



Curriculum & Assessment Policy

Governor Lead:	Curriculum Committee
Nominated Lead Member of Staff:	Dr S Askey
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1. Curriculum aims

Policy to outline North Cestrian's approach to, and expectations for, teaching and learning and how it strives to promote the school ethos and vision of independent, resilient learners who can thrive and go on to lead rich fulfilling lives.

NCS Vision:

To engage in a non-stop pursuit of excellent teaching and learning so that all pupils gain the very best qualifications which they are capable of achieving.

By every means possible to cultivate a Growth Mindset in all pupils so that recognize the need for

- Hard work – genuine effort to achieve carefully planned, ambitious goals.
- Fairness – provision of opportunity irrespective of personal situation; and
- Honesty – to develop the cycle of self-reflection and self-improvement.

Curriculum Intent:

The North Cestrian curriculum equips pupils with the knowledge, skills and experiences to empower them to learn effectively, seek cultural enrichment and develop character traits to lead rich and fulfilling lives as healthy, educated global citizens.

Via the Cestrian ABC, we challenge and support all pupils to take every opportunity to improve themselves, regardless of gender, race, first language, physical or intellectual ability. We aim to cultivate a positive attitude to learning and growth mindset through the school's values of hard work, fairness, and honesty. Pupils are encouraged to read for knowledge, pleasure and to develop a rich vocabulary to improve both their Cestrian ABC and future success.

- A – Cestrian Academic uses retrieval practice and reflective learning to develop independent and curious learners, are of their own strengths and next steps. Responsive approaches to teaching and learning, enable all pupils to gain the very best qualifications of which they are capable and allows access to their choice of further education and employment opportunities.
- B – Cestrian Behaviour prompts a positive attitude to learning that enables a calm, safe and purposeful learning environment where all pupils feel happy to contribute and be heard.
- C – Cestrian Character develops and rewards mindful, well rounded young people who can connect themselves, our school and community to a diverse and ever-changing world. Through character building our pupils discover, demonstrate, and pursue their talents and ambitions.



Principles:

- Teaching and Learning will be delivered via a set of high expectations and common practices called the Cestrian Way.
- The Cestrian Way embraces research informed practice to identify relevant and impactful strategies to enhance teaching & learning. E.g. Cognitive Load Theory, Rosenshine's Principles, Retrieval, Distributed / spaced practice, Metacognition (Cestrian A)
- Academic staff receive regular training, guidance and support, enabling them to contribute to the provision of outstanding teaching and learning practices.
- Pupils are encouraged to develop behaviours (Cestrian B), character (Cestrian C) and an Attitude to Learning that facilitates their learning, development, and progression. These criteria are used to provide regular feedback and advise pupils and parents on progress and focus areas.
- Senior staff will regularly review and adapt the school curriculum and practices to best meet the needs and aspirations of all its pupils to ensure that all pupils can progress regardless of gender, race, first language, physical or intellectual ability.
- School will continually review the breadth of curriculum provision to meet the academic and pastoral needs of its pupils, while also recognising the key place of Maths, English and Science.

Practice:

- Pupils will be taught, and expected, to display high standards of behaviour to allow everyone to access and maximise learning time.
- Teachers will plan lessons that stimulate and challenge pupils to take responsibility for their own learning through setting clear learning outcomes and giving accurate, timely feedback against the Cestrian Attitudes to Learning Grid.
- Cestrian Learning promotes recall and consolidation of knowledge as the foundation from which higher-level skills can be developed and nurtured in lessons.
- Cestrian Learning promotes the need for pupils to be reflective learners who annotate and improve their own work using purple pen.
- Pupils will be provided with 'Knowledge Atlases' that encompass the key knowledge elements of the subjects being studied.
- Staff will set 'Prep' for every lesson. Pupils therefore learn the essential knowledge at home that is required for faster progression and development of higher-level skills in the following lesson.
- Senior staff will provide, and keep under review, appropriate guidance documents and associated CPD to enable teachers to best meet the learning needs of North Cestrian pupils.
- Staff are encouraged to work with other agents to develop their practice and promote effective learning.



2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

Our curriculum fulfils all statutory requirements and aims to encourage increasing participation in subjects that lead to the English Baccalaureate. Through a broad range of option choices, we hope that all pupils can pursue subjects that interest and direct them towards further education and training.

The options process is actively promoted to Y8 and Y9. Formal applications are made in the Spring Term of Y9 and, where possible, option pools are adapted to meet the choices of the majority who meet the requirements for each subject. This process is bound by class size, limitations of the timetable and staffing. This is made clear to pupils on application and is stated in the Options Booklet.

3. Roles and responsibilities

3.1 All Staff

- › Support pupils in accessing the curriculum.
- › Provide targeted and personalised support and intervention.
- › Lead / facilitate systems within school that support high quality implementation of the curriculum intent.
- › Model and promote The Cestrian Way.

3.2 All Teaching Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- › Actively collaborate with HOFs, SLT and other relevant networks to deliver high quality, well sequenced content that is planned to connect and extend pupil knowledge and skills.
- › Adapt planning, learning and assessment to meet the needs of individuals, including deployment of appropriate classroom management strategies.
- › Adapt planning as necessary to respond to assessment information and faculty or school developments.
- › Monitor and provide feedback to pupils, parents, HOFs and SLT for the classes taught. Report information as indicated by the school calendar, or additional requirements as needed for the support and wellbeing of individuals when requested.
- › Undertake any training and professional development necessary to ensure the subject is taught and assessed effectively. This includes involvement in, and using feedback from, learning walks, lesson observation and CPD foci.
- › Share best practice and work with colleagues to improve quality of provision and pupil progress.

3.3 Academic Director & Heads of Faculty

- › The Academic Director will lead all aspects of curriculum development and implementation in collaboration with relevant Heads of Faculty, Senior Leaders, and Governors.
- › Quality assures the implementation of the curriculum and provide support for staff where necessary to ensure consistency in the delivery of each subject.
- › Design strategic assessments to monitor student's retention of knowledge and use of skills being taught within the curriculum.
- › Adapt curriculum planning as necessary to respond to assessments, local and national change.
- › Organise, provide, and monitor pedagogical and subject CPD opportunities to facilitate the effective delivery and impact of the curriculum.

- › Review and develop how each subject area can support, enrich, and extend the curriculum.

3.4 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by Trustees and Governors.
- › Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements.
- › Governors, via the curriculum committee, are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- › Governors are advised on whole-school targets in order to make informed decisions.
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN.

3.5 Trustees and Governors

Trustees and Governors, via the NCS curriculum committee, will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. Trustees and Governors will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets.
- › Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements where appropriate.
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.
- › The school implements the relevant statutory assessment arrangements.
- › It participates actively in decision-making about the breadth and balance of the curriculum.
- › It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- › Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

4a. Organisation and planning: Curriculum

The curriculum at North Cestrian is designed to provide the cohort with appropriate core academic subjects, a suitable choice of foundation subjects and full complement of wider educational opportunities. The curriculum is carefully planned to build knowledge and skills sequentially with opportunities for the effective transfer of literacy and numeracy.

- The core subjects of Maths, English and Science at KS3 account for nearly 50% of the curriculum. There is slight variation to enhance the progress in middle and lower abilities for Maths and English, whilst enabling extension opportunities in separate sciences and further maths.
- In foundation subjects there is a weighting towards EBacc subjects, including Computer Science.
- Spanish is compulsory for all pupils at KS3 except for a few pupils who benefit from extra support in foundation skills, English and Maths. The most able linguists are expected to continue Spanish to GCSE and secure the EBacc.
- Religious Education is compulsory for all pupils to GCSE. This high performing subject equips them for life with the academic knowledge of a wide range of religious beliefs and worldviews.
- In addition to English, Maths and Science GCSEs, the Key Stage 4 options system provides three options per pupil with a choice between 7 or 8 subjects in each pool. The pools are designed to allow all pupils the opportunity to study EBacc, Linguistics, STEM, Creative/Practical and Humanities, incorporating traditional GCSE and BTEC / Level 2 non-examined assessment routes.
- Bilingual pupils are encouraged to take a formal qualification in their home language during Y10 or Y11.
- Where and when appropriate, pupils follow an adapted curriculum model to meet their needs. Such decisions are coordinated by the Academic Director in collaboration with Academic, Pastoral, SEND teams, relevant external agencies, parents and the pupil.

North Cestrian Curriculum Model 2023-24

KS3 Academic	KS4 Academic		
	Support	Expect	Extend
Maths	Entry level	Maths	GCSE Further maths
English Language	Entry level	English Language	Spoken Language Endorsement
English Literature	Extra English	English Literature	
Combined Science	Entry level	Combined Science (2 GCSE)	Separate Sciences (3 GCSE)
RE	Extra English	RE	
PE	Access Sports	PE	Sports Teams/captains
OPTION SUBJECTS			
Spanish*	reduce to meet need	3 options (1 blue +2)	Spanish + 2 options
History	Extra Maths, English, Study support, bespoke adaptations to meet need	GCSE Spanish	Spanish expected
Geography		GCSE History	Home Language
Computer Science		GCSE Geography	EBacc (MfL + Humanities)
Performing Arts		GCSE Computer Science	
Music		Performing Arts BTEC	
Art		GCSE Music	Instrumental lessons & grading
Engineering		GCSE Art	
Food & Nutrition		Engineering L1/2	
		GCSE Food & Nutrition	
		GCSE Media Studies	
		GCSE Psychology	
		GCSE Business Studies	
		Sport Science L1/2	
		Creative iMedia L1/2	
	Health & Social Care BTEC		
	GCSE Statistics		
Support			
*Extra Maths, English, Study support, bespoke adaptations to meet need			
Personal Development - All pupils (age appropriate)			
British Values	Social & Emotional development	How We Learn	Health & Wellbeing
The Law		Reading & Debating	Relationships & Sex Education
The Media	Bullying	Character Education	Mental Health
Futures & Careers	Respect & Consent	Formality & Conduct	Physical Health
Finance	Equality	Personal Responsibility	First Aid
Online Safety	Digital media	KS4 - IT skills for life, Computational Thinking	
Cultural Capital - Extra Curricular Clubs, Teams, Visits and Trips			
Astronomy Club	Debate Club	School Bands, Choirs	Outdoor Activities Trips
Rendezvous Cafe	Drama Clubs	School Sports Teams	International Trips
ESports Club	Chess Club	Inclusive sport activities	Theatre Trips
Journalism & Writing Clubs	Reading Groups	Sports e.g. Football, athletics, tennis, basketball, swimming, tabletennis, badminton, netball	Curriculum enhancement Trips
Warhammer Club	Book Cafe		Subject Drop in & Revision
Anumana Code Club	STEM Club		Y7 Head's Table Lunch
Gardening Group	Zumba	Y10 Work Exp. & college trips	Summer Reward Trips
Extra Responsibility & Leadership Opportunities			
Subject Ambassadors	Y9 Prefects	Y10,11 Prefects	Head Boy/Girl
Form Captain / vice captain	Science Librarian	Music Lessons & Grading	Sports Captains, Charity Reps
Presentation in Briefings	Reading Buddy	Involvement in interviews & open days: pupil voice tasks, tour guide	
Character Development & Cultural Capital opportunities		Recognition for involvement in external clubs/teams, hobbies	

Personal Development Lessons further broaden the curriculum via a sequenced, age appropriate, programme incorporating SMSC (Spiritual, Moral, Cultural, Social) themes, British Values, Character, Cultural Capital, careers, health and wellbeing. These include timetabled lessons and morning briefing foci. Form time allows for tutor support which enables pupils to set and achieve goals in both academic areas and positive behaviour choices. In addition, all pupils will have the opportunity to complete the NCEE Computing Curriculum(non-GCSE) which covers skills for the ITE workplace, online Safety and use of spreadsheets. The wellbeing programme includes First Aid.

Careers Education is embedded into the Personal Development programme for all year groups and is informed by Gatsby Benchmarks. All pupils, in Y7-11, have access to Unifrog through which they have unlimited access to career related tools, videos, and advice. Pupils in Year 10 have the opportunity to complete a week of work placement experience. Pupils are also supported via subject curriculum links, pupil briefings from NCS alumni, 1:1 meeting with the Head of Careers.

The **extra-curricular** programme incorporates social, sporting and interest groups in addition to targeted academic support for the qualification classes at KS4. A big emphasis is placed on the annual school production which showcases collaboration between the creative subjects. The school website houses an array of Character and Cultural Capital opportunities via which pupils demonstrate and exercise their wider interests.

Prep Support is offered each night to assist pupils in their learning of the knowledge needed for the next day's lessons. The proactive SEND team also provide bespoke support, within and outside lessons, for those pupils needing additional help accessing the curriculum.

Cestrian Character & Cultural Capital

Cestrian C – Character and Cultural Capital are embedded across the school. Pupils focus on development and demonstration of the eight Cestrian Character Traits via their Attitude to Learning in lessons, conduct, extra-curricular activity, and independent pursuits.

Generosity of Spirit, Learning from Mistakes, Passionate, Purposeful, Resilient,
Resourceful, Responsible, Sophisticated.

Demonstration of these characteristics are acknowledged and rewarded via Character Points and promotion of role model Cestrians within briefings, newsletters, and the School Website. Pupils can also 'earn' a funding investment for a character or cultural capital development opportunity outside school e.g. theatre visit, books, dance lessons.

Setting

Pupils are set to best meet their needs; this is not always via ability grouping. Pupils are set differently for the needs and preference of different subjects. Not all subjects set via ability. There are advantages to mixed ability setting in some subjects. The availability of LSA support is also a factor in setting some pupils.

Setting is reviewed regularly by Heads of Faculty and pupils are moved on merit.

4b. Organisation and planning: Assessment

Our feedback system is honest, fair, ambitious, appropriate and consistent. Assessment is designed to test learning, diagnose areas for development and show extent of progress, feedback is about how to improve. Assessment and feedback enable pre-emptive planning and the consideration of common misconceptions in order to accelerate progress.

Feedback is at the heart of teaching and learning. The purpose of feedback at North Cestrian is to provide pupils with timely, concise and useful advice in order to help them improve and make rapid and sustained progress. Much of the feedback that pupils receive will be given as part of their lessons and there is a clear expectation that pupils continually mark, annotate (purple pen) and hence improve their own work based on verbal feedback from their teachers. Pupils are encouraged to share their achievements and improvements with parents who may then engage and support the feedback progress, including supporting any intervention strategies. Pupils are encouraged to reflect on their work and use the Cestrian Learning Journal to record key feedback, progress and next steps (Metacognition).

Feedback is given on subject knowledge, skills and attitude to learning.

Formative Assessment and Feedback

Feedback is provided continuously in order to accelerate progress by developing a culture of learning from mistakes. In lessons, formative feedback is embedded with proactive pupil responses (correction, development, and improvement of their work in purple pen) to secure progress. Teachers provide opportunities in lessons but expect pupils to take increasing responsibility for maximising every opportunity to edit, redraft and improve what they produce as part of an ongoing desire to succeed.

Strategies include structured peer and self-assessment activities that include a reflective element as well as marking and correcting work, targeted and responsive questioning, quizzing, verbal repetition and through the teacher's continued feedback to groups and individuals. Teachers should adapt their delivery in response to formative feedback, with the lesson or feed it forward into subsequent sessions.

Attitude to Learning

Cestrian Attitude to Learning (AtL) is a set of criteria that encourages pupils to develop the skills and habits of successful independent learners.

It comprises five skill areas: Quality of Work, Use of Feedback, Growth Mindset, Participation, Attitude.

- Teachers and pupils track AtL within lessons with feedback against the AtL criteria.
- Teachers and pupils use the common language of the AtL grid in lessons to develop, feedback and reward progress.
- Character points linked to the criteria indicate development of the five skill areas.
- Formal reports (Data Capture 1,2), twice a year, are based on pupils' demonstration and development of the five skill areas.

	Classwork Resourceful	Use of Feedback Purposeful	Growth Mindset Responsible	Participation Confidence	Attitude Passionate
Role Model	I use my own ideas. I make links to other work / subjects.	I always seek opportunities to improve my work beyond what is expected.	I know that I will be successful with continued effort and a positive mindset.	I am confident that my knowledge can help others. I am a leader in discussions.	I love learning. I am interested in curious to find out more in my or (Cultural Capital)
Positive	I can use some of my own ideas. I can make some links to other work.	I can improve my work independently.	I understand that I need a 'can do' approach to be successful.	I regularly ask and answer questions. I want to speak in discussions.	I enjoy learning new things. I am engaged in lessons.
Developing	I need help thinking of ideas. I don't always make links to other work.	I don't ask for feedback. I need reminders to improve my work.	I don't always see that my own effort will make me successful.	I rarely ask questions. I don't always want to answer questions or feel comfortable speaking in discussions.	I don't always involve myself in it
Hampering Progress	I don't come up with my own ideas. I have to be retold about other work.	I don't take opportunities to improve my work.	I do not put effort into making my own success.	I avoid asking questions. I avoid questions or speak in discussions.	I don't show an interest in lesson learning.
	Quality of Work	Acting on Feedback	Reflection	Oracy	Cestrian Way
Role Model	My classwork is high quality. I always complete my work in detail.	I always act on feedback. My work shows significant improvement.	I always self-reflect and can identify my next steps independently. I correct and learn from my mistakes.	My verbal responses are always detailed. I have good projection, fluency, and clarity when I speak.	I am proud to be a model Cestria example for my peers. I maximise all opportunities to be
Positive	My classwork is good. I always complete my work.	I act on feedback. My work shows improvement.	I self-reflect and can often identify my next steps without help. I correct my mistakes.	My verbal responses are full sentences. I am clear and audible when I speak.	I follow the Cestrian Way, I SLAN I make effective use of learning t
Developing	My classwork is not always to the best of my ability. I don't always complete classwork.	I don't always take notice of feedback. My work doesn't always show improvement.	I self-reflect when prompted and need help to identify my next steps. I can sometimes repeat my mistakes.	My verbal responses are short or one-word answers. I am not clear, audible, or confident when I speak.	I sometimes need reminding to S My choices lead to lost learning t
Hampering Progress	My classwork is below my ability. I do not complete classwork.	I don't take any notice of feedback. My work is not improving at all.	I don't self-reflect or identify my next steps. I repeat the same mistakes.	I don't give verbal responses. I won't speak in front of the class/an audience.	I often need reminders to SLANT My actions disrupt the learning o
	Presentation	Purple Pen	Resilience	Focus	Prep & Retrieval
Role Model	My work is always well presented. I always take pride in my work.	I add meaningful purple pen notes and reminders to my work on my own. Check, correct, reflect.	I enjoy rising to challenges. Failure makes me more determined to succeed.	I always stay focused and always participate in lessons	My prep and testing methods are because I can retrieve all the kno required.
Positive	My work is mostly clear and organised. I take pride in my work.	I add some reminders and notes as well as the teacher's purple pen corrections.	I push myself to try at everything. I understand failure is part of learning.	I focus and participate in lessons.	My prep methods ensure I can re of the knowledge when it's requ
Developing	My work is sometimes untidy. I can forget to take pride in my work.	I only add the purple pen answers that the teacher tells me, or I can copy from the board.	I have a go but can give up too easily. Failure knocks my confidence.	I can sometimes lose focus in lessons. I participate when I am asked to.	I don't always prep well enough I retrieve the knowledge when it's
Hampering Progress	My work is often untidy and scruffy. I do not take pride in my work.	I don't always add/copy/complete purple pen corrections.	I am not prepared to try. I don't want to get it wrong or show I don't know.	I don't focus or participate enough in lessons.	I choose not to prep. I prep by copying out the words.

Summative assessments are modelled on GCSE exam questions to prepare pupils for their examinations at the end of KS4. KS3 assessments are adapted and scaffolded appropriately to teach and develop the necessary techniques and expectations required by each subject at KS4 beyond, and including, the retrieval and application of knowledge.

The application and consistency of marking and feedback is quality assured by Heads of Faculty, in conjunction with best practice for their subject. Further standardisation and moderation of assessments and marking occurs within subject areas and may utilise collaboration across local subject Networks and the HET.

Feedback (whole class feedback / personalised skills analysis sheets) from summative assessment is timely and utilises deep marking which feeds back on the knowledge, skills and techniques required for progress. Comments link to GCSE Assessment Objectives and use the language of the GCSE grade descriptors, where appropriate, to familiarise pupils with the levels of progression in GCSE mark schemes.

Summative assessments are sent home so that parents can observe and discuss the success and next steps required for further progress.

Formal Assessment and Reporting

- KS3 Report - twice a year against the Attitude to Learning & progress criteria.
 - No formal examination/assessment period, ongoing subject assessment in lessons. Except,
 - Y7 – once a year, online baseline tests in Maths and English.
 - Baseline tests may be repeated in Y9 to obtain more accurate GCSE target indicators.
- KS4 report - twice a year against the Attitude to Learning & progress criteria, in addition
 - Mock GCSE examinations in the Sports Hall
 - Y10 either before/after the GCSE Series (April/June)
 - Y11 February/March
 - GCSE / Level 2 grade
 - Y11 end of Autumn & Spring Terms
 - Y10 Start of Summer Term
- All Year groups
 - Fortnightly report on Cestrian A, B, C and prep points via Arbor.
 - Subject assessments go home via pupils with teacher and pupil annotation and related areas of improvement.
 - Cestrian Learning Journal on going pupil reflection and recording of progress and next steps.
 - Staff phone calls, postcards to celebrate both positive and areas of concern.
 - Annual Parental Consultation Evening (PCE) with subject specialists, via School Cloud.
 - Pupil notebooks go home when completed. Parents can request sight of notebooks at any time by contacting the relevant teacher.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds (PP)
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving. See SEND & PP Policy.

Teachers will also take account of the needs of pupils whose first language is not English (EAL). Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Additional support will be provided based on need. See EAL Policy.

6a. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Governor meetings, visits and committee reports

Heads of Faculty (HOFs) and Senior Leaders (SLT) monitor the way subjects are taught throughout the school by:

- Faculty discussion, CPD and collaborative planning, learning walks, book scrutinies, pupil voice, standardisation and moderation meetings etc.
- Supportive and development use of teacher Performance Management targets

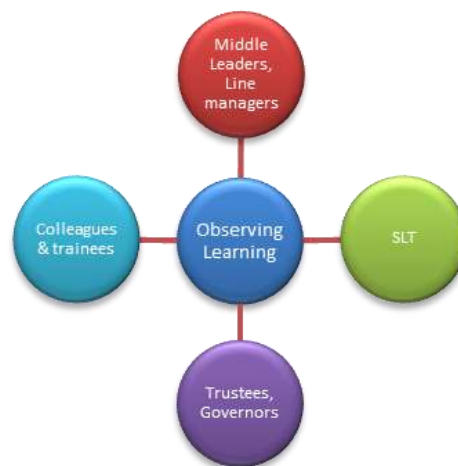
Heads of Faculty and Senior Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Academic Director in collaboration with HOFs, SLT and Curriculum Committee. At every review, the policy will be shared with the full governing board.

6b. NCS Lesson Observation

Observing learning at North Cestrian is key to raising standards via the development of effective teaching and learning to maximise pupil progress. This includes subject lessons and pastoral briefings/form time. It embraces the premise that both staff and pupils should regularly reflect on what they do and how they do it to continue learning and improving – have a positive Attitude to Learning

Observations of learning may be carried out by different people at different times, with different key foci. Some will be announced, others not, however, the process should always be supportive and developmental.



It is expected that:

- HOFs and faculty colleagues undertake regular drop-in / learning walks to monitor and support the development of staff, subject priorities, and whole school foci. Feedback is via collated evidence (excellence, strengths, developments) from all lessons observed. Professional discussion should follow via Faculty meetings or 1:1 development. Written feedback slips or email may be used for personalized feedback to individuals.
- SLT undertake termly drop-in / learning walks to monitor school routines & standards, self-evaluation, and development priorities. Feedback is via collated evidence (excellence, strengths, developments) from all lessons observed. Written feedback slips may be used for individuals.
- Teachers take opportunity to collaborate and observe / be observed by peers as part of their own support and development. This is important for PGCE, ECT, RQTs and staff new to NCS. Teachers should expect verbal feedback / professional discussion following such observations.
- ECTs will be formally observed each term by the Induction Tutor prior to review against the Teacher’s Standards. Verbal and written feedback will be given. In addition, HOF and mentor observations will be focused on the development of school procedures, subject knowledge, planning and delivery.
- Trustees and Governors visit classrooms as part of their development, monitoring, and challenge of school leaders. They make no judgement of teaching unless qualified, and invited, to do so.
- Line managers formally observe and feedback to staff once a year (summer term) as part of their Performance Management cycle. Staff be given at least 5 days’ notice of such observations and will have written feedback (school observation proforma) within 5 days afterward. See Hamblin Educational Trust – Performance Management Policy for Teaching Staff.
- Where evidence emerges which give rise to concern about teaching performance, additional observations will be arranged to support improvement. This precedes formal capability procedures – refer to Capability Policy.

Observation Feedback Proforma

North Cession School		Learning Feedback 2022-23		WYF	HOW	WHAT																		
Staff	Observer:	Subject:	Date:	Lesson:	Class:																			
GOOD PRACTICE BEST BITS																								
Content Way: Encourages positive Attitude to Learning Staff: Mrs Gail, SA, Common Language, Effective & Management use of Adult presence, Links to L & T2			ACTION POINTS - TRY THIS																					
Planning & Delivery: Encourages participation and quality of work Use Q&A, Challenge, Review Learning at staff, Acknowledgement and peer recognition, Weekly (monthly) review, Present new material in small steps, Provide models & worked examples, Encourage independent practice																								
Progress & Engagement: Encourages Use of Feedback and Growth Mindset Ask lots of good questions, Reward as fully open, Model own thinking, Check for understanding, Encourage staff using & respond, Learn from Mistakes, creating safe on class, allow opportunity for reflection, Review of L&T, Give a high success rate, Have clear independent Feedback verbal, written, (Teacher Pupil Pts, SA) Staff meeting																								
<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2">13th December 2022</th> <th>NCS Curriculum Intent & Termly Focus</th> </tr> <tr> <th></th> <th>WE LIKED</th> <th>CONSIDER THIS</th> </tr> </thead> <tbody> <tr> <td>Retrieval</td> <td></td> <td></td> </tr> <tr> <td>Reflection</td> <td></td> <td></td> </tr> <tr> <td>Independent Practice</td> <td></td> <td></td> </tr> <tr> <td>Use of Feedback</td> <td></td> <td></td> </tr> </tbody> </table>							13th December 2022		NCS Curriculum Intent & Termly Focus		WE LIKED	CONSIDER THIS	Retrieval			Reflection			Independent Practice			Use of Feedback		
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	WE LIKED	CONSIDER THIS																						
Retrieval																								
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Highly Focused, Generally, Learns from Mistakes, Precise, Thoughtful, Resilient, Respectful, Responsible, Sophisticated																								

7. Links with other policies

This policy links to the following policies and procedures:

- Non-examination assessment policy
- SEND policy and information report
- Equality information and objectives
- Relationships and sex education policy
- Pupil Premium strategy statement
- HET Performance Management Policy for Teaching Staff
- EAL Policy