

Curriculum, Teaching & Assessment Policy

Policy Code:	TL3
Policy Start Date:	September 2024
Policy Review Date:	September 2025

Please read this policy in conjunction with the policies listed below:

- HR6 Data Protection Policy
- HR6A Data Breach Policy
- HR29 Code of Conduct
- HR33 Records Management Policy
- TL1 Access to Fair Assessment Policy
- TL4 Learner Malpractice Policy
- TL6 SEND Policy
- TL15 Word Processor Policy
- TL18 Special Consideration and Reasonable Adjustments Policy



1 Policy Statement

- 1.1 The policy outlines the Trust's approach to Curriculum, Teaching and Assessment (CTA).
- 1.2 It is the Trust's mission to improve the life chances of our pupils so they become true citizens of the world.
- 1.3 References to the Trust or Academy within this policy specifically include all primary, secondary and special academies within the Trust, as well as the Early Years setting at the Priory Witham Academy, Priory Apprenticeships and Lincolnshire SCITT.
- 1.5 The Trust is committed to creating and sustaining an inclusive culture for our learning community, and each academy is committed to work within the policy.
- 1.4 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.

2 Roles, Responsibilities and Implementation

- 2.1 The Education & Standards (E&S) Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Professional Learning.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success.
- 2.3 The Executive Committee of the Trust reviews this policy and the related CTA Handbook annually.

3 Aims

- 3.1 To clarify the expectations of the Trust around Curriculum, Teaching and Assessment.
- 3.2 To present a common and consistent set of language for all teachers and leaders to use.
- 3.3 To support the Trust's internal and external quality assurance processes.

3.4 To ensure that Curriculum, Teaching and Assessment support high aspiration for all learners, including adaptations made for disadvantaged and SEND learners

4 Curriculum – Trust academies will:

4.1 Follow the National Curriculum and the Statutory Framework for the Early Years Foundation Stage.

4.2 Ensure that groups of pupils do not experience a narrowing of the curriculum. For example, but not limited to:

- all pupils in Y10 will have access to EBacc subjects;
- schools will work in accordance with Gatsby principles; and
- all pupils in Key Stage (KS) 2 will have access to a Modern Foreign Language.

4.3 The exception to 4.1 and 4.2 above is the special academy setting, where there is a planned curriculum focus on English, Maths, Science, Personal Development and Communication.

4.4 Use the Trust's Curriculum Framework to:

- Produce an Academy Statement of Curriculum Intent, supporting the aims and philosophy of the Trust Statement of Curriculum Intent, that:
 - I. Commits to the development of powerful knowledge;
 - II. Has a coherent, interconnected, and well-planned subject focus;
 - III. Teaches pupils how to learn and remember; and
 - IV. Provides and celebrates unique transition pathways.
- Implement Curriculum Intents through:
 - I. Curriculum Plans (long-term);
 - II. Curriculum Timetables (long-term);
 - III. Schemes of Learning (medium-term);
 - IV. Lesson Plans (short-term); and
 - V. Use of the Trust's Frameworks.

4.5 Annually self-review its curriculum and present updates to E&S.

4.6 Regularly peer-review the impact of curriculum provision including adaptations for pupils with SEND

4.7 Annually commission an external review of Curriculum Intents and delivery.

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- 4.8 Regularly report curriculum developments to academy and Trust leaders via calendared meetings.
- 4.9 Publish its curriculum on its website, including a section on how parents/carers can support their children.
- 4.10 Produce a Homework Plan (mainstream academies) that:
- explains the purpose and regularity of homework; and
 - where relevant, differentiates between year groups.
- 4.11 Use the CTA Handbook which defines and standardises language, and presents processes and procedures in detail.
- 4.12 Access the Trust's Professional Learning Programme to support staff development.
- 5 Teaching – Trust academies will:**
- 5.1 Use the Trust's Teaching Framework.
- 5.2 In addition to the above; use the appropriate Trust frameworks to support decisions regarding teaching and pedagogy.
- 5.3 Access the Trust's Professional Learning Programme to support staff development.
- 6 Assessment – Trust academies will**
- 6.1 Use the Trust's Assessment framework when making decisions regarding formative and summative assessments.
- 6.2 Primary and Special academies will use the following documents when assessing and reporting statutory assessments in KS2:
- Key Stage 2 Assessment and Reporting Arrangements;
 - Early Years Foundation Stage Profile;
 - Phonics screening check (administration guidance); and
 - Multiplication tables check (administration guidance).
- 6.3 Secondary academies will assess students in each year group to set targets based on the agreed common format, using agreed approaches such as ambitious end points and common assessments.

Recording and Reporting – Trust Academies will:

6.4 Primary and special academies will use the following documents when assessing and reporting statutory assessments in Early Years, KS1 and KS2:

- EYFS Profile Handbook;
- Engagement Model;
- Pre-Key Stage Standards;
- Key Stage 2 Assessment and Reporting Arrangements;
- Early Years Foundation Stage Profile;
- Phonics screening check (administration guidance); and
- Multiplication tables check (administration guidance).

6.5 In Secondary, Curriculum Endpoints will be recorded as follows:

KS3

- Greater Depth Standard;
- Expected Standard (Established);
- Expected Standard (Foundational); and
- Working Towards Standard.

KS4

- Attainment based on 1-9 GCSE grade system;
- Attainment based on Distinction* - U BTEC grade system;
- Attainment based on 1-9 GCSE Double Award grade system; and
- Attainment based on Level 1 / 2 grade system.

KS5

- A-U grades for A Level;
- An overall grade for the T Level, shown as pass, merit, distinction or distinction*;
- A separate grade for the T Level core component, using A* to E;
- A separate grade for each T Level occupational specialism, shown as pass, merit or distinction; and
- Distinction* - U for BTEC Single, Double and Triple Awards.

6.6 Secondary academies will record an Attitude to Learning grade in all Key stages, as follows:

- KS3 – 1-4;
- KS4 – A-D; and



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- KS5 – 1-4.
- 6.7 All academies will record using an agreed pupil progress tracking tool in accordance with agreed timelines.
- 6.8 All academies will use “School Reports on Pupil Performance: A Guide for Headteachers” (April 2022) as a basis.
- 6.9 All academies will report in a clear way to parents, providing clarification where appropriate which sets out why, how, and when pupils will be assessed, and how parents can provide support.
- 6.10 All academies will report according to the Trust’s agreed Reporting Calendar and produce Parent Reports at least once a year.
- 6.11 All academies will hold at least one Parent Consultation evening (in person or virtually, where appropriate) for each year group.
- 6.12 Secondary/special academies will report by acting as its own Examination Centre and, therefore, take responsibility for fulfilling all Ofqual/Examination Body requirements including national examination boards.
- 6.13 All academies will access the Trust’s Professional Learning Programme to support staff development.

7 Professional Learning - Trust academies will:

- 7.1 Ensure staff improve through the use of the Professional Learning Programme (9 strands).
- 7.2 Align appraisal conversations with the identification of appropriate improvement targets for teachers, and the deployment of the Professional Learning Programme.
- 7.3 Be able to articulate the impact of the Professional Learning Programme on its staff.
- 7.4 Ensure staff, where relevant, attend Trust subject moderation events to validate the data captured in common assessments.
- 7.5 Use common assessments within subjects in secondary to provide data for improvement activity.
- 7.6 Use and promote Lincolnshire SCITT to provide a pipeline of teachers into the profession.

7.7 Use and promote Priory Apprenticeships to upskill, recruit and retain staff, including school leavers.

8 Quality Assurance - Trust academies will:

8.1 Use the Trust Frameworks to provide assurance on the quality of curriculum, teaching and assessment.

8.2 Use the agreed means of reporting the outcomes of Quality Assurance processes to the Trust

8.3 Engage in an annual Peer Review of QA with another academy. Due to the nature of the setting, the Trust's special academy will engage in peer review with the support of an external special school, where possible.

8.4 Engage in an annual external review of QA with the External QA Partner.

9 Policy Change

9.1 This policy may only be amended or withdrawn by the Priory Federation of Academies Trust.



The Priory Federation of Academies Trust

Curriculum, Teaching and Assessment Policy

This Policy has been approved by the Education & Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.