

## Curriculum Policy



# Newwingate School

- Our innovative curriculum, including therapies
- Teaching, learning and assessment
- English, literacy and handwriting, including how we support students with English as an additional language
- Mathematics and numeracy
- Personal, social and health education (PSHE) and students' Spiritual, Moral, Social and Cultural development (SMSC)
- Impartial careers information, advice and guidance
- Assessment, marking & feedback

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This policy outlines simply, efficiently and clearly the key actions that we take at Newingate School to ensure that our students access a high standard of education and make excellent progress. All students at Newingate School have an Education Health Care Plan (EHCP) and a diagnosis of Autism (ASC), sometimes with additional diagnosis and/or Social, Emotional & Mental Health (SEMH) needs as well.

## **OUR CURRICULUM INTENT**

At Newingate School our aim is to create:

- Successful learners who, with embedded resilience, enjoy learning; make progress and achieve excellence.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who are culturally aware and can make a positive contribution to society, leading to greater engagement within a community.
- An inclusive education ethos that supports each child to fulfil their full and unique potential.
- An equal responsibility between home, school, student, and the local authority in bringing about positive and lasting change.
- A connection that leads to respect and care for the outdoor world.

## **Whole School Curriculum Implementation**

To get the best outcomes for our students we;

- Create a safe, supportive and enjoyable environment where students flourish.
- Offer qualifications at different levels to ensure all students are provided with the opportunity to succeed irrespective of their ability.

<b>Subject</b>	<b>Possible Outcomes</b>
English	Entry Level Functional Skills Functional Skills L1 or 2 GCSE English Language GCSE English Literature
Mathematics	Entry Level Functional Skills Functional Skills L1 or 2 GCSE Mathematics GCSE Statistics
Science	Entry level certificate in science BTEC Science GCSE Science (Combined)
Humanities	GCSE History GCSE Geography
PSHE	PSHE Award L1, 2 or 3
ASDAN	L1-3
PE / OAA	AQA Awards BTEC Sport GCSE PE Duke of Edinburgh Awards
ICT	European Computer Driving License GCSE ICT
Arts Award	Trinity Bronze / Silver / Gold GCSE Art GCSE Photography
Employability Skills	L2 Certificate

- Keep class sizes small (no more than 6) and utilize a high staff to student ratio to be able to provide an inclusive working environment, supporting each student to develop and learn at their own pace.
- Gain an in-depth knowledge of students which includes both formative and summative assessment allowing us to maximise progress and engagement in lessons.
- Work in partnership with other providers if necessary to provide a broad and balanced curriculum and suite of outcomes for all students
- Engage in the wider community, providing our students with employability skills and independent career advice/guidance so that they remain in further education, employment or training.
- Provide experiences away from the class with off-site trips and visits to support classroom-based learning.
- Provide interventions which target the specific needs of each student both academically, pastorally and clinically
- Ensure we remain versatile/flexible, having the ability to switch to online/remote provision if and when required.
- Utilize different curriculum models dependent on the specific subject requirements.

### **Whole School Curriculum Impact**

Impact is measured in a variety of ways including;

- The development in students' Needs Profile evidenced within their written case studies.
- Increase in attendance which is reflected in the school's attendance data tracking.
- Improvements in student's questionnaire responses using PASS.
- Development in classwork apparent through the academic year, which coincides with evidence on school progress tracker in individual subjects.
- Decrease in negative behaviour related incidents for students on CPOMS.
- Student Voice that provides students with the opportunity to develop the school environment.
- Excellent feedback from parental surveys and engagement in school events.
- The range of qualifications and awards gained by students at the end of each academic year.
- The destinations of our students post 16/18.

### **Vision**

- Creating a great balance between an academic and vocational curriculum allowing our students to achieve and excel, in and out of school.
- Has value to our students now, as well as in the future.
- Is as hands-on and interactive as possible.

### **Ethos and aims**

We provide:

- a place where students feel safe and secure
- a broad curriculum that enables students to (re-)engage with learning
- students with the necessary skills to manage their behavior and emotions so that they make the right choices
- a well-qualified staff team who are highly skilled in helping students to flourish, by breaking the cycle of adversity often caused by their ASC diagnosis, challenging childhood experiences, including trauma and associated mental health difficulties.

Newingate School covers the national curriculum subjects to all students which includes art, English, Humanities (Geography, History and RE), ICT, Mathematics, Science, Personal Social Health Education (PSHE) (which incorporates SRE and Citizenship) Outdoor Adventurous Activities (OAA), Physical Education (PE) and Food Technology.

The curriculum design is adapted to meet students' needs, fill gaps in learning and to incorporate the various therapies/interventions on offer.

**Our curriculum model enables students' learning to be developed sequentially over time, where learning builds from one year/key stage to another.** This ensures that students are well prepared for life after Newingate School.

**Teachers will have professional flexibility to adapt their planning and approaches to meet the needs of the very complex and challenging students** whom they know and understand well.

**Our focus is facilitating quality opportunities for students to learn and make progress.** Teachers produce curriculum overviews which are carefully planned to build from one term to the next. Clear adaptation/personalisation in meeting the needs of all individual students in the class is shown. These plans are available on the school's shared drive and in teachers' planning files. Students' learning is evaluated regularly and activities amended accordingly, so as to plan for real progression.

**Throughout the school day every opportunity for learning is taken, especially occasions that lead to the development of students' Spiritual Moral Social and Cultural (SMSC) understanding and knowledge/application of Fundamental British Values.**

## **PATHWAYS**

Newingate School offers a learning environment that extends into the wider community. We promote the care of our students whilst expecting high standards in all aspects of school life. We aim is to meet the needs of our individual students, preparing them for adult and working life. The vision for our school's curriculum is to provide a fully inclusive curriculum that gives learners the opportunity to achieve their full potential by creating a curriculum that best meets each learner's diverse needs. Students access a broad and balanced education, based on the realities of modern life and delivered in a personalised learning environment.

Students are assessed by utilising prior knowledge from EHCP's and when initially entering the school, to determine which Pathway would best suit them. By being placed in the correct Pathway we enable their individual needs to be met through the inclusive curriculum. The different pathways will allow learning journeys to start from the individual students' current strengths and needs. The curriculum provision that is agreed will depend upon the individual student's barriers to learning, their needs and long-term goals.

Curriculum provision is not definitive, and adjustments are possible following the re-evaluation of a student's needs and progress in conjunction with their EHCP targets. Each individual curriculum is designed in a way that utilises additional time spent learning aspects of personal interest as well as essential life skills through enrichment, as well as therapeutic interventions, academic interventions, outside learning opportunities or work experience.

### **Key Stage 3**

At Newingate School, the key stage 3 curriculum offer comprises a range of academic and vocational subjects for Years 7, 8 and 9. These subjects comprise of:

- Art
- English
- Forest School/Outdoor Learning
- Humanities (Global Studies)
- ICT
- Mathematics
- PE
- PSHE (inc Careers and SRE)
- Science
- Food Technology

### **Key stage 4**

The key stage 4 curriculum offer comprises of a range of academic and vocational qualifications at a variety of levels:

- Art
- English
- Humanities
- ICT
- Mathematics
- Outdoor Education
- PE
- PSHE
- Careers & Employability
- Mental Health & Wellbeing
- Science
- Food Technology

### **Key stage 5**

At key stage 5, Newingate School intends to offer a range of academic and vocational qualifications for Years 12 and 13. Students can select from a wide range of qualifications such as:

- BTEC Art
- BTEC Health and Social Care
- BTEC Performing Arts
- BTEC Sport
- BTEC Animal Care
- ECDL
- A Level/GCSE/Functional Skills – English and Mathematics

Depending upon individual areas of interest various A Level and other Level 3 qualifications will be accessed for learners as required.

## **THERAPY**

### **Who can access therapy?**

All of our students may benefit from having some form of therapeutic support. At Newingate School, we can tailor each student's therapeutic programme so that it meets their individual needs.

The support can be accessed as and when it is required: on a day-to-day basis or through more regular one-to-one or group sessions. Our range of therapies is not entirely dependent on spoken language. For example, sessions in which art, play, drama and movement are a primary means of communication, can be helpful to students who find it difficult to express their thoughts, emotions and feelings verbally.

### **How can therapy help?**

Students who have endured (and continue to endure) adverse childhood experiences (ACEs), and/or associated mental health difficulties will likely have high cortisol (stress) levels and low self-esteem.

Therapy works to:

- provide students with an opportunity to express and reflect on their thoughts, feelings and experiences in a safe environment
- student to build a positive therapeutic relationship with the therapist, which raises self-esteem and can alter negative attachment strategies
- enhances a student's emotional well-being and encourages creative problem solving
- improve self-esteem, confidence and self-worth
- help to develop student's emotional vocabulary, encouraging and enabling them to identify and name their emotions
- help to develop effective strategies to manage their behaviour and their ability to self-regulate their emotions
- help to remove barriers to learning and facilitate better engagement with the curriculum.

### **Who can benefit from therapy?**

Students who may benefit, include those:

- who have experienced ACEs and/or high levels of stress and unpredictability
- who have social, emotional and mental health difficulties
- with social communication difficulties
- who experience low self-esteem and fear of failure
- who struggling with life events, such as grief and loss, changes within the family or home, illness
- who have suffered abuse, bullying or other trauma
- with learning difficulties.

### **Supporting families**

Newingate School helps families in a targeted and supportive way. Senior staff meet parents/ carers when their child joins our school to gain a picture of family life, the needs of the student and how we can best support them. Our family liaison officer (FLO) is able to offer parents emotional and practical advice to support their child's journey at Newingate School. We are also able to act as a strong link between the family, social care and paediatric care, and facilitate regular meetings and/or conversations in which we can suggest strategies in the home.

Our FLO encourages an open and honest dialogue between the school and home. This will benefit and support the students and overcome any barriers to their education, wellbeing and opportunities. The FLO can:

- liaise with other professionals both inside and outside of school on the family's behalf.

- Support families in finding out information about services, activities and sign post them to other organisations.
- Support families with form filling i.e. Housing and benefits.
- Support families who may be struggling getting their child to attend school.
- Individual support based on the needs of the family.
- Listen and appreciate parent and carers concerns or issues and offer suggestions and advice.

### Home visits

Home visits are part of our practice, with their core aims being to:

- gain greater insight into the student's home environment in order to understand the whole child. This is **non-judgemental** and arranged purely to better meet our students' needs
- reduce anxiety and increase attendance
- build positive relationships with the family
- offer time to the family in their own environment to show a greater sense of support.

### Risk assessments

- There will always be either **two members of staff at every home visit or one member of staff and a parent/carer present.**
- Home visits will be undertaken by a teacher or outreach worker.
- Staff will always gain consent from families prior to the visit.
- Robust home visit risk assessments, alongside individual risk assessments will be completed in advance.

### Confidentiality

Typically, therapists ensure that all sessions are kept confidential in order to maintain trust within the therapeutic relationship and to create a space that feels safe to explore sensitive and meaningful aspects of the student's life. A therapist may break confidentiality if they become concerned about a safeguarding risk. The decision to break confidentiality is subject to the professional judgment of the therapist but will always be made with the best interests of the student in mind and with full consideration given to the full context within which the disclosure was made and the foreseeable risks surrounding the concern. Where possible, the therapist will seek consent from the student before making an external disclosure or reporting a concern, unless there is an immediate risk of harm.

### Sharing of information/therapists' notes

Therapists keep records securely and confidentially in the head of centre's office. Records are kept in order to ensure that actions are conducted in a timely manner and that an ongoing chronology is maintained. Information about students' progress in therapy sessions (in terms of their social and emotional wellbeing and development) is provided to the leadership team on a regular basis.

## **TEACHING, LEARNING & ASSESSMENT**

Students learn in many different ways. Many of our students have particularly complex needs associated with their ASC diagnosis. This often manifests itself in low self esteem, difficulties with sustained engagement and barriers to learning in some or many subjects. Students may well arrive with a history of poor attendance, placement gaps and therefore may have missed significant periods of education.

Our job as staff is therefore a significant challenge but one that is faced with enthusiasm and energy. We achieve this in a number of ways:

Long term planning...

- **We teach using precise learning objectives and adapted success criteria** for each lesson
- **We facilitate learning using a wide range of activities** and strategies borne out of in-depth knowledge of our students
- **Where appropriate, we use 'cold' (pre) tasks to check for prior understanding and plenaries to check that our students have fully understood the learning objective.**
- **We plan and teach in reference to our assessment milestones, curriculum plans and individual students' learning**
- **We teach according to our students' preferred learning styles** (visual, auditory and kinesthetic) and forms of intelligence (mathematical/logical, visual/spatial, interpersonal, musical) as best we can; whilst still supporting the development of other elements that may be in deficit.
- **We ensure the best possible environment for learning** by developing a positive atmosphere in which students feel safe and that they belong, enjoy learning and being challenged, trust that they can take risks with their learning and know that they can and will succeed
- **We ensure that teaching builds on previous learning through a learning sequence** and that constant praise, engaging learning tasks and positive use of our rewards system keeps students motivated
- **We ensure that learning tasks are varied and tailored to individuals**, and include investigation and problem-solving tasks, use of ICT, debates, role-plays, design and making activities, critical thinking tasks and time for reflection. Students work in a variety of ways – in groups, pairs, with the whole class or independently, depending on the task and the individual
- **We encourage students to take responsibility for their own learning**, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn best – what helps them learn, and what makes it challenging.
- **Teachers deploy support staff effectively**, tailoring what they do to the learning activity and students' needs. Sometimes, they work with individual students, sometimes with small groups, and sometimes they lead the lesson to support whole-class learning.
- **We ensure our classrooms are attractive learning environments.** We change displays regularly so that the classroom reflects the subject themes and current topics being studied by the students. All students have the opportunity to display their work. We believe that a stimulating, yet calm environment sets the climate for learning, and that an organised classroom promotes focus and independent use of resources, which results in high-quality learning
- **Leaders and governors will monitor the quality of education** through learning walks, lesson observations, workbook reviews and moderations, student progress meetings, student/teacher/parent interviews and feedback to staff with constructive developmental targets
- **We believe that parents & carers have a fundamental role to play in helping students learn** which is why we will hold, student progress days where parents & carers can meet staff to discuss their child's report, achievement and progress; these will be



written in accessible language with clear explanations about effort and expected levels of progress

- **We will support students with English as an additional language (EAL)** through planning adapted tasks during lessons, offering focused vocabulary support and also provide targeted literacy support on a 1:1 basis if this is appropriate. In addition, we ensure that our classrooms are vocabulary rich and that classroom displays reflect and support the current learning topics in order to reinforce new vocabulary.

## **ENGLISH: LITERACY, READING AND WRITING**

**Raising students' literacy levels is of fundamental importance to us.** Our students may have missed out on crucial parts of their education as a result of delayed learning/development, exclusion, isolation and lack of support. It is up to us to facilitate their accelerated progress in their phonics, reading and writing despite the multiple challenges they face.

**With this in mind, we will provide:**

- **Students who are in need of additional one-to-one or group intervention** access to this with either a member of the support staff team or a qualified teacher. This includes intensive phonics, reading and writing support.
- **Students will have access to a variety of engaging fiction and non-fiction texts** in their classrooms and other areas of the school. The teaching of writing encompasses a wide range of genres, both fiction and non-fiction, which prepare students for later life (for example writing reports, recounts and letters).
- **Achievement in reading and writing will be celebrated**
- **Reading is given a high profile** across all subjects, and cross-curricular opportunities to develop reading skills are planned throughout the week. Strong links are made between reading and subjects such as Science, the Humanities and PSHE.
- **Students who have a diagnosis of dyslexia** are supported through targeted literacy support using resources specifically designed for them. Their progress is closely monitored and interventions put in place.
- **Teachers plan regular guided writing** opportunities, which enable them to demonstrate word, sentence and text level skills with small groups of students or one-to-one.
- **We believe that neat, well-formed handwriting and the presentation of written work helps to raise standards.** Students should take pride and have a sense of ownership in their work.
- **At Newingate School, students in Years 10 and 11 will work towards GCSE English** or the highest level of functional skills qualification in English they are capable of.

## **MATHEMATICS & NUMERACY**

Students will arrive at school displaying varying degrees of competency in mathematics, many with large gaps in their knowledge of basic concepts due to disrupted periods of schooling. Sometimes, students will have missed out on the early learning experiences necessary to cement key mathematical skills and concepts. Conversely, students may also have a genuine high aptitude for Mathematics and for those students their learning and teaching approaches will reflect this ability

**With this in mind, we provide:**

- **Mathematics lessons** which focus on **mastery** of concepts but take into account each student's unique starting points.
- **High quality, practical resources** which help mathematics to 'come alive' for our

students. Teachers strive to present each new skill within a practical context that has relevance for our students. For example, measuring may be taught through the medium of cooking or probability may be taught in the context of a favourite sports teams' predicted performance.

- **Displays in classrooms** which support and scaffold students' knowledge of mathematics concepts. Mathematics prompts on learning walls in classes reflect the current mathematics unit being taught. Other displays in classes (such as multiplication tables) help to immerse students in a number rich environment.
- **Regular problem-solving activities** will be planned in order to provide students with the opportunity to apply their mathematics skills in different contexts, and begin to develop abilities for higher order thinking
- **A variety of interactive resources** to help students to learn and cement complex mathematical concepts. ICT is used in different ways to demonstrate key concepts and allow a range of opportunities for students to explore their own mathematical understanding, for example: mathematics. Online teaching tools such as BKSBS are used, where appropriate, to offer students the opportunity to master mathematical skills.
- **Newingate School** students in Years 10 and 11 work towards GCSE mathematics (and in some cases also GCSE Statistics) or the highest level of functional skills qualification in mathematics they are capable of.

### **PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) and SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC)**

**Developing our students' social skills and teaching them about healthy living, preparing them for life in modern Britain and enabling them to make positive life choices is of considerable importance.**

A weekly formal lesson of PSHE is not enough in a school setting such as ours, which is why we will develop a curriculum which encompasses regular themed assemblies and visits from outside speakers in addition to the timetabled lessons.

As well as fulfilling the objectives in our tailored PSHE schemes of work at all key stages, we aim to develop all students':

#### **SPIRITUAL DEVELOPMENT (S)**

- ability to be **reflective** about themselves
- use of **imagination** and **creativity** in their learning
- willingness to reflect on their experiences

#### **MORAL DEVELOPMENT (M)**

- understanding of **right and wrong**
- respect for the **rule of law** in modern Britain
- understanding of the **consequences** of their behaviour and actions

#### **SOCIAL DEVELOPMENT (S)**

- use of a range of **social skills** in different contexts
- willingness to participate, cooperating well with others and being able to resolve conflicts effectively
- understanding of, and engagement with, the fundamental British values of democracy, mutual respect and tolerance of those with different faiths and beliefs

## CULTURAL DEVELOPMENT (C)

- understanding and appreciation of the **range of different cultures** within the school, in Swale, the United Kingdom and overseas
- knowledge of Britain's democratic parliamentary system
- positive participation to **artistic, sporting** and **cultural** opportunities
- improving understanding of and showing respect for **different faiths and cultural diversity**.

We will:

- **Teach values across the school as part of our wider curriculum.** These values:
  - form the basis for **weekly assemblies**
  - form the basis for **learning conversations** around the school
  - contribute to the **planning** and **content** of **discrete PSHE lessons**
  - link closely with **Fundamental British Values**.
- **Formally teach Relationships and Sex Education (RSE) within the PSHE scheme of work to our key stage 3 students** which aims to:
  - help students develop an understanding of the different types of relationships, including family relationships
  - help students to develop skills in forming and maintaining relationships with others, including their peers
  - teach students about the changes to their body that occur during puberty
  - introduce students to reproduction.

**At key stage 4, Sex and Relationships Education (SRE) is taught within PSHE lessons enabling students to discuss the topic in a mature and inclusive way.**

This includes topics such as 'Personal and Social Relationships' and 'Managing Social Relationships'.

- **Formally teach e-safety to students of all ages across the school, according to age and ability.**
- **Formally teach PSHE to all key stage 3 and 4 students on a regular basis which focuses on:**
  - the development of social skills, including managing anger and emotions, building relationships, dealing with conflict and making positive choices, including online as part of e-safety education
  - the development of anti-discriminatory understanding including knowledge and understanding of bullying, cyber-bullying, racism, sexism, homophobia, transphobia and religious tolerance
  - preparation for life in modern Britain and knowledge of fundamental British values, including cultural diversity, mutual respect, the rule of law, democracy, right & wrong, consequences and the range of faiths, religions and values in Britain and London
  - providing opportunities for reflection, thinking, discussion and formal argument
  - helping our community, supporting charity and helping others
  - personal health and how to stay healthy with specific focus on nutrition and exercise
  - the development of the understanding of risk and keeping safe in everyday life

- an understanding of the world of business and consumers through enterprise projects and fundraising for projects and/or charities.

**Carefully planned and adapted activities ensure that all students begin to view and understand themselves in the context of wider society, in a structured and supportive way.**

**In addition, our PSHE curriculum also ensures that students have the opportunity to:**

- **learn about public institutions and services in England** (for example, the Royal family, Government, National Health Service, fire service and the police)
- **develop an understanding of the importance of tolerance and equality** while challenging prejudice and discrimination. We teach specific lessons which promote tolerance of different family structures and recognise that whilst not everyone's families are the same, they should all be respected and valued as part of an inclusive school community.

**Our provision supports the development of students' PSHE skills in the following ways:**

- we provide all placed students with **relevant therapies** with trained members of the staff team and external **therapists**, for example, lego therapy, speech & language therapy, therapy to meet varying personal, social & health needs
- we provide students with a **varied curriculum** that draws on the expertise of visitors to support their personal, social and health education, including motivational speakers and **enrichment activities** which develop and broaden students' interests and talents
- we will hold regular sessions on the importance of staying **safe and healthy**, for example on drug and alcohol awareness.

### **LESBIAN, GAY, BISEXUAL AND TRANSGENDER RIGHTS**

Lessons will be taught to students in line with British Values which also promote equal opportunities and an understanding of lesbian, gay, bisexual and transgender rights.

Assembly topics will be carefully chosen to ensure students understand the facts about sexuality and gender identity and understand the damage and prejudice that stereotypes can cause.

### **IMPARTIAL CAREERS INFORMATION, ADVICE & GUIDANCE**

Careers guidance is a planned aspect of the curriculum for all students, focusing on the range of career opportunities, suitable roles related to skills, qualifications and experiences, goals, next steps and raising aspirations.

In addition, key stage 4 students will work towards a range of qualifications enabling them to demonstrate their knowledge of life after Newingate School.

- Students access additional careers experiences. For example, speakers from a variety of work-related backgrounds visiting the school. Students also have the opportunity to visit places of work to explore options.
- Key stage 3 students begin to investigate possible future career paths in timetabled careers lessons.

National Careers Service

- Each student will complete the skill, health tests and assessments. This allows students to find out about different careers and matches their skills to jobs.

Employability skills gets students ready for the world of work.

The school will attend careers fairs to encourage students to contact future potential employers.

Gatsby

- Careers Enterprise Compass –The school will use an online tracker that allows us to check our progress of meeting the 8 pieces of Criteria. The compass reaches 100% when all criteria are met.

## **ASSESSMENT, MARKING & FEEDBACK**

**We use our own bespoke assessment framework, which tracks the progress of students in national curriculum subjects and emotional wellbeing; as well as supporting their development of areas of need as a result of their ASC diagnosis**

Students are graded on a scale from Emerging 1 (E1) to Secure 9 (S9). Each grade is divided into 3 sub-levels, emerging, developing and secure. Students in the emerging category are at the bottom of the respective grade, whereas secure are at the top of the grade. Students work across these levels throughout Key Stage 3 and 4. Students' progress is tracked in their book through colour-coded learning ladders outlining the progress made towards the learning objectives.

Success criteria of each grade and sub level is displayed in the classroom for the subject taught, allowing students to self-reflect on their progress and how to move to the next sub-level.

## **BASELINE**

- Students will sometimes arrive at Newingate School with limited or no assessment data, which can sometimes be unreliable.
- We assess students' knowledge during their term with us in order to baseline their level of skill in English, Mathematics and Science
- We immediately begin gathering evidence of work across the curriculum in order to track the student's progress and to develop them as a person.
- During their first term at Newingate School, students Year 9-11 are baselined using a diagnostic tool to determine their starting points and to set meaningful English and Mathematics targets using the GCSE 9-1 scale and functional skills grading criteria. For all other subjects, students are baselined using a range of assessments in their chosen qualification areas (the grading for which will depend on the qualification e.g. levels of progress towards a pass, merit and distinction in BTEC qualifications).

## **MARKING STUDENTS' WORK: KEY POINTS**

Marking and feedback is the *dialogue* that takes place between teacher and learner, in order to ensure that learning objectives are met and that students are secure in their knowledge. This may take a number of forms, including a written dialogue for older students, or a verbal dialogue for younger students.

Students work is marked according to Newingate School marking and assessment policy.

**We mark students' work and offer feedback in order to:**

- show that we value the students' work, and encourage them to value it too
- boost students' self-esteem through use of praise and encouragement
- help students learn. If students' work is well matched to their abilities, then errors that

- need to be corrected will not be so numerous as to affect their self-esteem
- promote self-and-peer assessment
- provide students with specific information on the extent to which they have met the lesson objective and success criteria/or the individual targets set for them
- provide a basis both for summative and formative assessment
- provide the ongoing assessment that should inform future lesson-planning.

**We ensure that:**

- comments are appropriate to the age and ability of the student
- comments focus on the most significant strength and weakness for improvement, at any one time
- ticks are normal where work is correct, and annotations where errors have been made. Other symbols may be used once their meaning has been explained
  - please refer to our marking and feedback policy
- wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems
- when self or peer assessment has been undertaken (i.e. students may mark their own or another student's work) the teacher must always review this marking
- teaching assistants are permitted to participate in marking and giving feedback provided they have been prepared/briefed on the teacher's expectations of the lesson and outcomes and that their input is reviewed by the teacher
- At Newingate School, marking is bespoke to the subject being taught and specialists' professionalism takes priority - a hospitality and catering teacher is likely to take a different approach to an English teacher. However, there is consistency in so much that feedback to students must be high-quality, regular and accurately recorded in books, folders, or electronically. Staff are as responsible for students' rapid progress in all their chosen and core subjects and in emotional wellbeing and skills for life as at all other school sites.

**POLICY REVIEW CYCLE**

This policy and all policies at Newingate School will be reviewed and updated as per our policy review cycle.