

Assessment Policy

September 2021

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Links to:	
<ul style="list-style-type: none">• Curriculum Policy• SEND Policy• Equalities Policy• Behaviour (including Rewards, Sanctions and Exclusions)• Relationships and Health Education Policy (primary)• Relationships, Health and Sex Education Policy (secondary)• Early Years Foundation Stage Policy• Pupil Premium Policy• CEIAG Policy	

Policy statement approved by the Standards and Outcomes Committee, July 2021

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

It is our core responsibility to ensure that students have access to the very best education possible. One of the most fundamental and influential aspects of a child's education is the curriculum that they have access to. The power of curriculum is immense. It has the power to not only transform an individual, but to also transform whole communities and shape their understanding of the world and their place in it. Therefore, it is imperative that the curriculum on offer within our academies is truly world class and gives students access to powerful knowledge that takes them far beyond what their own individual experience ever could. To achieve this, we must ensure we expose all students 'to the best that has been thought and said and engender an appreciation of human creativity and achievement'. To truly transform lives, we must not only show students what is possible but inspire and instil the confidence in them to go out and do it. Central to achieving this intent is a robust assessment practice as detailed in this Assessment Policy. This will ensure all students make strong progress and should they fall behind, they are quickly identified, and support is put in place.

All learners in our academies will experience a curriculum that:

1. is **ambitious** and **enjoyable** through knowledge and skills developed from Foundation Stage to Post 16 and Adult provision
2. is **knowledge rich**, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities
3. is **inclusive**, nurturing and tailored towards the needs of the individual
4. is focused on developing the very best **oracy, literacy, numeracy** and **digital** skills – enabling access to the widest learning and the very best careers possible to ensure we develop global citizens
5. is **enriching**, ensuring all experience a rich variety of cultural, artistic and sporting activities
6. is **broad** in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum
7. celebrates the uniqueness of each educational setting in terms of **localised knowledge and skills**
8. **develops** character, personal pride and the highest moral standards
9. celebrates **diversity**, challenges **injustice**, promotes **equality** and encourages the creation of a better world
10. is delivered by well-qualified, forward-thinking, skilled, passionate **professionals**.

1 Legal Framework and Definitions

This policy has due regard to statutory legislation, including, but not limited to

- The Education and Inspections Act 2006
- The Health Act 2006
- The Equality Act 2010
- The Education Act 2011
- The Education (Independent School Standards) Regulations 2014.
- The Immigration Act 2016
- The General Data Protection Regulation (GDPR)
- The Data Protection Act 2018

This policy also has due regard to DfE/Ofsted guidance, including, but not limited to, the following:

- Inspecting the Curriculum, Ofsted, May 2019

- Statutory Guidance for Careers, DfE, January 2018
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, June 2019
- National Curriculum in England: Framework for Key Stages 1-4, last updated December 2015

2 Scope of this Policy

- 2.1 This policy applies to all academy leaders, academy staff and academy learners.
- 2.2 For the purpose of this policy the reference to ‘students’ includes all learners in our academies.
- 2.3 For a glossary of the terms used in this policy refer to Appendix #.

3 Principles of Assessment

- 3.1 To truly benefit from the collaborative work across the Trust and to ensure that every pupil attending an ATT academy experiences a world class curriculum, through which they can achieve the very best, there must be a set of common principles and practices. In our academies, middle and senior leadership teams share an assessment language tightly linked to our curricular language for talking about curriculum, teaching and assessment– Appendix #. It is important that how the curriculum, and the role of assessment within it, is viewed is clearly understood at all levels, from the Principal to teachers, teaching assistants and the non-teaching staff in order for it to be truly embedded as the vision and mission of the academy. All of our academies establish this approach in their own versions of the ‘**Curriculum Leaders Handbook**’.
- 3.2 Curriculum leaders regularly **review** the design of all assessments and routinely **quality assure** their implementation so that they achieve their intended purpose.
- 3.4 Curriculum leaders work to **ensure** that all assessments are fit for purpose and secondly to **assure** that they are delivered well and lead to an excellent quality of education for all students.
- 3.5 Curriculum leaders work collaboratively within and between our academies to design assessments which follow tight principles about what **content** is taught and how it is **sequenced**. Agreed common assessments, developed collaboratively through TNGs, with oversight from the Curriculum and Outcomes SDG, ensure assessment information can be effectively used at individual, class, cohort, academy and Trust level to strengthen the response to this information.
- The curriculum is the progression model. Students have made progress if they have learned the intended curriculum. In our academies we believe that teachers should be teaching to the curriculum and not to the test. Aligned to this effective teaching with a secure and rigorous assessment strategy which is fit for purpose.
 - Formative assessment is a form of assessment which helps capture what students do and don’t know and allows teachers to address these gaps. Formative assessment can take both verbal and written forms.
 - Rigorous summative assessment is undertaken in our academies to provide valid and reliable information about how well students in our academies have learned the curriculum that we

are teaching them. Summative assessments create data and information which has shared and consistent meaning.

- In our academies staff are asked for assessment information to provide meaningful data about how well students have learned the curriculum. The frequency varies according to the phase.
- In our academies, assessments are developed collaboratively. TNGs (Team Network Groups) meet regularly to standardise assessments at a subject/phase level. At KS4, this is assisted by the move to common examination boards for the EBacc subjects.

4 Purpose of Assessment

4.1 In establishing the purpose of assessment within and across our curriculum we refer to the following tight curriculum principles:

- That our curriculum is at least as broad and balanced as that of the National Curriculum.
- That it is important for all pupils and particularly for those from disadvantaged backgrounds to have as broad a curriculum for as long as possible to build their knowledge of wider cultural capital.
- That our curriculum can be adapted to meet the needs of vulnerable learners and those with SEND without lowering expectation and aspirations.
- That all of our pupils are entitled to learn at least one modern foreign language because this develops their first language and increases their cultural capital. This begins in our primary academies and develops into the full EBacc entitlement at KS4 for as many pupils as possible. (60% of KS4 in 2021 and 75% by 2022.)
- That all pupils are entitled to read widely and often.
- That the development of pupils' character is as important as the teaching of academic knowledge.
- That the curriculum prepares pupils for life in modern Britain and works to develop social, moral, spiritual and cultural knowledge and understanding rooted in the principles of Fundamental British Values.

4.2 Assessment Principles and Intent

- To measure progress against the curriculum intent.
- Align assessments with the curriculum.
- Define the purpose of an assessment first.
- Include items that test understanding across the construct continuum.
- Include items that reflect the types of construct knowledge.
- Use the most appropriate format for the purpose of assessment.
- This is further elaborated on in the following link:
<https://joeybagstock.wordpress.com/2017/03/11/principles-of-great-assessment-1-assessment-design/>

4.3 Assessment Implementation

We consider the following principles when deciding how to implement the assessment intent:

- Assessments must cover current and prior learning.
- When and how to teach new core and wider content.
- When and how to teach core skills including oracy, literacy and numeracy.

- When and how to revisit and build on prior learning so that each component of learning can build to become composite learning.
- What knowledge pupils should be able use with fluency (speed and accuracy) and by what stage of their education from their starting points.
- How to sequence learning so that the proximal and ultimate functions of knowledge build over time.
- How to ensure pupils will make expected or better than expected progress as a consequence of the curriculum purpose, design and implementation.
- In order to achieve a broad curriculum, how to ensure that all pupils, where applicable, in KS4 study a minimum of eight qualifications with every bucket filled with best practice to study nine.

4.4 Curriculum Maps and Assessment

- Every subject, course or phase has a curriculum map that sets out what will be taught and in what order as well as key assessment points.
- There is one map per year group and each one links to the preceding and next year. Wherever possible the map also includes links to the relevant 'Knowledge Organiser' setting out the core knowledge for that part of the curriculum.
- This information is shared with pupils, parents/carers, governors and other relevant stakeholders through the academy website.

4.4 Inclusion

We aim to provide every pupil with the best education possible. We promote a fundamental belief in equality of opportunity in the classroom and throughout The Trust (see our Equalities Policy). All pupils are fully included into the life and curriculum of our academy communities. Reasonable adjustments are made so that this can be achieved.

Strategies and procedures to ensure all assessment is inclusive will be determined locally by individual academies.

- At TQEA, learners with SEND and EAL needs all have a learning support 'passport' and staff make provision in their subject for these students, particularly during assessments. The dates of the assessments are communicated in advance to the student and the parents/carers to relieve anxiety and ensure the student is prepared. Teaching Assistant staff operate on a 'zonal' deployment meaning that support staff can support key students when assessments take place. From Year 9 students are assessed for exam access arrangements. A list of students and their assessment access arrangements is created and teaching staff can make suitable arrangement (e.g. 25% extra time, a scribe, a reader or a word processor).

4.6 Intervention

- Not every pupil has the same starting point and there are times when the curriculum needs to be adapted for individual learners.
- Our academies develop a range of intervention strategies to support learners to fill knowledge and skills gaps and accelerate progress.
- Pupils who are identified, at Progress Reviews, as being below the expected standards are targeted with individual or small group interventions over defined periods of time. Pupils are assessed at the beginning and end of the intervention programme so that progress can be tracked.

5 Formative Assessment

- 5.1 Formative assessment is at the heart of excellent teaching and should be an integral part of all learning and assessment practices.
- 5.2 Formative assessment is when teachers ‘use evidence of student learning to adapt teaching and learning, or instruction, to meet student needs’ (William 2009) and involves a continuous way of checking and balancing, in the process of teaching and learning (Jeri, 2018). Formative assessment then, needs to collate data/information that can elicit change, which can be used to adapt teaching in order to address misconceptions or gaps in knowledge acquisition; they give in-process feedback about what students are or are not learning so instructional approaches, teaching materials, and academic support can be modified to the students' needs. Moreover, Christodoulou suggests that formative assessment(s) should be ‘specific, frequent [and] repetitive’ (2016).
- 5.3 The marking of work provides another opportunity for formative assessment, whereby the teacher judges the quality of work and provides meaningful feedback accordingly. Each academy will have their own procedures for marking and feedback. Such procedures are an integral part of the Teaching and Learning cultures of each faculty, used to provide next steps for improvement and as a means to set and enforce standards of presentation and effort. Marking and feedback procedures must have the key ethos of formative assessment at their heart.
- 5.4 Each academy will have its own formative assessment arrangements.
- 5.5 Local Formative Assessment Arrangements at TQEA:
- teachers provide scaffold for demanding tasks. See Appendix C.
 - teachers adapt teaching as needs emerge via reshaping of the lesson via explanation, resources or questioning
 - teachers have a developed understanding of students with needs
 - teachers ask questions which are appropriately pitched and directed
 - teachers give highly detailed explanations
 - Teachers give pupils clear and precise feedback which moves learning forward.
 - Teacher use ‘live marking’ feedback stickers and whole class feedback sheets as primary formative feedback.
 - Teachers accurately gather information on what students know and don’t know.
 - Teachers provide students with opportunities to act upon their feedback (DIRT Time).
 - Teachers plan and ask questions that provide a picture of student learning and use cold calling.
 - Teachers plan lots of opportunities for independent practice activities so student are used to doing summative assessments.

6. Assessment Cycles

- 6.1 The Trust will produce an annual assessment cycle for each phase. This will be agreed in conjunction with the appropriate Curriculum and Outcomes SDG.

6.2 Target Setting

- All academies will set targets using FFT5, 20 and 50.
- Specific Individual academy targets will be set using the FFT measure appropriate to the academy context through the ECSI process.
- Individual student targets will be set using the appropriate FFT level. These targets will not be communicated to students and parents/carers but will be used as an internal metric to aid measuring pupils' relative progress.
- An aspirational but achievable target of minimum expectation will be agreed annually within each key stage.

6.3 Assessment Practice

- All academies will assess Reading, Writing and maths at 3 points in the year.
- Assessments will be standardised across all academies in core subjects.
- Non-core subjects will be assessed using local academy practice and standardised through the TNGs.
- The timing of the assessments will be determined by each academy but will fall into the planned Trust cycle.
- Assessment information will be reported to the Trust as indicated in the cycle.

7 Assessment: KS3

7.1 Baseline

When a student joins an ATT academy they will complete a suite of baseline assessments, which will be used alongside KS2 assessment data, to help inform target setting and curriculum implementation to ensure it builds seamlessly on prior learning to meet the aspirational intent set out in the Curriculum Policy.

Baseline data will include:

- KS2 assessment data from primary schools
- When no KS2 SAT information is available primary teacher assessment data will be validated using:
 - Standardised GL Assessment (CAT4)
 - GL Progress Test in English, maths and science.
- In Year 7 a standardised reading assessment will form part of the overall baseline assessment.
- Whilst other assessments are used the KS2 Standardised Assessment Test baseline will remain the minimum expectation
- Other subject baseline assessments may be determined at academy level.

7.2 Target setting

- All academies will set targets at FFT 5, 20 and 50 using Year 6 SAT data or most appropriate available alternative.
- Specific individual academy performance targets will be set using the FFT measure appropriate to the academy's context through the ECSI process.
- Individual student targets will be set using KS4 end points at the appropriate FFT level. These targets will not be communicated to students and parents/carers in KS3 but will be used as an internal metric to aid measuring students' relative progress.

7.3 Assessment practice

- Trust wide common assessments will be completed, in all EBacc subjects, at the end of KS3.
- All additional KS3 assessment practice will be determined locally by individual academies:

KS3 Assessment at TQEA

The curriculum is the progression model. Students have made progress if they have learned the intended curriculum. Teachers ought therefore to be teaching to the curriculum and not to the test.

With this in mind, it is important that we respond to the important curriculum changes and the focus upon solid quality first teaching with a secure and rigorous assessment strategy which is fit for purpose.

Summative Assessment

In the EIF (2019), Ofsted will be highly critical of any efforts to link KS3 assessment to GCSE mark schemes, target grades, flightpaths, Progress 8 etc. These are utterly meaningless and a serious distraction from a proper focus on progress at KS3.

Rigorous summative assessment is needed to provide valid and reliable information about how well students in our academies have learned the curriculum that we are teaching them. Summative assessments create data and information which has shared and consistent meaning. These assessments need to be taken in standardised conditions, they should sample from increasingly large domains of knowledge (including appropriately selected prior learning). These assessments act as a culminating performance, which include at least *some* complex, extended questions that draw on a range of knowledge indirectly.

Each assessment is marked and the raw score converted into a % score. This can then be shared with the students, alongside the year group average for that academy. It will not be meaningful to make any other comparisons (e.g. between different academies or different subjects). This means that students can compare their performance within each subject against everyone else in their year group. If an assessment is very difficult, the year group average may be lower and this allows for those discrepancies.

Staff will be asked for assessment information 3 times per year. Anything more regular than this will not provide meaningful data about how well students have learned the curriculum.

Summative assessments should sample from an increasingly large domain of knowledge. Sampling from the whole domain means we are drawing from curricula content from beyond what has been most recently been taught – term by term and year by year. For example, for Year 7 summative assessments, year 7 students in Test 2 would be assessed on what they did in both Autumn Term and Easter Term/ It is therefore possible that students may perform less well in Test 2 and this should be explained to all students, and this is why the year group average is so important.

It would not necessarily be realistic to expect a student to gain a greater percentage in each assessment as they move from Test 1 to Test 2 to Test 3, because (i) the domain of the test has increased each time (students have learned new material); (ii) prior knowledge is tested & still secure; (iii) the complexity of the questions has increased. So maintaining a percentage of 80% across all three tests could still show that a student has made progress.

In progress terms, James's percentage following a pattern of 84%-80%-85% is not meaningful. He could achieve 80%-80%-80% and be making very strong progress because (i) the domain of the test has increased each time; (ii) prior knowledge is tested and still secure; (iii) the complexity of the questions has increased. This is what Ofsted means by 'treat the curriculum as the progression model'. Mastery of the curriculum changes the student; it fundamentally alters what they can perceive and notice in subsequent material.

It can be tempting to apply predicted grades to these percentages (a child achieving 80% + is likely to achieve a grade ** in their GCSEs for example) but it would not be sensible to do this and it doesn't give us valid data so we will resist the urge to do it.

What will the TQEA model for summative assessment look like from September 2021?

Our assessment model will be ambitious and thorough. It has been developed as part of a world class curriculum and is an integral part and not simply an add-on.

Years 7, 8 and 9

- There will be three summative assessments completed by students each year in each subject.
- Summative assessments will be set by Subject Areas.
- Each summative assessment will use a variety of question types appropriate to the subject to assess the whole domain.
- The aim is for all students to rise above a minimum curriculum threshold. The curriculum is designed in a way to reinforce the knowledge base of those who fall beneath this threshold.

- There is no 'expected progress' from baseline. The curriculum is the yardstick against which students are assessed.

7.4 Reading

- As a minimum, KS3 students in each academy will complete an agreed standardised reading assessment, every year. This will take place during Autumn term 1. Academies may choose to assess more frequently to measure the impact of specific interventions.
- The outcome of these assessments will be shared with all staff, students and their parents/carers.
- All additional reading assessment strategies will be determined locally by individual academies.

7.5 Measuring progress and reporting

- Trust wide KS3 data will be collected from the End of Key Stage 3 assessments in the Ebacc subjects. This will take place in July each year.
- Trust wide Standardised Reading Assessment data will be collected in Autumn term 2, each year, for all students in Year 7-9
- All other procedures for measuring progress and reporting will be determined locally by individual academies:
- On entry into TQEA, Y7 students will complete the GL assessment until accurate SATs can be returned. GL progress tests in English, Maths and Science will take place.
- Reading assessments will take place at the start of each year for Y7-10.
- Any subject baseline tests can be determined at academy level.
- Students are set targets based of FFT 5 (outstanding) or FFT 20 (Good).
- Students will then be placed in expected bands:
- Band 1 – Entry
- Band 2 – Grade 1-3
- Band 3 – Grade 4 -6
- Band 4 – Grade 7–9
- Common Trust end of key stage assessments will take place at the end of years 7 and 8. Common assessments to be developed by TNGs.
- One Trust aligned assessment at the end of Ks3. At TQEA there will be an interim assessment leading to the final assessment. The purpose of the interim assessment is to provide feedback and diagnostic points of improvement.
- Once students have their marks ranked against their year their progress is reported to parents as: Above target, on target, working towards target & Causing concern.
- Reporting description: Child's assessment percentage, percentage range for the band, descriptor of the band relating to potential GCSE performance & reading age.

8 **Assessment: KS4**

8.1 Target setting

- All academies will set targets informed by FFT5, 20 and 50 estimates.
- Specific individual academy targets will be set using the FFT estimate level appropriate to the academy context through the ECSI process.
- Individual, end of KS4, student targets will be set using the appropriate FFT estimate level and may be higher, where accelerated KS3 progress has been secured.
- Targets set, and agreed, at the start of the KS4 may be increased but cannot be reduced. End of KS4 targets, and any changes, will be communicated to students and parents/carers.

8.2 Assessment practice

- During KS4, there will be three Trust wide Pre-Public Examinations (PPEs). These will take place in June of Year 10, November of Year 11 and February/March of Year 11. PPEs will be held in the same exam venues that will be used in the summer, with appropriate access arrangements.
- In most cases, the full suite of courses will be undertaken in each PPE series.
- PPEs will be developed and/or validated by the subject TNGs. The PPE will be a past paper, agreed in advance by the TNG, or a bespoke paper created and validated by the subject TNG.
- TNGs will co-ordinate a Trust wide standardisation and moderation of all PPE marking – see Section 13.
- All additional KS4 assessment practice will be determined locally by individual academies:
- At TQEA, students in Year 10 and 11 will complete interim assessments 3 times a year, where teachers will then provide feedback for students to address the gaps in their knowledge. A summative ‘final’ assessment will take place at least 3 times a year. A summative assessment is considered to give a holistic view of a student’s knowledge: it must test prior learning from across the curriculum and not just be an end of unit test. Both the interim and final assessments are calendared throughout the year. At this point, teachers will be able to provide a currently-working-at grade and a suggested predicted grade.
- Teachers will be asked for a predicted grade only three times per year. The information used to inform this grade should be the teacher’s professional opinion based on mock exam data where relevant, in addition to classwork and the student’s overall performance. We do not want a situation where a teacher inputs the mock exam grade, but then under further scrutiny replies ‘I think they will do better in the actual exams, but I just entered what they got in the mock’ – this is not what is being requested and the data should go through the following quality assurance prior to being entered:
- Step 1: Each SLT line manager should use their fortnightly meeting with the Subject/Phase Leader prior to an assessment to discuss and ensure the quality and appropriateness of the assessment - Is the assessment useful and valid? Does it cover enough content according to the curriculum map?
- Step 2: Each Subject/Phase Leader should meet with their team and go through what is being entered for each student. This should be moderated against a sample of work and

assessments to assure the data has been entered with appropriate levels of thought and a solid base of evidence.

- Step 3: Each SLT line manager should use their weekly training with the Subject/Phase Leader after an assessment point to look at the data across each year group – Are there certain classes who are underperforming? What interventions need to be planned and implemented? How do we need to support teachers/classes to ensure that resources are sent to the right places and that students don't get left behind?
- Step 4: Data is entered and analysed by the Vice-Principal Curriculum and Achievement. The Principal meets with SLT to go through all subject areas.
- This should be done with exception reporting only – 'This is what the data tells me, these are my concerns, these are the areas which I think are strong.'
- This information will then contribute to the on-going review and development of the academy EIP.
- This quality assurance process will happen 3 times per year, when appropriate according to assessment points and in a timely way to be done well according to each of the steps outlined above.

8.3 Measuring progress and reporting

- The Trust will collect assessment information three times per year in line with the published Assessment Cycle Calendar. These Progress Reviews (PRs) will be in December, March, May (Year 11) and July (Year 10)
- PPE grades (PPEGs) and Predicted End Grades (PEGs) will be the only assessment information submitted to Trust at a PR.
- PEGs and PPEGs will be submitted using whole grades.

Progress Review	Year 10	Year 11
PR1: December	PEG	PPEG and PEG
PR2: March	PEG	PPEG and PEG
PR3: May		PEG
PR4: July	PPEG and PEG	

- All other measuring progress and reporting procedures will be determined locally by individual academies.

9 Moderation and Standardisation

- 9.1 ATT understands the importance of the moderation and standardisation process, not only to ensure learner progress and outcomes but also as an important training opportunity for teachers.
- 9.2 Trust wide moderation and standardisation of assessments will be undertaken by subject experts through Subject Team Network Groups (TNGs). This moderation and standardisation will validate work carried out in each academy.
- 9.3 TNGs will meet six times per year to plan, review and improve the curriculum for their subject. These meetings are scheduled on the ATT Global Calendar. TNGs will be guided by the Curriculum and Outcomes Strategic Development Group (SDG), whose remit is reviewed and agreed through the Principal's Development Group (PDG). TNGs will work collaboratively to agree the ATT Curriculum Entitlement (ACE) for their subject and to write, resource and implement high quality schemes of learning and assessments.
- 9.4 Assessments will be co-created in order that they can be moderated, and progress measured with validity and reliability. This will include jointly developed elements supplemented by content unique to each academy allowing the flexibility to meet the needs of individual students and cohorts whilst measuring progress, conducting subject and cohort knowledge and skills analysis and sharing excellent practice.
- 9.5 At TQEA, there are calendared 'Standardisation' meetings which occur on directed time on a Friday. These are strategically scheduled to be after a summative assessment. During these meetings, departments moderate and ensure there is a department standard to the marking. Marks may be adjusted if an agreed standard means teachers need to address their marking.

For the mock assessments at Year 10 and Year 11 all departments at TQEA will internally moderate an agreed percentage of assessments during department time. As has happened in previous years, TQEA will continue to ensure that all mocks have a sample externally moderated to ensure the marks of assessments are robust and valid. This will mean using the relationships of TNGs, other professional judgements in other schools or private marking companies (such as Assess Assist or Chartered Marking).

10 Staff Training and Support

- 10.1 As a Trust, we build regular opportunities for staff in our academies to develop their subject, pedagogy and pedagogical content knowledge through individual and group training.
- 10.2 Team Network Groups (TNGs) are subject specific and meet up to six times a year to develop curriculum plans, schemes of learning and lesson resources.
- 10.3 Strategic Development Groups address wider curriculum issues and also meet up to six times a year.
- 10.4 We encourage staff to attend webinars, training days and development activities through our ATT Institute and those offered by external organisations. Training needs for individual staff are routinely linked to their development targets and PDCs (Professional development Conversations) take place regularly throughout the year.

10.5 We deliver bespoke training for new entrants to the professions and for those recently qualified or returning to the profession.

11 Review

The application of this policy in our academies is reviewed by the Principals Development Group (PDG) and actioned through the Curriculum and Outcomes Strategic Development Group (SDG).

Appendix A Glossary of Curriculum Language

Further updates to be included.

PPE	Pre-Public Examinations. Replaces terms such as mocks
PPEG	Pre-Public Examination Grade
PEG	Predicted End Grade. Predicted end of KS grade a student would attain if they continued to work at their current level with only class based intervention/support.
Progress Review	Progress Review. Point where student assessment data is collected
Quality of Education	A rounded view on the quality of education an academy provides: the appropriateness of the curriculum intent (taking into consideration narrowing/flexibility), the extent to which it delivers on this intent (Impact), and how well it is delivered at subject/classroom level (implementation).
Intent	What the curriculum is building towards and how it is planned to get there taking into account the local context whilst ensuring students acquire the knowledge and skills to take advantage of opportunities, responsibilities and experiences in later life. This is set at Trust, academy and subject/phase level with each being intrinsically linked to the others.
Implementation	How the curriculum is taught at subject/classroom level.
Impact	What students have learned.
Component	Individual items of knowledge that students will learn.
Composite	Components combine together to form composites, combined they become more complex composites.
Fluency	The ability to retrieve knowledge quickly and accurately.
Cultural Capital	'It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted S5 Handbook 2019) In our Trust this is not a tick box for each topic or lesson but is rooted in the curricular culture of our academies.
Core Content	This refers to the substance of the curriculum that students must know and remember to ensure a secure foundation in their schemata development.
Wider Content (Hinterland)	This is the content that sits outside of the core. It might be about the bigger picture. For example, the full novel. Without acknowledging and using such wider content, the core (a small passage from a novel) may not have true meaning. Wider content is often what makes knowledge rich and memorable for students.
Substantive Knowledge	The knowledge produced by an academic subject, which is made up of established facts that are uncontested.
Cumulative knowledge	This is where knowledge is not wholly reliant on students having previously studied a 'certain' topic, which means there are many pathways to mastering the content.
Hierarchical Knowledge	This means that you cannot teach one topic until students have 'mastered' the prior knowledge - e.g. times tables before fractions.
Disciplinary Knowledge	Disciplinary knowledge refers to what pupils learn about how that knowledge was established and constructed within the discipline, its degree of certainty and how it continues to be revised by scholars, artists

	or through professional practice. In some subjects, this is where there is space for judgement making, argument, open-ended challenges and subject thinking.
Curriculum sequencing	This is ultimately about <i>how</i> and <i>why</i> a certain section of the curriculum serves to prepare students for future content, such that it has a <i>proximal function</i> to make the next stage possible and <i>ultimate function</i> to do an enduring job. The aim is to build a student's knowledge and skills towards agreed end points whilst equipping them with the confidence to be able to create knowledge themselves.
Proximal Function	Each bit of a curriculum has a job to do. The proximal function is how the knowledge from this lesson supports the work planned in the next few lessons/weeks.
Ultimate Function	Knowledge acquired across a curriculum is durable and has an ultimate function, a future purpose. This knowledge supports students, over time, to develop deeper conceptual understanding. It allows individuals to not only eventually enter disciplinary conversations and debates with confidence but allows students to potentially become knowledge creators themselves in the future.