



Huxlow Academy

Ambition • Respect • Pride

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A Johnson	SLT	March 2026	March 2026	Annual	March 2027

Curriculum Policy

Policy Approver: Local Governing Body

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1. Curriculum Intent

At Huxlow Academy we place powerful knowledge at the core of our intent, our goal being to deliver a knowledge-based curriculum across all subjects that supports pupils to achieve our mission of '**Thriving Through Excellence**'. This powerful knowledge is purposefully sequenced with opportunities to revisit misconceptions and address them through explicit curriculum time and through marking and feedback.

Our curriculum is built on our core values of **Ambition, Respect and Pride** and aims to develop exceptional young people equipped with the skills and knowledge to be successful, responsible global citizens.

Our Key Curriculum Aims

Our key curriculum aims/intentions are to:

- **Place significant emphasis upon "powerful knowledge"** required to fully understand each subject or curriculum area. It is sequenced in a logical, coherent fashion which builds upon prior learning, and where required will draw in more abstract concepts to contextualise learning and knowledge.
- **Develop the skills required to apply this knowledge effectively.** We provide frequent opportunities for students to recall and retrieve this knowledge, ensuring it is retained in long-term memory and can be recalled and applied whenever required.
- **Develop students' general and subject-based literacy and numeracy.** Students use ambitious subject-specific terminology and phraseology when speaking and writing, leading to better outcomes.

This can be distilled into the following five elements, which underpin our curriculum approach:

Powerful Knowledge: Structuring a curriculum so that lessons focus upon ensuring that key knowledge, vital to fully understanding the topic (and possibly other related topics) is delivered and then assessed effectively.

Sequencing: Both shorter and longer-term planning considers sequencing at all times, with regular review periods in which the sequence of curriculum content is re-evaluated and sequenced wherever necessary.

Retrieval Practice: Regular assessment incorporates approaches which build long-term retention of knowledge and supports cumulative assessment of curricula over time.

Literacy and Oracy Opportunities: Curricula include relevant and meaningful approaches to developing literacy and oracy, which are both generic and subject specific.

Application of Knowledge: Students have regular opportunities to apply all knowledge gained through curriculum delivery, with links to other topics or subjects wherever relevant.

In addition, we also aim to:

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Champion 'beyond tolerance' through content, references and ideology featuring within our curricula.
- Promote a positive attitude towards learning.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.
- Actively promote fundamental British values (democracy, rule of law, individual liberty, mutual respect and tolerance).
- Support pupils' spiritual, moral, social and cultural (SMSC) development.

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:

- **Special Educational Needs and Disability Code of Practice 2015**
- **Equality Act 2010**
- **Keeping Children Safe in Education (KCSIE)** (current version)
- **Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019**
- **DfE statutory guidance on RSHE** (September 2020, updated 2024)

This policy refers to curriculum-related expectations of governing boards set out in the Department for Education's **Academy Trust Governance Guide**.

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

3. Roles and Responsibilities

3.1 The Governing Body

The governing body will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- 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 SEND
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs, 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
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced
- The school meets its statutory duties regarding RSHE, British Values, SMSC, Equality and safeguarding

3.2 Headteacher

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

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- They manage requests to withdraw children from curriculum subjects, where appropriate (specifically sex education within RSHE)
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is 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 SEND
- The curriculum supports safeguarding and promotes pupils' welfare
- Statutory requirements are met

3.3 Deputy Headteacher (Curriculum)

The Deputy Headteacher (Curriculum) 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

- All subjects and departments have clear curricula, which reflect the Academy's intent, local context and the most recent exam board specifications and statutory requirements
- The school's procedures for assessment and reporting to parents/carers meet all legal requirements
- The effectiveness of the curriculum is regularly reviewed, with any required improvements or developments actioned and shared with appropriate stakeholders
- Curriculum maps and Knowledge Organisers are high-quality and effectively used

3.4 Senior Leaders (Quality of Education Team)

Senior leaders are responsible for ensuring that:

- QA processes are clear, shared with staff and have a strong curriculum focus
- The PREMADE learning sequence and Universal Offer are employed throughout departments and are clearly visible through lesson visits, work scrutinies and other QA processes
- Lesson visits focus not only upon the teaching within that lesson, but all aspects of the curriculum, including intent, sequence of lessons, assessment and future planning
- Assessment and feedback practices meet policy expectations
- CPD supports curriculum implementation
- Monitoring identifies strengths and areas for development

3.5 Heads of Subject

Heads of Subject are responsible for ensuring that:

- All information and requirements relating to the curriculum are clearly communicated with all relevant staff, especially non-specialists
- There are regular line management and/or departmental meetings, clearly minuted with actions and agenda items relating to curriculum
- They are signed up to the relevant awarding bodies to be fully informed about examination board updates and specification changes
- Curriculum maps and schemes of work are up-to-date and effectively sequenced
- Knowledge Organisers are high-quality and used effectively in lessons and for homework
- Assessment practices within their subject meet policy expectations
- Moderation ensures consistency and reliability
- They monitor the quality of teaching through learning walks, observations and book scrutinies
- They identify CPD needs and provide subject-specific training
- They track and address gaps in pupil progress within their subject

3.6 Teachers

Teachers are responsible for:

- Delivering lessons using the PREMADE learning sequence
- Implementing the Universal Offer in every lesson
- Using formative and summative assessments to inform teaching and plan interventions
- Providing actionable feedback in line with the assessment and feedback strategy
- Marking literacy on one extended piece per topic using established codes
- Ensuring exercise books meet expectations
- Setting and marking homework
- Using Knowledge Organisers actively in lessons and for homework
- Promoting independent learning and resilience
- Engaging parents/carers in their child's learning
- Participating in CPD and professional development

3.7 Support Staff

Support staff will:

- Know students well and provide tailored support to meet individual learning needs
- Assist in delivering assessment strategies
- Provide immediate feedback to students during lessons
- Collaborate with teachers to understand lesson objectives and student needs
- Promote a positive and inclusive learning environment

3.8 Pupils

Pupils at Huxlow Academy will:

- Take responsibility for their learning by engaging fully with lessons and acting on feedback
- Respond to feedback in purple pen during DART time
- Complete homework to a high standard and on time
- Use Knowledge Organisers for retrieval practice
- Take pride in their work and maintain high standards of presentation
- Participate in self-assessment and peer assessment
- Respect the learning of others

3.9 Parents and Carers

Parents and carers are encouraged to:

- Engage with parents' evenings and information evenings
- Support with reading, homework, and revision
- Use Knowledge Organisers to support home learning
- Communicate any queries or concerns through their child's form tutor
- Ensure regular attendance and punctuality
- Provide a home environment that values education

4. Curriculum Structure, Organisation and Planning

4.1 Key Stage 3 (Years 7-9)

The Key Stage 3 curriculum runs from Year 7 to Year 9 and focuses on the delivery and application of the powerful knowledge required at Key Stage 4 and beyond. Students study a broad and balanced curriculum including:

- English
- Mathematics
- Science
- Geography
- History
- Modern Foreign Languages (French)
- Religious Education
- Physical Education
- Computing
- Art
- Music
- Drama
- Design Technology
- Food Technology
- PSHE/RSHE

The KS3 curriculum is designed to ensure students develop:

- Secure literacy and numeracy skills
- Subject-specific knowledge and disciplinary understanding
- Independent learning skills and resilience
- Cultural capital and understanding of Modern Britain

4.2 Key Stage 4 (Years 10-11)

The curriculum at Key Stage 4 allows students to specialise while maintaining breadth. All students study:

- English Language and English Literature
- Mathematics
- Combined Science
- A range of option subjects chosen to suit individual interests and career aspirations
- Core RSHE and PE

The KS4 curriculum emphasises preparation for college/employment and gives our young people the best start in life beyond the Academy.

4.3 Curriculum Time Allocation

Curriculum time is carefully allocated to ensure all subjects receive appropriate time while maintaining our commitment to a broad curriculum. Detailed curriculum maps showing time allocation and sequencing are available from Heads of Subject and the Deputy Headteacher (Curriculum).

4.4 RSHE (Relationships, Sex and Health Education)

RSHE is an integral part of our curriculum, delivered through dedicated PSHE lessons and integrated across subjects where appropriate. The curriculum is:

- Age-appropriate and evidence-based
- Sequenced to build knowledge progressively
- Inclusive and sensitive to the backgrounds and beliefs of all pupils
- Informed by consultation with parents/carers, pupils, and staff

Right to Withdraw: Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE, except for content covered in the National Curriculum for Science, relationships education, and health education (which are statutory). Requests should be made in writing to the Headteacher. Full details are available in our **RSHE Policy**.

4.5 British Values and SMSC

Our curriculum actively promotes fundamental British values:

- **Democracy** - through student voice, school council, and understanding democratic processes
- **Rule of Law** - through clear expectations, consistent routines, and understanding rights and responsibilities
- **Individual Liberty** - through developing independent learners and respecting individual choices within the law
- **Mutual Respect and Tolerance** - through our values of Respect, celebrating diversity, and championing 'beyond tolerance'

SMSC development is embedded across all subjects through:

- **Spiritual:** Opportunities for reflection, exploring beliefs and values
- **Moral:** Understanding right and wrong, exploring ethical issues
- **Social:** Developing communication skills, teamwork, and understanding diverse communities
- **Cultural:** Appreciating cultural diversity, developing cultural capital, understanding Britain's cultural heritage

4.6 Careers Education (CIAG)

Careers education is delivered through PSHE lessons, tutor programmes, external agencies, and one-to-one impartial careers advisor sessions. Events begin in KS3 and are tailored to student needs. Our provision meets the Gatsby Benchmarks for good career guidance.

Further information is available in the **CIAG Policy**.

4.7 Extra-Curricular Activities

Extra-curricular activities are an integral part of our curriculum and are actively encouraged across all key stages. The Academy regularly reviews and updates the extra-curricular offer, which:

- Focuses upon a wide-reaching offer, incorporating sports, the arts, academics, and personal development
- Is promoted and shared with staff, students and parents
- Either extends and builds upon the current curriculum or provides additional curriculum opportunities
- Is acknowledged and rewarded in line with the Academy approach for rewards

4.8 Meeting Local Needs

Curricula are reviewed regularly to ensure that local needs and context are taken into account when considering intent and implementation. Individual subject intent statements and curriculum plans are available on our Academy website.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to construct and deliver a challenging, ambitious and appropriately scaffolded curriculum for all groups, including:

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

5.1 SEND and Adaptive Teaching

Our curriculum is designed to be accessible to all pupils, including those with SEND. We make reasonable adjustments as required under the **Equality Act 2010**.

The Universal Offer: SEND-First Approach

SEND strategies are embedded in every lesson through our **Universal Offer** (see section 6.2). This ensures that support for pupils with SEND is proactive rather than reactive. Adaptive teaching strategies are normal classroom practice, not bolt-ons.

Where pupils require support beyond the Universal Offer, targeted and specialist interventions are provided, including:

- Small group interventions
- One-to-one support
- Specialist teaching for pupils with EHCPs
- Assistive technology and specialist resources
- Personalised learning plans

Teachers work closely with our SENCO and support staff to ensure appropriate materials, resources, and strategies are in place.

Further information can be found in our **SEND Policy and Information Report**.

5.2 Equality and Diversity

Our curriculum actively promotes equality and celebrates diversity in line with the **Equality Act 2010**. We:

- Ensure equal access to the curriculum for all pupils regardless of protected characteristics
- Champion 'beyond tolerance' through content, references and ideology
- Promote multiculturalism and diversity
- Make reasonable adjustments for disabled pupils
- Challenge stereotypes and promote respect for all

When setting targets for SEND students and students with profound EAL needs, the Academy sets ambitious and aspirational targets, whilst taking into account individual circumstances. On occasions, the Academy may amend targets for some of these students, with parents/carers kept informed.

6. Teaching and Learning Protocol

In creating a knowledge-based curriculum across all subjects, the Academy recognises the importance of students retaining and applying the subject matter they are taught. As a result, teaching and learning approaches should be systematic, highly effective and support sequential delivery, whilst allowing for misconceptions to be revisited and addressed when required.

The Academy strongly believes the following teaching and learning principles, applied consistently and effectively over time and supported by appropriate assessment methodology, lead to students retaining and demonstrating knowledge over longer periods.

6.1 The PREMADE Learning Sequence

At Huxlow Academy, the PREMADE learning sequence provides a structured framework for effective teaching and learning, ensuring all students can access, engage with, and excel in their education.

Prepare

Purpose: Establish an environment and plan lessons that foster effective learning.

- **Learning Environment:** Classrooms are safe, tidy, and conducive to learning, with resources accessible and seating plans that support engagement
- **Tailored Planning:** Lessons are informed by student data, with differentiation to meet the needs of SEND, EAL, disadvantaged, and more able pupils
- **Behaviour Management:** Routines such as greeting students at the door, timely registers, and Disruption-Free Learning strategies create a calm atmosphere

Key Principles:

- Effective routines minimise wasted time
- High expectations promote positive learning environments
- Lessons are planned to ensure accessibility and challenge for all

Retrieve

Purpose: Reinforce learning through purposeful retrieval practice.

- **Do Now Activities:** Lessons begin with four retrieval questions:
 1. Last lesson
 2. Last week
 3. Last term
 4. Linking task (connecting to current topic)
- Activities take no more than 5 minutes
- **Interleaving:** Retrieval activities link closely related topics, embedding knowledge in long-term memory

Key Principles:

- Retrieval activates prior learning and reinforces knowledge
- Spaced and purposeful practice enhances retention

Explain

Purpose: Deliver clear and concise explanations to build understanding.

- **Chunking:** Information is broken into manageable parts for clarity
- **Objectives and Outcomes:** Lessons have clear goals (e.g., Identify, Describe, Explain, Evaluate)
- **Vocabulary:** Tier 2 (academic) and Tier 3 (subject-specific) terms are introduced and explained
- **Subject Knowledge:** Teachers demonstrate strong expertise

Key Principles:

- Clear outcomes focus learning
- Precise explanations ensure comprehension
- Connections between concepts deepen understanding

Model

Purpose: Demonstrate excellence and scaffold learning for independence.

- **Scaffolding:** Gradually removed as students build confidence and independence
- **Vocabulary:** Tier 2 and Tier 3 terms are reinforced through modelling
- **Outcome Focused:** Students are shown the intended outcome early, ensuring clarity

Key Principles:

- Modelling supports understanding and skill development
- Scaffolding ensures all students can achieve success

Attempt and Assess

Purpose: Enable students to practise and evaluate their understanding.

- **Hinge Questions:** Used to check readiness to progress
- **Cold Calling:** Ensures engagement and effective questioning
- **Live Marking:** Immediate feedback addresses misconceptions promptly

Key Principles:

- Assessment and questioning guide progression
- Feedback ensures clarity and improvement

Deliberate Practice

Purpose: Build fluency, depth, and independence through sustained practice.

- **Extended Writing:** Forms the main body of most lessons where possible, allowing students to refine and consolidate understanding
- **Scaffolding:** Used where needed and gradually withdrawn to promote independence
- **Success:** Students experience high levels of success to maintain motivation

Key Principles:

- Practice develops fluency and confidence
- Extended writing consolidates and deepens learning

Evaluate

Purpose: Reflect on and assess learning to drive improvement.

- **Feedback:** Delivered promptly, with time allocated for students to reflect and act (DART)
- **Self and Peer Assessment:** Builds critical thinking and independence
- **Plenaries:** Summarise learning and confirm objectives have been met

Key Principles:

- Assessment informs future learning
- Reflection consolidates understanding and promotes improvement

6.2 The Universal Offer

What Every Pupil Can Expect, Every Day, in Every Classroom

Our Universal Offer describes the foundation of inclusion and achievement at Huxlow Academy. This is what every pupil receives as standard in every lesson.

1. High-Quality Teaching and Curriculum

All pupils receive:

- A well-sequenced, knowledge-rich curriculum aligned to whole-school curriculum maps
- Lessons structured through the PREMADE model
- Clear learning intentions and success criteria
- Explicit teaching of subject vocabulary and disciplinary language
- Frequent modelling and worked examples
- Opportunities for guided practice before independent work
- Retrieval practice embedded into lessons and starters

2. Adaptive Teaching (SEND-First Approach)

SEND strategies are normal classroom practice, not bolt-ons.

Environment & Structure:

- Clear routines that help students focus on learning
- Flexible seating reviewed termly with student voice
- Use of timers to support time management

Adaptive Teaching Strategies:

- Chunking instructions in manageable steps
- Checking for understanding using whiteboards, cold calling, visual anchors
- Providing accessible resources including pre-learning materials and scaffolds
- Visual supports and dual coding
- Structured writing frames and models
- Pre-teaching key vocabulary
- Strategic seating plans
- Additional processing time
- Supporting working memory through retrieval and recap

Regulation & Motivation:

- Movement breaks to support concentration
- Immediate positive reinforcement
- Use of micro-goals

3. Literacy and Oracy

Across all subjects, pupils receive:

- Explicit teaching of Tier 2 and Tier 3 vocabulary
- Structured speaking opportunities (Academic Response using full sentences)
- Reading strategies (Teacher Reads, Control the Game, Accountable Independent Read)
- Extended writing opportunities
- Literacy marking on key pieces
- Sentence stems and scaffolds

Tier 2 vocabulary: High-frequency academic words (e.g., analyse, evaluate, compare, contrast)

Tier 3 vocabulary: Subject-specific terminology (e.g., photosynthesis, metaphor, democracy)

Academic Response: Students use full sentences incorporating taught vocabulary when responding to questions.

4. Knowledge Organisers

All pupils receive Knowledge Organisers that:

- Provide a clear overview of essential knowledge for each topic
- Support retrieval practice and self-quizzing
- Include key vocabulary with definitions
- Are used actively in lessons and for homework

Implementation:

- **Start of topic:** Issued to all students (in plastic wallets for Y7 & Y8)
- **During topic:** Used actively in lessons
- **Home learning:** Used for self-quizzing and homework
- **End of topic:** Stuck into exercise books (in two blank pages left at the start)

5. Classroom Culture

All pupils experience:

- Warm, respectful relationships
- Teachers who know their learners well
- High expectations matched with high support
- Inclusive classroom practice
- Praise for effort and progress
- Clear routines that reduce cognitive load

6.3 Additional Teaching and Learning Principles

The Academy also promotes the following approaches:

- **Cognitive Load Theory:** Information is presented in a manageable way to avoid overwhelming working memory
- **Independent Learning:** Frequently setting tasks which require students to learn and apply knowledge independently, including revision and retention strategies
- **Questioning Techniques:**
 - Cold calling ensures all pupils are engaged
 - Wait time allows pupils to formulate responses
 - Hinge questions check understanding at key points
 - Higher-order questions develop critical thinking
- **Use of Technology:** Technology enhances learning when used purposefully to support explanations, modelling, and independent learning
- **Differentiation:** Achieved through the Universal Offer, scaffolding, varied questioning, extension tasks, and reasonable adjustments for SEND

6.4 Literacy and Numeracy

When leaders are designing curricula, opportunities to develop literacy and numeracy are in-built and clearly evident during implementation. It is the responsibility of all leaders to ensure both the literacy and numeracy strategies are shared and understood by all relevant staff, and the effectiveness and impact are evaluated.

6.5 CPD and Reviewing

The Academy recognises the importance of CPD when considering teaching and learning, and will:

- Share the teaching and learning priorities with all staff, ensuring full clarity around each element
- Inform students and parents of the priorities
- Provide ongoing CPD and bespoke training during directed time, focusing upon best practice
- Allow staff to feed back regarding the Teaching and Learning protocol
- Continue to engage with recent theory, literature and evidence-based research
- Ensure workload and staff wellbeing are paramount in all decisions

The effectiveness of the Teaching and Learning protocol will be measured through:

- Student outcomes in terminal examinations
- Student outcomes in assessments
- Evidence of student work produced
- Careers destination data
- Lesson visits, work scrutinies and QA processes

7. Assessment

7.1 Rationale

Assessment is an integral part of our curriculum and reflects the formal and informal judgements made by teachers and students about standards of work. Formative, diagnostic assessment is used throughout the year to inform teaching and learning. Summative assessment is used to evaluate learning and progress. This enables the Academy to assess student progress in a coherent and consistent way, and subsequently facilitate higher achievement for students across all levels of ability.

Work undertaken by students requires feedback (written or verbal) to enable them to know and understand the progress they are making, with the next steps required so they can continue to improve. It will also inform staff as to where there are gaps in students' knowledge and understanding, or misconceptions which need addressing.

Formative Assessment is an integral part of high-quality, day-to-day teaching and learning. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning. It is therefore entirely reasonable for teachers to move away from schemes of work or the planned sequence where it is clear students' learning in a particular area needs to be reinforced or revisited.

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know, and to identify any gaps in learning. Summative assessments are used to quantify achievement, reward achievement and provide accurate data for whole school analysis including school reports.

Synoptic Assessment reviews learning across multiple topics or units, taking place termly or biannually in core subjects. These assessments evaluate students' ability to draw connections across multiple topics and demonstrate sustained knowledge retention over time.

7.2 Types of Assessment at Huxlow

Formative Assessment

Formative assessment checks learning during a topic, approximately two-thirds of the way through. This allows teachers to gauge understanding while there is still time to address misconceptions.

Implementation:

- Completed during class time
- Self or peer-marked for instant feedback
- Teachers create Whole-Class Feedback (WCF) sheets printed on **green paper**
- Students complete improvement tasks during DART sessions

Format: Short-answer, binary, and multiple-choice questions focusing on core knowledge and skills.

Summative Assessment

Summative assessment evaluates understanding at the end of a topic against specific learning objectives and success criteria.

Design: Extended written questions, problem-solving tasks, or structured assessments requiring students to apply knowledge. Assessments incorporate elements of prior learning to support retention.

Feedback: Personalised for each student, with teachers identifying strengths and areas for development by annotating success criteria. Each piece includes a specific improvement task.

Synoptic Assessment

Synoptic assessment reviews learning across multiple topics or units, taking place termly or biannually in core subjects.

Key Characteristics:

- Encompasses content from multiple topics
- Tests knowledge retention over extended periods
- Requires transfer and application of learning across contexts
- Evaluates higher-order thinking skills
- Provides insight into curriculum effectiveness

7.3 Principles

- The focus of any written and/or verbal feedback must be to give students a clear understanding of how well they have gained knowledge, address misconceptions, correct spelling or literacy errors, and explain what needs to be done to extend their learning
- Students' assessment of their own and their peers' progress is a central function in the learning process
- Time will be built into lessons for students to reflect on and respond to teacher marking and feedback (DART)
- Whole-class feedback will help students to progress in their learning and will be meaningful, manageable and motivating
- The marking/feedback strategies used are designed to ensure teacher workload is minimised
- All teachers will be responsible for the continuous assessment of students and for the accurate and timely completion of any required data drops, mark sheets, reports or other related documents
- Formal assessments will be signposted in curriculum plans and schemes of work
- Formal assessments will cover all attainment targets appropriate to the subject/unit of work
- All teachers will provide regular opportunities for self-assessment and, wherever appropriate, peer assessment

7.4 Colour-Coding System

All teacher feedback at Huxlow is provided in **green** (handwritten or printed on green paper).

All student responses to feedback must be completed in **purple** (handwritten or on purple paper).

This applies to:

- Whole-Class Feedback sheets (green paper)
- DART activities (purple pen)
- Corrections and improvements (purple pen)
- Literacy marking responses (purple pen)

Consistency: All teachers use green for feedback and ensure students use purple for responses across every subject area. There are no exceptions.

7.5 Marking and Feedback: Minimum Expectations

What Must Be Included in Whole-Class Feedback:

- **Misconceptions** are directly highlighted and corrected
- **Individual or group praise**, highlighting success or improvements
- **Incorrect spelling or literacy errors** are corrected
- **Next steps** explaining what needs to be done to extend learning, through "DIRT" tasks

DART (Dedicated Assessment and Reflection Time)

- DART tasks following an assessment may be either progressive or reflective
- Students are expected to engage with and complete their DART tasks
- Designated time during lessons is given for DART
- Engagement in DART tasks should be recognised through self-assessment (SA), peer assessment (PA) or teacher acknowledgement

Literacy Marking

Every subject incorporates literacy marking for **one extended piece of writing per topic**.

Implementation:

1. Select one substantial piece of extended writing
2. Use established marking codes to identify literacy errors
3. Limit corrections to key patterns (for students with poor literacy, limit spelling to **3 words maximum**)
4. Allocate DART time for corrections in purple pen

Marking Codes:

Code	In Text	Action
SP	Written next to word	Teacher writes correct spelling in margin; student copies 3 times in purple pen
//	Between sentences	New paragraph needed
P	Next to missing/wrong punctuation	Add/fix punctuation
G	Wavy line	Correct grammar/rewrite

Exercise Book Expectations

All exercise books must contain:

- Full date and title for every lesson, clearly written and underlined
- Four retrieval questions at the start of each lesson, with errors rewritten
- Tasks from PREMADE stages (Attempt, Assess, Deliberate Practice, Evaluate)
- DART responses in purple pen
- One literacy-marked extended piece per topic with corrections
- Homework stuck into the front of the book, clearly titled and dated
- Two blank pages left at the start of each topic for Knowledge Organisers (stuck in at the end)

Limit:

- Copying from the board
- Content at the back of the book
- Unmarked/unassessable work

Other Guidance:

- Teachers must insist on the highest standards of presentation
- Percentages and/or grades should be added following summative assessments
- Any homework set will be marked (through teacher assessment, peer assessment, self-assessment or active verbal feedback)
- Self and peer assessment is to be used as appropriate
- Teachers use for green pen for written comments; class feedback sheets are on green paper
- When a course is nearing completion in Year 11, teachers may use professional discretion while ensuring regular and precise feedback is given

7.6 Recording and Reporting on Student Progress Data

The accurate and timely entry of meaningful student progress data is of paramount importance. The Academy will share this information with students, staff, parents/carers, leaders and governors in the most appropriate format. All staff have access to Bromcom mark sheets for their allocated classes. All staff are responsible for ensuring mark sheet entries are kept up to date, with Heads of Subject overseeing departmental data.

The Academy will report summative assessment data and progress towards targets to parents/carers and students in the following manner:

- Students' aspirational targets will be generated through FFT (Fischer Family Trust) wherever Key Stage 2 data allows
- For KS3 reports, student targets are banded into groups, quintiles from the KS2 Scores. The percentage scored in each assessment will be included, along with a statement relating to the student's current progress against their target (significantly below/below/within the band/above/significantly above)
- For KS4 reports, a student's current attainment grade is measured against their end of Year 11 target
- A small minority of students may be set targets of grade 1 or 2, dependent upon individual circumstances

and where this would still represent an appropriately aspirational target in that case

- Full reports will also comment upon a student's behaviour, attendance, engagement in lesson-based and home learning, and further comments will be provided in relation to the curriculum area(s) covered up until the reporting period

The Deputy Headteacher (Curriculum) is responsible for target setting, and must be consulted in any case where target amendments are requested. Targets cannot be amended without authorisation from the Deputy Headteacher (Curriculum).

7.7 Minimum Expectations: Whole-School Assessment

For Key Stage 3

Three summative assessments a year in accordance with the school assessment calendar – one per term.

For Key Stage 4

Three summative assessments a year in accordance with the school assessment calendar – one per term, or in line with the TOVE Learning Trust (TLT) Assessment calendar.

For All Key Stages

- Summative assessments, once completed, are to be kept until the end of key stage and stored in a folder
- Departments will determine whether assessments outside of the set summative assessment windows should be summative or formative, but some form of assessment shared across the department is required to provide student feedback
- Unless part of a formal mock examination period, individual departments may decide when assessments take place within each set assessment period
- Assessments must be completed and marks recorded on BROMCOM ahead of scheduled data captures

8. Homework

Homework, or "learning outside of lessons" is work to be done outside the timetabled curriculum, and is a key driver in supporting and raising student achievement. It contains an element of independent study in that it is not usually directly supervised by a teacher. We believe that homework enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum.

Homework is designed to facilitate the following three strands: **closing gaps in knowledge, consolidation of knowledge, and acquisition of knowledge.**

Whichever method is selected, homework must perform one (or more) of the following functions:

- Consolidate and extend work covered in class or prepare for new learning activities
- Access resources not available in the classroom
- Develop research skills
- Have an opportunity for independent work
- Show progress and understanding
- Provide feedback in the evaluation of teaching
- Enhance study skills e.g. planning, time management and self-discipline
- Enable students to take ownership and responsibility for learning
- Engage parental co-operation and support
- Create channels for home-school dialogue

8.1 Types of Homework

Knowledge Organiser Tasks: Self-quizzing, learning key vocabulary, and pre-learning for upcoming topics

Extended Practice: Completing work from lessons, applying skills independently, extended writing tasks

Reading: Subject-specific reading, independent reading through HuxReads programme, research tasks

Project Work: Extended projects developing research and presentation skills

Revision: Preparation for assessments, completing DART responses, reviewing feedback

8.2 Frequency and Expectations

The frequency of homework set may vary between departments, but should follow these principles:

- Homework is part of each subject's curriculum plan, and will be assigned accordingly
- Alongside subject-specific homework, KS3 students are to engage in reading homework as set by their form tutor through the HuxReads programme

Key Stage	Frequency	Daily Time Expectation
KS3 (Y7-9)	Core subjects (English/Maths/Science): 1 per week Foundation subjects: 1 per fortnight Knowledge Organiser practice: Daily	Y7: 45-60 mins Y8: 60-75 mins Y9: 75-90 mins
KS4 (Y10-11)	All subjects: Minimum 1 per week Daily revision and Knowledge Organiser practice	Y10: 90-120 mins Y11: 120-150 mins

8.3 Recording and Organisation

- All homework stuck into the front of exercise books, clearly titled and dated
- Knowledge Organisers issued at start of each topic (in plastic wallets for Y7 & Y8)
- Homework recorded in bromcom with clear deadlines
- Tasks displayed in classrooms

8.4 Acknowledgement of Homework

Wherever homework is completed, teachers should acknowledge the completion. This could be through any of the following mechanisms:

- Marking the work
- An automated response, acknowledgement of completion or score (if completed online)
- Awarding positive behaviour points
- Providing a comment on the work
- Giving group feedback

When homework is not completed, teachers should initially support the student and ensure the tasks set meet the student's needs. If this is so, then appropriate sanctions could be issued in line with the Behaviour Policy.

8.5 The Role of the Student

- To ensure instructions for the task and deadline date are accurately recorded in planners (SEND students or students with profound EAL needs may need additional support)
- To ensure that homework is completed and handed in to meet the deadline
- To attempt completion to the best possible standard
- In case of any difficulties or barriers, to inform the class teacher at the first available opportunity

8.6 The Role of the Form Tutor

- To include homework in their approach when providing student care
- To see that homework is being regularly set and recorded, and flag any concerns to leaders within the Academy (in cases where homework does not appear to be set) and/or parents/carers (in cases where homework is not being recorded)
- To check that planners are being used appropriately

- To note and respond to any homework-related comments written in planners by parents

8.7 The Role of the Class Teacher

The class teacher controls the direction of homework and the nature of tasks undertaken. The teacher will:

- Set homework according to the curriculum plan
- Give full and comprehensive instructions
- Set deadlines for completed work and ensure that they are met
- Acknowledge all homework promptly
- Provide appropriate levels of scaffold or support for SEND students or students with profound EAL needs
- Inform the Head of Subject, form tutor and Head of Year, as appropriate, when problems arise

9. Monitoring and Quality Assurance

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

- Teaching and learning reports in governing body minutes and meetings
- Regular updates from the Headteacher and Deputy Headteacher (Curriculum)
- Review of pupil progress data and outcomes

9.1 Senior Leadership Monitoring

The Deputy Headteacher (Curriculum) and Quality of Education team monitor the effectiveness of curricula throughout the Academy by:

- Planning and carrying out work scrutinies focusing on PREMADE implementation, feedback cycles, and literacy marking
- Conducting lesson visits and observations focusing on the Universal Offer and assessment practices
- Ensuring a rigorous and effective QA calendar and corresponding cycle
- Creating reports, which are shared with SLT and Governors
- Considering examination results at KS4
- Taking staff, student and parental feedback
- Monitoring implementation of Knowledge Organisers and homework
- Reviewing curriculum maps and schemes of work

9.2 Heads of Subject Responsibilities

Heads of Subject monitor the way their subject is taught throughout the school by:

- Engaging effectively in all QA systems, through regular line management meetings and visiting lessons
- Ensuring they are aware of performance-related data within their subject, focusing upon attainment/assessment data, behavioural, and attendance-related statistics
- Conducting departmental book scrutinies and work sampling
- Leading departmental moderation to ensure consistency
- Monitoring the implementation of the PREMADE sequence and Universal Offer within their subject
- Ensuring Knowledge Organisers are high-quality and effectively used
- Monitoring homework setting and completion
- Ensuring assessment practices meet policy expectations
- Monitoring the way in which resources are stored and managed
-

9.3 Quality Assurance Activities

Formal Observations:

- Conducted by SLT and Heads of Subject
- Focus on PREMADE implementation, Universal Offer, and pupil progress
- Provide developmental feedback linked to professional development

Learning Walks:

- Regular, focused learning walks by SLT and middle leaders
- Observe specific aspects of practice (e.g., retrieval practice, questioning, adaptive teaching)
- Provide immediate, informal feedback

Book Scrutinies:

- Termly book scrutinies focus on marking, feedback, and presentation
- Check compliance with assessment and feedback policy
- Identify exemplary work and areas for improvement

Pupil Progress Meetings:

- Termly meetings between SLT and Heads of Subject
- Review pupil progress data and identify underperforming pupils
- Plan interventions and support

Student Voice:

- Regular pupil surveys about teaching, learning, and assessment
- Focus groups discuss specific aspects of provision
- Pupil feedback informs policy and practice

Staff Voice:

- Staff surveys and feedback on curriculum, teaching, and assessment
- Departmental meetings provide opportunities for feedback
- CPD sessions include opportunities for staff input

9.4 Effectiveness Measures

The effectiveness of the curriculum, teaching, learning and assessment will be measured by, but not limited to, the following factors:

- Student outcomes in terminal examinations at KS4
- Student outcomes in assessments at KS3 and KS4
- Evidence of student work produced
- Quality of teaching observed in lessons
- Consistency of PREMADE and Universal Offer implementation
- Quality and impact of feedback
- Homework completion rates
- Knowledge Organiser usage
- Careers destination data
- Student, staff and parent feedback

9.5 Policy Review

This policy will be reviewed every two years by the Deputy Headteacher (Curriculum). At every review, the policy will be shared with:

- Senior Leadership Team
- Heads of Subject
- Full governing board for approval

Links with Other Policies

This policy links to the following policies and procedures:

Statutory Policies:

- Safeguarding and Child Protection Policy
- SEND Policy and Information Report
- Equality and Diversity Policy
- Accessibility Plan
- RSHE Policy
- Behaviour Policy
- Admissions Policy

School Policies:

- Assessment, Marking and Feedback Procedure
- Home-School Agreement
- CIAG Policy
- Monitoring and Evaluation Procedure
- TOVE Appraisal Policy
- Literacy Strategy
- Numeracy Strategy
- Non-Examination Assessment Policy
- Pupil Premium Strategy

Signed: *D McVean*

Chair of Local Governing Body

Date: ____25.03.2026____