



**Teaching & Learning,
Curriculum and
Assessing Policy**

September 2024

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1.1 Vision

We aim to ensure that all make meaningful progress in learning, to thrive and flourish

2.1 Teaching & Learning

As a school we are committed to developing our pupils to become the best that they can be, prepared for lifelong learning. Our aim is to ensure that all pupils make meaningful progression in learning and thrive and flourish. Each and every child matters.

EACH – “I matter” – “I will be Ethical, Ambitious, Creative and Healthy”.



Developing Our Cefn Saeson Pedagogy

Our vision for effective learning and teaching at Cefn Saeson is a unique blend of strategies and integrated approaches that will successfully develop our learners to;

- ✓ thrive in an increasingly complex and rapidly changing world: ambitious, resilient and independent learners
- ✓ be proud and rooted in their own culture. To have a strong sense of identity as engaged members of their community, of Wales and the wider world.
- ✓ be inquisitive and creative problem solvers who are ready to learn throughout their lives with a sound command of literacy, numeracy and digital skills.
- ✓ be happy, healthy, confident individuals ready to lead fulfilling lives as respectful and valued members of society

There are 3 stages to the development of our learning that must be considered in the following order

- Why? – Purpose led curriculum
- How? – Pedagogy
- What? - Curriculum

1. Why?

We have developed a purpose led curriculum - 'EACH' is at the very heart of our integrated learning approach. As the core of our school and learning ethos we will ensure that the overarching outcomes ensure that our pupils are:

Ethical, informed citizens who are ready to be citizens of Wales and the World.

Ambitious, capable learners who are ready to learn throughout their lives.

Creative, enterprising contributors who are ready to play a full part in life and work.

Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Learning experiences allow pupils to set themselves high standards and stimulate their love of learning. Enabling them to seek and enjoy challenge. We encourage our learners to think creatively, to make good choices, taking measured risks and problem solving in order to make meaningful progress in their learning.

2. How?

We use a range of pedagogical approaches that support pupils to make progress in their learning. The learning wheel enables pupils to develop their subject knowledge, subject skills and cross curricular skills across all areas of learning. Our aim is that through using a responsive teaching and assessing model, teacher ensure that the needs of individual are met and secure strong progress in learning.

Our learning approaches develop our pupils, using strategies that engage them as active participants of their own learning by;

- Using direct and innovative approaches to teaching, curriculum delivery and assessment
- Effective use of modelling to support pupil learning
- Providing a flexible and positive learning environment
- Prioritising strategies that engage learners in their own learning through real life, purposeful and relevant contexts
- Using responsive teaching to adapt strategies to meet the needs of learners
- Developing material and approaches that fire learner's interests and motivation to learn, providing exciting, memorable and challenging lessons.
- Giving pupils a sense of belonging to our school, community and the wider world. Through Cynefin to embrace their Welsh identity, language culture and heritage
- Making cross curricula and wider links with equip our children with the experiences, skill and knowledge to thrive in our diverse, rapidly changing world.
- Responsive assessing, focusing on the relevance of the learner they are placed centre stage in the learning process
- Developing effective teacher-pupil relationships
- Pupils are consulted at all stages of the planning –
- Allowing collaboration amongst learners and support them to take ownership of the experiences

Wellbeing is integral to this approach, placed at the heart of learning, working collaboratively to support each other, to be kind, empathetic and respectful towards ourselves and others.

The Learning Wheel

The learning wheel enables pupils to develop their subject knowledge, subject skills and cross curricular skills across all areas of learning. Our aim is that through using a responsive teaching and assessing model, teachers ensure that the needs of individuals are met and secure strong progress in learning.

‘How I learn’.



At the core of learning are the purposes of our curriculum - **EACH**. Learning Intentions focus on ‘Why we are learning this?’ providing a purpose to their learning. Learning intentions must be meaningful to pupils and help them to understand why they are learning NOT what they are doing.

The wheel is divided into 5 segments – each enabler allows pupils to make progress in their subject knowledge, subject skills and cross curricular skills across all areas of learning.

- ✓ Imaginative
- ✓ Inquisitive
- ✓ Collaborative
- ✓ Resilient
- ✓ Disciplined

The outer arrows indicate the development of high-order thinking skills.

A staff wheel has also been developed as part of our effective teaching programme to support staff professional learning impacting positively on learning and teaching across the school.

Cefn Saeson aims to ensure that all pupils make meaningful progress in their learning. Progress is a process of developing, improving, deepening learning of; attributes and dispositions, skills and capacities, knowledge and understanding over time – understanding, sophistication and complexity, and independence.

3.1 Curriculum Definition

Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It is not just what we teach but is also how we teach it and importantly, why we teach it.

Curriculum aims

The aim of the Cefn Saeson Curriculum is to deepen pupils subject knowledge, subject skills and cross curricular skills across all areas of learning whilst preparing them for lifelong learning. To make our vision a reality for our learners, as stated by Welsh Government, our curriculum will:

- enable our learners to realise the four purposes and equip them for ongoing learning, work and life;
- build high expectations and enable all learners to achieve their full potential;
- offer a broad and balanced education, which enables our learners to make links between the different areas of learning and experience (Areas) and apply their learning to new situations and to more complex issues;
- support progression along a continuum of learning;
- support our learners' health and well-being, including their mental health and well-being;
- support our learners' development of knowledge that is the foundation of being an informed citizen;
- recognise our learners' identity, language(s), ability and background and the different support they may need given their particular circumstances;
- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world;
- enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship;
- support our learners to critically engage with a range of information and to assess its value and validity;
- enable our learners to develop an understanding of their rights and the rights of others.
- be built in co-construction with our stakeholders (learners, families, the wider community, our cluster colleagues

Curriculum structure and design

Key stage 3:

*Appendix A provision map

FOUR PURPOSES

The four purposes are the aspiration for all learners in Wales. Our curriculum is designed so that all our learners will be supported to make progress in their subject knowledge, subject skills and cross curricular skills across all areas of learning and develop as:

Ambitious, capable learners who:

- ✓ set themselves high standards and seek and enjoy challenge
- ✓ are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- ✓ are questioning and enjoy solving problems
- ✓ can communicate effectively in different forms and settings, using both Welsh and English • can explain the ideas and concepts they are learning about
- ✓ can use number effectively in different contexts
- ✓ understand how to interpret data and apply mathematical concepts
- ✓ use digital technologies creatively to communicate, find and analyse information
- ✓ undertake research and evaluate critically what they find

and are ready to learn throughout their lives

Enterprising, creative contributors who:

- ✓ connect and apply their knowledge and skills to create ideas and products
- ✓ think creatively to reframe and solve problems
- ✓ identify and grasp opportunities
- ✓ take measured risks
- ✓ lead and play different roles in teams effectively and responsibly
- ✓ express ideas and emotions through different media
- ✓ give of their energy and skills so that other people will benefit

and are ready to play a full part in life and work

Ethical, informed citizens who:

- ✓ find, evaluate and use evidence in forming views
- ✓ engage with contemporary issues based upon their knowledge and values
- ✓ understand and exercise their human and democratic responsibilities and rights
- ✓ understand and consider the impact of their actions when making choices and acting
- ✓ are knowledgeable about their culture, community, society and the world, now and in the past
- ✓ respect the needs and rights of others, as a member of a diverse society
- ✓ show their commitment to the sustainability of the planet

and are ready to be citizens of Wales and the world

Healthy, confident individuals who:

- ✓ have secure values and are establishing their spiritual and ethical beliefs
- ✓ are building their mental and emotional well-being by developing confidence, resilience and empathy
- ✓ apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- ✓ know how to find the information and support to keep safe and well
- ✓ take part in physical activity
- ✓ take measured decisions about lifestyle and manage risk
- ✓ have the confidence to participate in performance
- ✓ form positive relationships based upon trust and mutual respect
- ✓ face and overcome challenge
- ✓ have the skills and knowledge to manage everyday life as independently as they can

and are ready to lead fulfilling lives as valued members of society.

The four purposes are the starting point for all decisions around curriculum design our curriculum is planned in a way that supports our learners to make progress toward them.

AREAS OF LEARNING EXPERIENCE (AOLE)

Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences

EXPRESSIVE ARTS	HEALTH & WELLBEING
Art Music Drama	PE PSE RSE
HUMANITIES	LANGUAGE, LITERACY & COMMUNICATION
History Geography RVE	English MFL Welsh
MATHS & NUMERACY	SCIENCE & TECHNOLOGY
Maths	Science Design Technology ICT

STATEMENTS OF WHAT MATTERS

Our school curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the statements of what matter (as stated in WG HWB guidelines)

Our curriculum uses the statements of what matter to guide the selection of all curriculum content. Specifically, they are used to:

- select the range of experiences, knowledge and skills that enable our learners to make sense of the 'big ideas' and key principles within each statement
- support our learners' progression within the 'big ideas' and key principles and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matter
- allow learners to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter
- help our learners to make sense of a range of experiences, knowledge and skills within each Area by ensuring that content helps learners to develop a coherent understanding of a range of information.

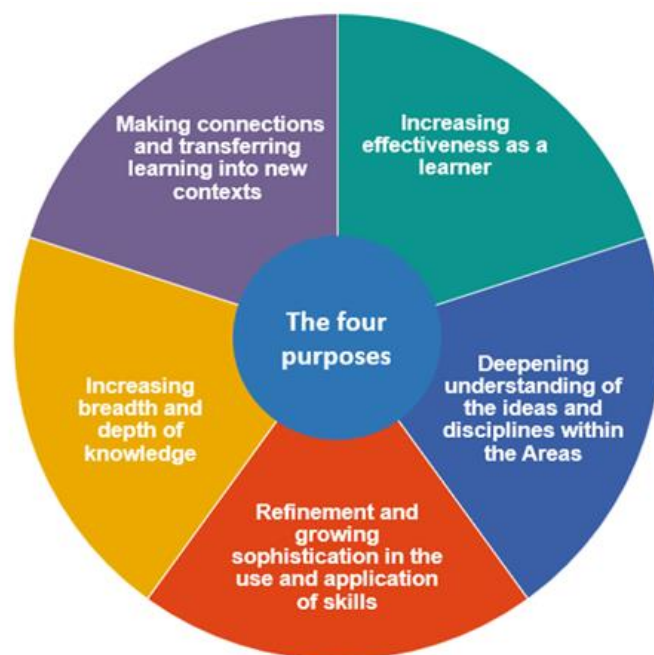
DESCRIPTIONS OF LEARNING

At our school, we use the descriptions of learning as a planning tool to inform the wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the descriptions of learning to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum. Our curriculum does not use the descriptions of learning to create stand-alone tasks, activities, assessment tasks or interim reports to make judgements about our learners' outcomes at a particular point on the continuum.

The curriculum at Cefn Saeson consists of everything we provide that promotes pupils' spiritual, moral, cultural, mental, intellectual, personal, social and physical development. As well as formal lessons and extracurricular activities, it includes our approaches to teaching, learning and assessment, the quality of relationships within school, and the values embodied in the way the school operates.

PROGRESSION

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the principles of progression for each Area to inform our approach to progression



In addition, or specific to the diagram above pupils at Cefn Saeson make progress in:

1. Increasingly sophisticated body of **knowledge and understanding** of key ideas/concepts and **Subject specific skills**

2. **Enablers of learning – Imaginative, Inquisitive, Collaborative, Resilient & Disciplined**

(Integral skills – Personal effectiveness, Creativity and Innovation, Planning and Organising and Critical thinking and Problem Solving)

3. **Cross Curricular skills – Literacy, Numeracy, Digital competency and Thinking (HOTS)**

Each Department have worked collaboratively as NPT cluster of secondary schools to outline progression within each subject.

THE ROLE OF DISCIPLINES IN OUR CURRICULUM

As our learners progress through our curriculum, they will have greater opportunities to engage with the different disciplines within each Area and to specialise in them as they reach the later progression steps.

Discipline-specific learning and teaching in our curriculum will ensure that appropriate and meaningful links to learning are made across our whole curriculum where appropriate.

Relationships and sexuality education

Relationships and sexuality education (RSE) within our curriculum is planned using the RSE Code and is designed in a way that is developmentally appropriate, inclusive and pluralistic. Further detail are located within our RSE policy.

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales. RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities Area, and the NPT Locally Agreed Syllabus. There is no right to withdraw from RVE.

Cross-Curricular Skills

We believe that the mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

Our curriculum is designed in a way that enables learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas.

Across our curriculum, learners will be given a range of opportunities to:

- ✓ develop listening, reading, speaking and writing skills
- ✓ be able to use numbers and solve problems in real-life situations
- ✓ be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

We will use the Literacy, Numeracy and Digital Competency Frameworks to guide our approach to the development of the cross-curricular skills.

Key stage 4

The three year Key Stage 4 ensures all students take a pathway to match their needs. The three years key stage ensures a learner is able to cover the content and skills required for a qualification. Our student-focused curriculum also provides opportunities for work placements and college routes. All students have access to a financial literacy qualification.

*Appendix B KS4 Provision map

CROSS-CUTTING THEMES

Learners follow a programme of PSE that meets the requirements of:

Relationships and sexuality education (RSE)

Our curriculum is designed in a way that identifies and makes authentic and meaningful links between learning within a particular Area and learning within the RSE Code.

Human Rights

We believe that learning about human rights empowers learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

Our curriculum incorporates opportunities for our learners to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from including. This includes developing their understanding of the UNCRC and UNCRPD.
- learn through human rights which supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learn for human rights, which motivates them to social action, empowerment of active citizenship and to advance respect for the rights for all.

Diversity

We want our curriculum to recognise and celebrate the diversity that exists within the social groups within our school community, the communities we serve and society as a whole. We want our learners to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our learners progress in our curriculum, they will become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum incorporates opportunities for our learners to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics
- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life.

Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

Local, national and international contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the four purposes.

Our curriculum incorporates opportunities for learners to:

- develop learning through a range of places and events of significance
- make links with the local community and organisations
- learn about the contributions and experiences of different individuals that shape each context
- learn about cultural diversity, values, histories and traditions that shape each context
- understand different identities, histories, cultures, perspectives and values that shape communities and societies
- recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- develop an authentic sense of cynefin, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- draw on the stories and distinctiveness of our school's local surroundings
- understand their role as citizens and the structures of government which affect them in each context
- explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship
- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it
- recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world
- recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales
- recognise the links between local, national and international contexts, understanding how they constantly influence each other
- use critical analysis in each context, recognising both positive and challenging aspects within each

CYNEFIN

- Our curriculum will instil our learners with a pride and passion in themselves, our school community, the wider community and Wales. Our curriculum will allow our learners to explore and understand the different identities, landscapes and histories that all come together locally and nationally to form their cynefin. This will allow learners to develop their own sense of identity and to understand the identities of others and make connections with people, histories and landscapes elsewhere in Wales and internationally.

A CURRICULUM ACCESSIBLE TO ALL

Through the design of our curriculum, we ensure it:

- is suitable for each learner's age, ability and aptitude
- takes account of each learner's additional learning needs (ALN), if any
- secures broad and balanced learning and teaching for each learner
- make arrangements for assessing the ability and aptitude of learners in respect of the relevant curriculum, on entry to a school or setting, to identify the next steps in their progression and the learning and teaching needed to support that progress.

Enriching the Curriculum

Cefn Saeson provide its learners with a large range of extra-curricular activities. All of these activities are seen as enhancing the learning experience and providing learners with opportunities not available during the school day. They are very much valued by both pupils and their parents, as can be seen by the large numbers attending. Sport is a strength of the school, with all the major sporting activities catered for. The quality of the music department has long been recognised. As well as peripatetic instrumental tuition being available to all pupils, there are regular practices and concerts for the various bands, ensembles and choirs. Major musical productions are staged regularly.

Enrichment

There is an extensive range of clubs and societies. The school also enters many local and national competitions and quizzes. As well as clubs, a wide range of trips and visits provide further opportunities for pupils and students to enhance their learning

Disabilities

In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. A variety of differing teaching and learning methods, strategies and materials are used in all areas to suit the students' different needs.

Disapplication

Nearly all students will follow the full curriculum but, and after consultation with parents, the school may dis-apply a student from an element of the curriculum.

Additional Learning Needs

The school has an Additional Learning Needs policy for statemented and non-statemented students. The school will determine the appropriate courses in consultation with the parents.

Review and Refinement

Cefn Saeson has designed a broad and balanced curriculum that meets the needs of all students, ensuring all students make progress, relative to their starting point. Throughout the year, the curriculum and assessment arrangements are evaluated as part of the school's monitoring and evaluation cycle to ensure that it remains appropriate for learners, can be adequately staffed and meets statutory requirements.

Transition

In accordance with the 2022 Transition Regulations our transition plan covers the following matters:

- proposals for managing and co-ordinating the transition of learners from feeder primary schools to the secondary school
- proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- proposals for how each individual learner's progression will be supported as they transition from primary school to secondary school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:
 - achieve continuity of learning
 - support individual learner progression

A copy of our cluster's transition plan can be found on the school website.

4.1 Assessing Learner Progression

In Cefn Saeson we believe that the purpose of assessment is to ***support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly.***

Rationale

Cefn Saeson aims to ensure that all make meaningful progress in learning and achieve their potential. This ethos supports the belief that every child regardless of intellectual ability or social background should have a rewarding educational experience. Our aims are personal excellence and that every pupil should achieve their full potential. This takes place in a context which encourages the involvement of pupils, parents and staff.

What is assessment?

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils, parents and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

The purpose of assessment

Assessment is intrinsic to curriculum design and its overarching purpose within the curriculum is to support every learner to make progress. It is integral to learning and teaching and it requires effective partnerships among all those involved, including the learner.

Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. It should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development, in order to inform next steps in learning and teaching. Assessment should not be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a best-fit basis.

Assessment has three main roles in the process of enabling learner progression:

- ***Supporting individual learners on an ongoing, day-to-day basis***

Assessment focusses on identifying each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding is used by the teacher, in discussion with the learner, to ascertain the next steps required to move learning forward, including any additional challenge and support required.

- ***Identifying, capturing and reflecting on individual learner progress over time***

Assessment supports teachers in identifying the progress being made by an individual learner, and recording this, where appropriate, to understand the learner's journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate. Reflecting on a learner's progress over time will enable teachers to provide feedback and help plan their future learning, including any interventions, additional support or challenge that may be required. This includes both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning. It can also be used as a basis for communicating and engaging with parents and carers.

- ***Understanding group progress in order to reflect on practice***

Assessment also enables teachers and leaders within the school to understand to what extent and in what ways different groups of learners are making appropriate progress. Information that flows from assessing learner progress should be used to identify strengths and areas for improvement in both the curriculum and daily practice, including consideration of how the needs of learners as individuals have been met. This important focus is a means for the school to ensure our curriculum, and the learning and teaching, helps raise the achievement of all and, in particular, the achievement and attainment of learners from disadvantaged backgrounds. This focus does not relate to external reporting, but contributes to a school's understanding of what it needs to know and reflect on about its learners in order for them all to maximise their potential, as well as its identification of specific challenges and support that particular groups or individual learners might need. This understanding can contribute to processes of self-evaluation and continuous improvement.

Who needs to engage in the assessment process?

Active engagement between the learner and teacher on a regular basis is at the heart of supporting learner progression. To be truly effective all those involved with a learner's journey need to collaborate and work together to establish:

- Where learners are in their learning
- Where they need to go in their learning
- What needs to be done for them to get there, taking account of any barriers to their learning

The role of leaders in assessment is to establish a strong learning culture that supports and challenges teachers to enable learners to make appropriate progress. This should be achieved through:

- ✓ creating a clear vision for a curriculum that supports learner progression
- ✓ creating an environment that develops the necessary knowledge and skills to promote learner wellbeing
- ✓ creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting
- ✓ enabling teachers to develop the knowledge and skills necessary to carry out their role in assessment effectively
- ✓ ensuring there is a clear picture of learner progression within the school that is understood by all teachers, a process that embeds regular ongoing professional dialogue on progression into their systems to support self-reflection and inform improvement
- ✓ ensuring there is a clear understanding of learner progression across schools and, where appropriate, settings, that feeds into discussions on learner progression within the school or setting
- ✓ considering how additional challenge and support for the learner can be best provided, including working with other partners
- ✓ encouraging engagement between all participants in the learning and teaching process in order to develop effective partnerships
- ✓ ensuring that the statutory requirements have been met and that due regard has been paid to this guidance for assessment, and that teachers are taking account of this in planning, learning and teaching and within daily practice

The role of the teacher is to plan for and provide effective learning experiences that are appropriate to the age and development of each individual learner. They should enable learners to appreciate where they are in their learning, where they need to go next and how they will get there. Teachers should support and challenge learners effectively to ensure they each make progress. This should be achieved through:

- being clear about the intended learning, and planning engaging learning experiences accordingly
- sharing intended learning appropriately with learners
- evaluating learning, including through observation, questioning and discussion
- using the information gained from ongoing assessment to reflect on own practice to inform next steps in teaching and planning for learning
- providing relevant and focused feedback that actively engages learners, encourages them to take responsibility for their learning, and moves their learning forward

- encouraging learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes they have undertaken and what they have achieved
- providing opportunities for learners to engage in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively
- developing learners' skills in making effective use of a range of feedback to move their learning forward
- involving parents and carers in learner development and progression, with the learner's involvement in this dialogue increasing over time
- engaging in dialogue with leaders and fellow teachers to ensure they have a clear picture of the progress being made within their school
- identifying any additional challenge or support learners may require, engaging with external partners where necessary

The role of the learner is to participate in and contribute to the learning process in a way that is appropriate to their age and stage of development. This will help learners to develop knowledge, skills and understanding, and to apply them in different contexts. As they make progress along the continuum with increasing independence, learners should be supported and encouraged to:

- understand where they are in their learning and where they need to go next
- develop an understanding of how they will get there
- respond actively to feedback on their learning, and develop positive attitudes towards receiving, responding to and acting upon feedback in their learning
- review their progression in learning and articulate this both individually and with others
- reflect on their learning journey and develop responsibility for their own learning over time

The role of Parents, carers and external partners

- engage regularly with the school or setting and its teachers in order to understand and support their child's progression in learning
- share relevant knowledge and understanding with the school or setting and its teachers, which will support their child's learning and progression
- respond actively to information provided about their child's learning and, in collaboration with the school or setting, plan ways of supporting that learning within and outside the school or setting

Assessing Learner Progress

The Assessment, Recording and Reporting policy operating within Cefn Saeson is designed to fulfil the requirements of both Formative and Summative assessment and to have these fundamental principles at the forefront of its thinking.

When designing their curriculum departments consider what information that flows from assessing learner progress needs to be gathered and recorded in order to illustrate and record progress in learning, along with when this should take place and in what level of detail. This will be reported to parents throughout the year. This includes, one full report, one parents evening and two interim reports.

Summative Assessment is the assessment of learning, and is important in providing information about pupil progress. Each pupil is assessed against a target level at the end of Key Stage 3 or target grade at the end of Key Stage 4. The target is based on prior attainment. Pupils are tracked every

term and in Key Stage 4 predicted grades for end of Key Stage are given at various points throughout the year. Our targets aim to be aspirational. Pupil progress reports are issued to pupils and parents after each data collection. The data collection also identifies underachievement and constructive discussions can take place between pupil, parent and staff. Summative Assessment involves the moderation of work at Key Stages 2 & 3 and also the end of Key Stage 3 when levels for each National Curriculum subject are finalised. Every pupil in Key Stage 3 is assessed against the National Literacy, Numeracy and Digital Competency Framework.

Formative assessment or 'Assessment for Learning' provides clear guidance to pupils about how they are able to achieve their targets. AFL principles are embedded in the teaching and learning process in Cefn Saeson and include;

- ✓ the sharing of success criteria;
- ✓ understanding clearly what they are trying to learn, and what is expected of them;
- ✓ effective feedback about the quality of their work and what they can do to make it better;
- ✓ questioning which checks understanding but which also develops successful, ambitious learning
- ✓ peer and self-assessment developed as ways of encouraging pupils to take greater responsibility for their own learning;
- ✓ given advice about how to go about making improvements;
- ✓ involved in deciding what needs to be done next, and who can give them help if they need it.

Learners should clearly understand how their work is to be assessed, so that they are more likely to know what is expected of them and determine realistic and achievable targets for themselves.

Assessments should highlight strengths and weaknesses, but should emphasise positive achievement. They should be designed to encourage pupils to aim for higher standards and to plan for the next stage of learning.

Aligning attainment and attitudes to learning to track pupils' progress

Our overarching vision is to build and utilise a whole-school tracking system that aligns attainment and attitudes to learning to provide a more 'rounded' overview of a child's progress. Allowing teachers and non-teachers to identify the most appropriate and effective intervention at the earliest possible opportunity in order to support the whole child.

Leaders' vision is to develop a system of tracking that draws upon a wide range of information for each pupil to ensure sharp and targeted support for each individual pupil. To provide an informative overview the system includes:

- Transition information including attainment data
- Current attainment information for each AoLE/subject (progression step B/D/C/E)
- Attainment targets for each pupil to raise aspirations,
- Pupils' Personalised Assessment scores
- Attendance data.
- Attitudes to Learning Score

Teachers contribute to the system regularly sharing information about academic progress and each pupils' attitude to learning (ATL) on a 5-point scale. Ideally, there should be a clear link between pupil progress and a positive ATL. This tracking data is colour coded against the other key information held on the child to help staff look holistically at each pupil's progress and identify the precise nature of any barriers to learning.

Staff use the information from this system proactively to provide bespoke support and challenge. For example, the system enables the school to create effective 'Pupil on a Page' overviews for each pupil.

The interventions from this system range from small group or individual support e.g. MAT, SEREN, literacy/numeracy support to bespoke wellbeing interventions, including mentoring groups and the involvement of outside agencies where necessary.

ATTITUDES TO LEARNING SCORE

Staff award pupils different ATL's to give a clear indication of how a pupils is progressing. Staff have been asked to make their judgement using the following 5 categories. Pupil rewards are linked to each ATL score.

ATL 1 (5 rewards points)	<p>Staff cannot ask more of a pupil. Contribution in class, attendance, effort, homework are all of an excellent standard. 'Book pride' and regular monitoring of pupil progress on a daily basis and overtime demonstrates the pupils discipline as they take consistent pride in their learning and always act on teacher feedback.</p> <p>Through utilising their attributes to learning pupils demonstrate consistent aspiration to improve their own learning, regardless of their current attainment:</p> <p>Pupils work extensively both independently and collaboratively to extend their learning and take responsibility for their progress</p> <p>Pupils innovatively demonstrate resilience and are able to stick with difficulty when faced with challenge</p> <p>Pupils are always imaginative and inquisitive and extensively demonstrate their problem solving skills and creative thinking</p>
ATL 2 (4 rewards points)	<p>Generally positive in all areas. Contribution in class, attendance, effort, homework are all of a good standard. 'Book pride' and regular monitoring of pupil progress on a daily basis and overtime demonstrates the pupils discipline as they take pride in their learning and acts on teacher feedback.</p> <p>Through utilising their attributes to learning pupils demonstrate aspiration to improve their own learning, regardless of their current attainment:</p> <p>Pupils work effectively both independently and collaboratively to extend their learning and take responsibility for their progress</p> <p>Pupils skilfully demonstrate resilience and are able to stick with difficulty when faced with challenge</p> <p>Pupils are imaginative and inquisitive and effectively demonstrate their problem solving skills and creative thinking</p>
ATL 3	<p>Shortcomings exist which can offer a barrier to progress e.g. negative behaviour choices, attendance issues, fail to follow some instructions etc.</p>

(2 rewards points)	<p>'Book pride' and regular monitoring of pupil progress on a daily basis and overtime demonstrates the pupils' discipline. With support they can take pride in their learning and acts on teacher feedback.</p> <p>Through utilising their attributes to learning pupils demonstrate some aspiration to improve their own learning, regardless of their current attainment:</p> <p>Sometime the pupils can work appropriately both independently and collaboratively to extend their learning and take responsibility for their progress</p> <p>When encouraged pupils can demonstrate resilience and are able to stick with difficulty when faced with challenge.</p> <p>Often pupils are imaginative and inquisitive and demonstrate appropriately their problem solving skills and creative thinking</p>
ATL 4	<p>Limited or no progress due to significant shortcomings and barriers to learning (e.g. chronic attendance issues (below 85%), serious behaviour issues at risk of exclusions and in need of some kind of behaviour intervention at a high level).</p> <p>'Book pride' and regular monitoring of pupil progress on a daily basis and overtime demonstrates poor pupil discipline; are often off task and disengaged and are reluctant to respond to teacher feedback; frequently miss deadlines and often produce work with lack of care that doesn't reflect their ability and/or is incomplete</p> <p>Through utilising their attributes to learning pupils demonstrate very little aspiration to improve their own learning, regardless of their current attainment</p>
ATL 5 (0 rewards points)	Grade isn't applicable in light of personal circumstances

Recording

A holistic tracking system monitors pupils progress within and across each year group at **Key Stage 4** GCSE grades and ATL scores are used to track and monitor progress.

At Key Stage 3. Pupil attainment (e.g. Progression step beginner – expert) and ATL score will be collected each data drop (as per ARR calendar) for school monitoring purposes.

Reporting

During the academic year, each pupil/parent will receive two interim reports (highlighting attitude to learning and progress) and a full written report. In addition to this Year 7 and 8 have two opportunities to meet with subject teachers (parents evening, one core and one non-core) and Years 9 -11 have one opportunity to meet with subject teachers.

At Key Stage 4 target, ATL and attainment grades and are included in addition to attendance data. In Year 7 and 8 pupils Personalised assessment, ATLs and attendance are included on all reports in addition to a capturing progress grade (see below) and a target for improvement.

Capturing Progress

'Capturing the Progress' gives you a snapshot of pupil progress within the Learning Areas. It focuses on how much progress your child has made since the beginning of the year or since the latest monitoring period. The teacher's decision was based on how your child engaged with the work and the standard of a wide variety of tasks. The teacher has graded with Gold, Silver or Bronze in the report with an explanation of each number set out in the table below.

1	The pupil is making excellent progress and is meeting and working beyond their personal targets.
2	The pupil child is making good progress and is meeting their personal targets.
3	The pupil is making limited progress and is only meeting some of their personal targets.

Homework

Homework is used to support and reaffirm learning that has been undertaken in the classroom. Homework is an integral part of education in that it:-

- Promotes students' self-discipline and personal responsibility for learning and organisation.
- Reinforces work started in class, extending knowledge and understanding.
- Gives opportunities to practise and develop skills.
- Allows parents to become involved in their child's learning.
- Is valuable in ensuring students' progress and raising achievement.

There will be no set amount of homework specified per department; it will set at the discretion of the department. Homework will generally be set on Teams, however, it may be set in a different format.

Appendix A

KS3 Provision Year 7-8	
Subjects	Number of lesson (per fortnight)
Art	2
Drama	1
English	7
MFL	3
Geography	3
History	3
ICT	2
Maths	6
Music	3
PE	4
RE	3
Science	6
Technology	2
PSE	1

Appendix B

KS4 Provision Year 9-11		
	Subject	Lesson (per fortnight)
Compulsory Subjects		
	GCSE English Language and Literature	7
	GCSE Mathematics and GCSE Numeracy	7
	GCSE Science	8
	GCSE Welsh Second Language	3
	Physical Education (Core)	2
	Religious Education (Core)	1
	Skills Challenge Certificate	3
PSE	1	
Optional Subjects	GCSE Triple Award Science	4
	GCSE Geography	4
	GCSE History	4
	Entry Level Humanities	4
	GCSE French	4
	GCSE Spanish	4
	GCSE DT Resistant Materials	4
	GCSE DT Graphic Product	4
	WJEC Hospitality and Catering	4
	GCSE Health and Social Care	4
	GCSE Art and Design	4
	GCSE Textiles	4
	GCSE Music	4
	GCSE Sociology	4
	GCSE Physical Education	4
	WJEC Sport Coaching	4
	GCSE Leisure and tourism	4
	GCSE Business Studies	4
	WJEC Film Studies	4
	WJEC Electronics	4
	GCSE ICT	4
	Construction and the Built environment	4
	Prince's Trust qualification	4
Sweet	4	
ASDAN	4	

Reviewed and adopted by the Governing Body on 3rd October 2024

Chair of Governors Signature 