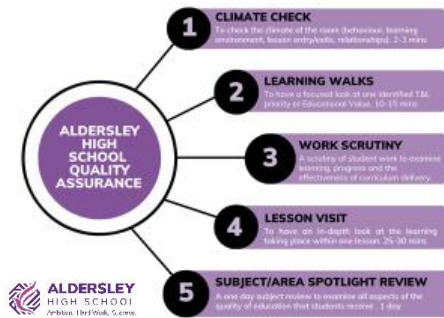


### **We need to get QA right across the Trust because:**

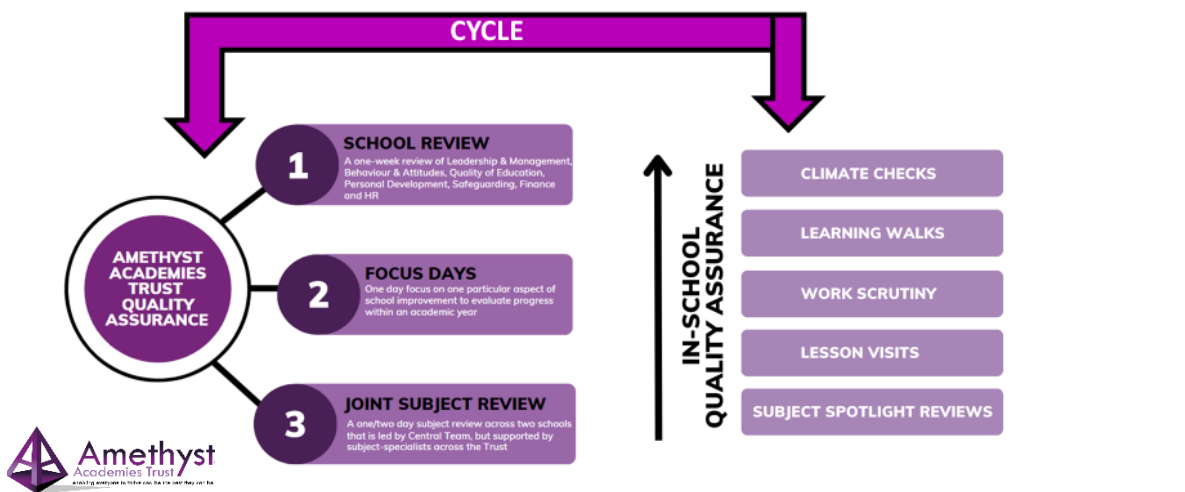
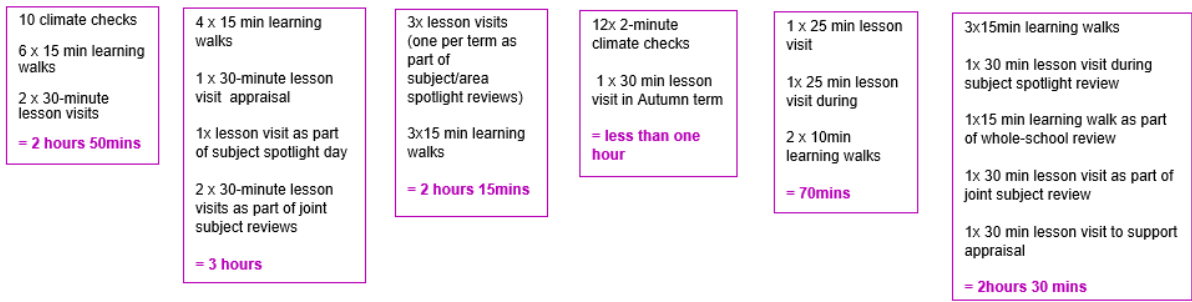
- ✓ QA should be seen as a cycle, building a holistic view of performance over time
- ✓ QA should be robust but also fair and supportive – leads to people development
- ✓ The exemplary practice we look for *and expect* is aligned with our educational vision
- ✓ We want everyone to be clear about what exemplary looks like in practice
- ✓ We want something that reiterates an ethos of high expectations *of all, for all*
- ✓ We want a user-friendly way to record and report – purposeful to school leaders
- ✓ Reporting of QA should evidence individual, department/area & whole-school progress
- ✓ QA should be able to measure the impact of CPD

## School-led quality assurance

This will be led, recorded and reported by individual school leaders utilising a consistent model in each establishment:



Across the year the model could look like any of the scenarios that are listed below and of course an amalgamation of them as long as the 'no more than 3 hours' union protocol is adhered to.



Quality assurance

that is conducted in school supports the QA being conducted at Trust Level (and vice versa)

**Terminology:**

**Climate checks:** A very short (2-3minute) lessons drop-in to check the climate for learning.

**Learning walks:** A short 10-15-minute lesson look focusing on a particular whole-school priority area (for example, ‘inclusivity’ or ‘Total Communication’)

**Work Scrutiny:** An in-depth look at a set of books to evaluate:

- Whether impact of the knowledge-rich curriculum is evident through retrieval opportunities, feedback, teaching methods and through quality of application evident
  - Whether students are having the opportunity to respond to teacher feedback
  - The quality of presentation and SPAG
  - The level of passion and pride students and teachers have of their work
- Books should cover a range of learners including SEND.

**Lesson visit:** In-depth look at a set of books to evaluate:

- Whether impact of the knowledge-rich curriculum is evident through retrieval opportunities, feedback, teaching methods and through quality of application evident
- Whether students are having the opportunity to respond to teacher feedback
- The quality of presentation and SPAG
- The level of passion and pride students and teachers have of their work

**Spotlight Review:** A one-day review of a particular subject area led by SLT, involving the CTL and teaching staff

**What is the purpose?**

- To evaluate the **Quality of Education** that children are receiving in one particular subject area
- To evaluate the impact of **Leadership and Management** of that subject area
- To **evaluate progress** against both departmental and school improvement priorities

Subject Spotlight reviews will be calendared by individual schools throughout the year with findings from them recorded and reported to all staff involved and Central Team

*Activities that subject spotlight reviews will focus on;*

A scrutiny of data and departmental improvement plans beforehand to agree on any key lines of enquiry and to support triangulated judgements throughout the day.

On the day (in order):

- Curriculum meeting with the CTL
- Joint work scrutiny
- Joint learning walks and/or lesson visits
- Student voice
- Curriculum Team meeting

Following the review:

- Moderation of judgements/evidence gathering
- Verbal feedback given to CTL
- Report written and shared with CTL and Curriculum Team to inform departmental improvement priority updates

**How will QA be recorded and how will we be able to use it to track, monitor and report progress so that it is informative and impactful?**

Recording:

- One central portal, accessible to all
- Option to select school, populate details, select proforma (learning walk, lesson visit or work scrutiny)
- Record feedback and set target(s)
- Option to 'save' and send to the member of staff
- Box to input time spent in classroom

Reporting:

Leaders will be able to generate reports for each of the proformas and use that information to:

- Measure the impact of CPD
- Inform immediate and future CPD needs (at individual, department or whole-school level)
- Monitor progress being made by individuals, department and whole-school improvement priorities
- Analyse strengths and areas for improvement so that information becomes rooted in evidence
- Report on the quality of teaching to all stakeholders

In order to create an 'improvement mindset' through quality assurance we will:

- Removing any 'high-stakes' pressure surrounding QA
- Making feedback focused around identifying strengths, but also setting targets to support development

- Create a culture where staff want and appreciate feedback because they trust that it is for their benefit as well

### **What information should we expect from the QA reporting facility?**

#### **Learning Walks**

Bespoke proformas and criteria to support individual school priorities.

Reports will provide:

- Strengths and areas for improvement
- Targets (that map against Educational Principles)

#### **Lesson Visits**

One proforma (criteria is written collaboratively), under the umbrella of the Educational Principles

Reports will provide:

- Evaluations against criteria (N/A, **Some Evidence** or **Exemplary Practice**)
- Strengths and Areas for Improvement
- Targets set (that map against Educational Principles)

#### **Work Scrutiny**

One proforma linked to current Marking and Feedback policy

Reports will provide:

- Evaluations against criteria (N/A, **Some Evidence** or **Exemplary Practice**)
- Strengths and Areas for Improvement
- Targets set (that map against Educational Principles)

### **Tracking and Monitoring**

All quality assurance that takes place should be recorded on the QA portal so that staff have access to the feedback that they receive. From September 2024, the new analysis tool (the 'Teaching Top Sheet') that is built into the portal should be updated and analysed half-termly by deputy Headteachers who are responsible for QofE. The Teaching Top Sheet tool should be used to:

- Evaluate the quality of teaching of individual staff
- Evaluate the quality of teaching of whole subject areas
- Record any staff who are accessing Tier 1,2 or 3 support, summarising the reasons why
- Record, track and monitor the impact of support for those staff.

### **How will quality QA analysis inform staff development and improvement?**

#### **For Leadership Teams**

**Support:**

- Feedback following Trust QA
- Opportunities to take part in joint subject reviews

- Opportunities to see best practice in other schools
- CPD package to support QA implementation
- Support with school improvement priority planning and school self-evaluation

### **For Curriculum Areas**

#### **Support:**

- Opportunities to see best practice elsewhere
- Opportunities to take part in joint planning and moderation across the Trust
- Opportunities to attend bespoke CPD (internal and external where appropriate)
- Opportunities to meet with SLT line manager to discuss own support

### **For Individuals**

#### **Support:**

- Opportunities to see best practice
- Opportunities to take part in joint planning
- Opportunities to attend bespoke CPD (internal and external where appropriate)
- Opportunities to meet with line manager
- Opportunities to receive feedback on the quality of their teaching through agreed learning walks
- Opportunity to work with a coach to develop one identified area of practice

**Following analysis of quality assurance, what should support look like when concerns have been identified?**

### **3 Tier Support System**

#### **Tier 1 Support**

##### **Subject/ Area Support (CTL)**

##### **CTL provides support and CPD and creates opportunities for staff to:**

- Observe good practice (teaching and classroom management)
- Take part in joint planning and/or moderation
- Take part in joint work scrutiny activities to see best practice
- Discuss CPD needs
- Receive feedback on own practice
- Additional appraisal reviews organised if appropriate

Timescale: as appropriate (professional judgement)

#### **Tier 2 Support (Coaching/trained coach)**

**Trained** coach assigned to undertake a transforming coaching support which consists of:

- The Coach will work with the staff member to agree on a specific foci
- The Coach providing weekly feedback on practice and progress

##### **The Coach will create opportunities for staff to:**

- Observe best practice (teaching and classroom management)
- Take part in joint planning and/or moderation
- Take part in joint work scrutiny activities to see best practice
- Discuss CPD needs
- Receive feedback on own practice

- A transforming coaching model for a 4 - 6-week cycle
- Focusing on specific areas identified during QA or the appraisal cycle.
- Delivered by trained coach
- TBR and LVE to be informed of any staff placed on Tier 2 support.

### **Tier 3 Support (Support Plan)**

For someone to be placed on a support plan, appropriate tier 1 and 2 support should have been provided beforehand. Any staff being placed on support plans must notify TBR and LVE in advance.

#### **Ref: Amethyst Trust Support Plan documentation.**

- AHT responsible for T&L or DHT responsible for Quality of Education will be the assigned mentor for any member of staff placed on a support plan.
- The mentor will meet with the identified staff to explain the next level of support being offered. Support Plan paperwork must be referred to, and used at all times when someone receives Tier 3 support.
- Support plans will last for 6 weeks (or a half term) and can be extended based on need. Ref. Support plan templates.
- Trust support plan paperwork to be used.
- Jenny Jackson, TBR and LVE to be informed of any staff placed on Tier 3 support. As per the Amethyst Trust Appraisal policy, at tier 3 the appraisal process will be halted.
- Trust Capability policy may be actioned if Tier 3 support does not result in required improvements.

## Appendices and Additional Policies

Please review this document in conjunction with the following policies:

### Special Schools

1. Ascentis policy
2. AAT Capability Policy
3. AAT Appraisal policy
4. AAT Employee Code of Conduct
5. Equality Information and Objectives Policy

### Secondary Schools

1. AAT Capability Policy
2. AAT Appraisal Policy
3. AAT Employee Code of Conduct
4. Joint Council for Qualifications Framework (JCQ) [Home - JCQ Joint Council for Qualifications](#)
5. AAT Reasonable Adjustments