

Futures Plan



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FUTURES PLAN

Inspiring Faith, Families and Futures with Christ

Our Mission Statement is 'Inspiring faith, families and future with Christ' and all that we endeavour to do at Blessed Carlo Acutis is to fulfil that statement and live in our daily lives. It reflects the home, school and parish link that is essential in raising pupils to be witnesses to the faith and the disciples of Christ.

Futures is what we are aiming to secure for each and every child in our care. It is providing them with the support, teaching, care and guidance that they need to leave us as successful individuals who use their knowledge and power for the common good.

This 'Futures Plan' endeavours to encapsulate the academic parameters within which our staff work and guidance they work by to ensure consistency and high standards for all. The plan contains;

- The BCA Curriculum Plan
- The BCA Assessment & Progression Framework
- The BCA Marking and Feedback Policy

Ministry

At Blessed Carlo Acutis Catholic School our ministry is to 'proclaim the good news to the poor' (Luke 4:18) and to 'go make disciples of all nations' (Matthew 28:19) in preparing our learners to live out the reality of the kingdom of God and to do so faithfully. Through our daily encounters with one another not only will we fulfill our educational purpose but will enable our young people to become more Christ like, to be enactors of the love of God and to live out the Gospel through their lives.

CURRICULUM POLICY

CURRICULUM VISION STATEMENT

Our mission statement is 'Inspiring faith, families and futures with Christ' and all that we endeavour to do at Blessed Carlo Acutis is to fulfil that statement. It reflects the home, school and parish link that is essential in raising pupils to be witnesses to the faith and disciples of Christ. The school is at the heart of the community and all that we do strives to serve those who need it the most.

Our ambitious and creative curriculum supports the development of all children so that they are able to reach their full potential, providing a wide range of curricular and extra-curricular experiences which support the development of the whole person.

A curriculum that is based in faith and the virtues allows pupils to develop not only knowledge and understanding of Jesus and the faith but provides them with opportunities to become virtuous individuals who serve the needs of the Common Good. As a Catholic school the virtues are central and are embedded in daily life. A virtuous being is one who makes good moral decisions and considers the needs of the poor, hungry and vulnerable first. Catholic schools focus on the education of the whole person, academically, spiritually, physically, emotionally and morally and the curriculum is critical in supporting that.

Parents and families are the first educators of their children, and it is our role to support them in that endeavour. By ensuring the curriculum meets the requirements and expectations of parents and carers, we are including them fully in the education of their children.

Our role as a school is to ensure that each and every individual is successful in their life and the curriculum is the vessel through which we can secure this. Providing a challenging and excellent curriculum allows pupils to make progress and excel in their studies. The broad and ambitious range of subjects offered helps each pupil to succeed and thrive. We provide a rich, inclusive, learning environment where values and virtues are central allowing all pupils to feel safe and supported securing a successful future for all.

Our curriculum fully embraces the philosophy of Curriculum for Wales and carefully considers the needs of our pupils and how we can best support them to become good, moral humans that work for the Common Good.

As a Catholic school the virtues are central and are embedded in daily life. A virtuous being is one who makes good moral decisions and considers the needs of the poor, hungry and vulnerable first.



UN CONVENTION ON THE RIGHTS OF CHILDREN

At Blessed Carlo Acutis Catholic School we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We are a Rights Respecting School and follow the Nurture Schools ethos where we teach about children's rights and also model rights and respect in all its relationships: between teachers / adults and learners.

The UNCRC underpins our school vision and aims. In designing, adopting and implementing our curriculum, we incorporate opportunities for learners to:

- learn about human rights: the acquisition of knowledge and skills about human rights, and the sources of those rights
- learn through human rights: the development of values, attitudes and behaviours that reflect human rights values
- learn for human rights: the motivation of social action and empowerment of active citizenship to advance respect for the rights of all.

INCLUSION

Blessed Carlo Acutis Catholic School is an inclusive school that aims to meet the needs of all its learners. The Additional Learning Needs and Education Tribunal (Wales) Act 2018 is a legislative framework for improving the planning and delivery of additional learning provision through a person-centred approach. Identifying needs early, putting in place effective support and monitoring, and adapting interventions is key to ensuring that we deliver desired outcomes.

At Blessed Carlo Acutis Catholic School we use this framework to allow for a broadening of learning, ensuring that all learners with additional learning needs (ALN) are supported to overcome barriers to learning and achieve their full potential.

CURRICULUM FOR WALES

The Curriculum for Wales guidance was published in January 2020. It aims to enable learners to develop towards the four purposes of the curriculum – the starting point and aspiration for every child and young person in Wales.

The purpose of our school's curriculum will be to support our children and young people to be:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Improving education is the national mission. Nothing is so essential as universal access to, and acquisition of, the experiences, knowledge and skills and that our young people need for employment, lifelong learning and active citizenship. The Curriculum for Wales guidance is a clear statement of what is important in delivering a broad and balanced education. The four purposes are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.

OUR APPROACH TO CURRICULUM FOR WALES

At Blessed Carlo Acutis Catholic School, we are committed to engaging fully with the national framework of curriculum change. Our curriculum encompasses everything our learners experience in pursuit of the four

purposes whilst rooting all that we do in faith and the person of Christ. It is not simply what we teach, but how we teach and, crucially, why we teach it.

Curriculum development is at the heart of each practitioner and the school's efforts which seek to raise standards for all, tackle the attainment gap, and ensure an education that is a source of pride. As we continue to design, implement, review and evaluate the new curriculum the vision and mission of delivering a curriculum for excellence will be fulfilled. The curriculum is the progression model and through the curriculum it is evident how knowledge, skills and concepts are developed and revisited to facilitate progress and attainment.

The curriculum at Blessed Carlo Acutis is designed to:

- Foster a love of learning by giving all learners a voice and through celebrating success in all its forms.
- Build and sustain nurturing and sincere relationships with and between all children and their families, staff, governors, parishes, and the wider community.
- Provide opportunity for all learners to become ethically informed citizens of the World who think intentionally about the world around them and play an active part in their local community and further afield.
- Develop ambitious, capable and independent learners who are curious and active in their learning and respond enthusiastically to the challenges set by the curriculum.
- Inspire aspirational learners through life enhancing and work-related experiences that broaden the horizons of all learners, enabling learners to develop their God-given talents and become enterprising and creative contributors.
- Ensure that the physical, spiritual, emotional, and mental wellbeing of our learners is at the heart of our curriculum, both within the class and beyond, enabling children to become healthy and confident individuals who are compassionate and loving to all they meet.
- Provide opportunities for learners to explore their own curiosity and interest through authentic and purposeful learning experiences that takes into account the holistic needs of all learners.

CURRICULUM DESIGN

At Blessed Carlo Acutis Catholic School our curriculum design and methodology is rooted in research and evidence.

A fully formed, coherent curriculum should highlight and address the key concepts, skills, knowledge and experience that a learner will encounter throughout their journey. *'As we looked afresh at our curriculum, we asked ourselves questions such as 'After seven years in school, what should our pupils know and understand of this particular subject...'* (Percival p79, 2020)

The curriculum itself is the progression model and each lesson, topic, unit and year should build on prior learning. *'...first is that we need to have a clear picture of the overall provision map for each subject across each year... The second element ... is that, as pupils begin each unit, they need to know how it fits into the wider whole...'* (Myatt, p33, 2018)

It should be adaptable for learners of all abilities and levels ensuring that, regardless of ability, the curriculum provided is ambitious and challenging. *It is important that you think about success for all pupils. No school community is the same and so the way you decide to sequence your curriculum must be reflective of this and the needs of our pupils.* (Young, 2015)

Curriculum design is inextricably linked with teaching and learning and when we consider the curriculum and its content it is inevitable that we must consider what that looks like in the classroom and what authentic learning looks like.

There are several key areas that are taken into consideration when designing a curriculum:

- Areas of Learning and Experience
- Cross Curricular Skills
- Statements of What Matter
- Principles of Progression
- Cross Cutting Themes

AREAS OF LEARNING AND EXPERIENCE

Each area of learning and experience (AoLE) contributes to the achievement of the whole school curriculum vision. As a 3-16 school we are developing a curriculum where the concepts, knowledge, skills and experiences can be mapped across the curriculum journey. This will ensure a depth of learning that drives forward progress and attainment resulting in pupils who achieve or exceed their target points in relation to their individual starting point.

Religious Studies	As a Catholic school the Religious Studies curriculum is mandated by the Bishops Conference of England and Wales. Blessed Carlo Acutis Catholic School has created a bespoke curriculum based on the Religious Education Directory that meets the mandatory requirements, but most importantly the needs of our pupils. It allows them to explore the Catholic faith and how it impacts their daily lives. It gives them a deep understanding of the Catholic Church’s teachings and practices and how they have their basis in scripture and Jesus Christ. It gives them the opportunity to debate ultimate questions and engage with a range of other world views. It provides a safe space where tolerance, justice, faith and hope are central.
Expressive Arts	At Blessed Carlo Acutis, Expressive Arts nurture the pupils' creativity in a wide range of learning opportunities through art, dance, drama, digital media and music. An emphasis is placed on the whole creative process from reflection, exploration and creation. A wide range of extra-curricular activities allow learners to express themselves fully and develop their God-given talents.
Health and Wellbeing	Blessed Carlo Acutis is an inclusive school where the needs of all learners are at the forefront of all that we do. As a Catholic school we take an holistic approach to education ensuring that the physical, spiritual, emotional, mental and academic lives of all learners are supported and cared for. Through subjects including physical education, relationships and sex education, food technology and health and wellbeing learners are provided with the tools and skills to care for themselves both now and in the future. The rights of pupils is at the forefront and the school is fully engaged with the Rights Respecting Schools process and the various committees that lead from this including Eco Schools, school Senedd etc.
Humanities	The Humanities emphasise the importance of understanding the past and the present in order to inform the future. Understanding who we are in relation to the world and those who have come before and are yet to come, helps us to figure out our place and the role that we have to play. Creation is God’s gift to us and as stewards it is our duty to care for it. In order to do so learners are equipped with the knowledge and understanding of physical geography they can understand the impact that each individual has and how they can be change-makers in their local and wider community.
Languages, Literacy and Communication	Languages, Literacy and Communication is key to human life, and it is how we build meaningful and respectful relationships. It allows us to understand the world around us and engage with the wonderful and extraordinary. It gives us meaning and allows us to decipher truth from fiction, literal from non-literal and formal from informal. The

	<p>skills of reading, writing, and listening underpin the whole curriculum and are therefore the roots from which all other learning stems. The literature aspect will widen the learners understanding of context as well as allow them to get lost in a world of fantasy. The study of poetry will enrich their lives and their experiences of authors will allow them to see that anything is possible. Through the study of English, Welsh and French learners will engage with the wider world. It will open up a wealth of opportunities and immerse them in a range of cultures providing enriching, authentic experiences that will provide them with the basis for becoming global citizens.</p>
<p>Mathematics and Numeracy</p>	<p>Mathematics and Numeracy provides the basis for the world we live in and the subject at Blessed Carlo Acutis aims to ensure that all pupils leave as confident, skilled mathematicians who can apply their extensive knowledge to everyday life and situations. Mastery of number and skill is key as it allows learners to apply their knowledge to new and challenging situations and the curriculum at Blessed Carlo Acutis provides those authentic learning opportunities for that to take place.</p>
<p>Science and Technology</p>	<p>Science and Technology allows pupils to engage with inquiry, innovation and design. Practical and authentic learning experiences foster a sense of purposeful inquiry that allow learners to see the impact in their lives and the world that exists around them. Deepening knowledge advances learners understanding and provides a basis from which exploration and curiosity can take root. Digital technology and learning is embedded in our culture and is the basis on which the world of work and learning is built. The use of digital resources, programmes and technologies across the curriculum enhances learning and teaches learners how to be critical and objective when faced with information and sources. Creative and innovative designs and technologies are the response to society's problems and the foundation of which is developed through technology at Blessed Carlo Acutis. Allowing learners to think outside the box and to be imaginative helps to prepare them for a world that does not yet exist. Engaging in the practical elements alongside comprehensive support from external agencies, provides opportunities for learners to fully embrace the subjects and how they can be applied in everyday life and employment.</p>

CROSS CURRICULAR SKILLS

There are 3 mandatory cross-cutting skills which run through the entire curriculum:

- Literacy
- Numeracy
- Digital Competency

Each of these skills is embedded throughout the curriculum and is mapped in the programmes of study and planning documentation. The skills are utilised and embedded as and where they naturally occur so that teaching and learning is meaningful and authentic. When learning does not reflect real life problems or occurrences, the impact is lessened, and the application of knowledge is limited. Audits of the three skills highlight and identify where and when each part of the frameworks are delivered across the curriculum.

There are also 4 additional skills that are integral to the curriculum and in achieving the four purposes:

- Creativity and innovation
- Critical thinking and problem solving
- Personal effectiveness
- Planning and organising

These skills are at the heart of learning and teaching and provide the tools and skills for learners to achieve and become life-long learners.

STATEMENTS OF WHAT MATTER

The statements of what matter highlight the concepts that are central to each AoLE. The statements outline what essential content, knowledge and skills learners need within each area in order to be successful. From these statements our practitioners will devise a curriculum that meets the needs of our learners whilst ensuring they develop powerful knowledge. The statements allow practitioners to:

- select experiences, knowledge and skills – the statements of what matters sum up the ‘big ideas’ or key principles of each Area and content selected will enable learners to develop their knowledge and understanding.
- understand how learning should support learners’ progression – learning should contribute to an increasingly sophisticated understanding and application of the statements of what matters.
- allow learners to explore topics and activities through different lenses – the same subject matter can and should be considered by learners through different statements allowing learners to experience a topic holistically, helping them to make stronger links across content, disciplines and Areas.
- help learners to make sense of a range of experiences, knowledge and skills, focused around the fundamentals of each Area – using the statements of what matters to underpin learning helps learners develop a coherent understanding of a range of information, making connections between different learning, rather than accumulating isolated facts and activities.

PRINCIPLES OF PROGRESSION

Progression sits at the heart of the curriculum. Progression in learning is a process of developing and improving in skills and knowledge over time. The principles of progression set out what progression should look like for learners in each subject or AoLE. Progression will require learners to revisit the concepts outlined in the statements of what matters, developing a more sophisticated understanding and application of these as they progress. Consequently, this is not linear, or simply moving from one topic to another, without making connections between learning and developing understanding of the underlying, shared fundamental concepts. There are 5 principles of progression that underpin the learning across the school:

- Increasing effectiveness
- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts.

Progression is inextricably linked to assessment and the Progression and Assessment Policy gives clarity around what assessment looks like and outlines planning and reporting.

CROSS CUTTING THEMES

There are 5 cross cutting themes that are intrinsic to the design process and that allow learners to develop holistically and provide opportunities for them to engage with key elements not outlined in the AoLEs.

Relationships and sexuality education (RSE)

All pupils will engage with RSE and will benefit from a number of platforms and external services including TenTen Resources, Fertile Heart and NHS Services. The RSE policy outlines the details surrounding RSE.

Human rights

Human rights including the United Nations Convention on the Rights of the Child (UNCRC) are taught and embedded not only in the curriculum, but across the wider school life. The school is engaged in the Rights Respecting Schools programme and the rights play a role in many areas including the school Senedd.

Diversity

Schools are representative of their local community and therefore are diverse communities in regard to culture, ethnicity, religion, languages spoken etc. Each day and throughout the curriculum and school year diversity is celebrated and promoted. Through diversity comes tolerance, acceptance, identity, the challenging of stereotypes and cohesion.

Careers and work-related experiences (CWRE)

CWRE is fundamental throughout the 3-16 continuum as it allows pupils to gain knowledge and experience of the world of work. It builds ambition and aspiration as well as building links with the local community. It allows learners to have a true insight into the world of work and envisage the role and place that they see themselves in the future.

Local, national and international contexts

It is essential that learners have an in-depth understanding of their local community; its history, politics, society and culture if they are to make sense of the wider world around them. Through a study of their local, national and international communities, learners can make sense of the opportunities and challenges that face the world. It allows them to view the world through different lenses and to see things through different perspectives.

MONITORING AND EVALUATION

The curriculum is never fixed. It is constantly evolving and changing, adapting to the needs of our learners and the world we inhabit. The Headteacher, supported by the Senior Leadership Team will monitor and evaluate planning alongside AoLE and subjects leads on a termly basis through line management meetings and Curriculum for Wales updates.

ASSESSMENT AND PROGRESSION FRAMEWORK

AIMS

Our aim is to expose all learners to a curriculum which enables them to increase knowledge, deepen understanding, refine skills, transfer learning and develop as life-long learners. (Progression Code, WG, 2021) In order to realise this ambition we will ensure that our approach to assessment provides all learners with opportunities to demonstrate progress by providing them with a high level of challenge and aspiration coupled with the appropriate level of support in order for learners to reach their God-given potential.

PURPOSE OF ASSESSMENT

Progression is...

- Developing over time to a more advanced condition with greater breadth and depth of knowledge and understanding and a growing sophistication in the use and application of skills and independence.
- Individuals becoming increasingly effective as learners who can make connections and transfer learning into new contexts.
- Knowing and understanding what steps need to be taken next in the learning journey.
- Relative to an individual's starting point and everyone else's progress.
- Encompasses subject knowledge, curriculum design, pedagogy, assessment and feedback.

Assessment is...

- Tells you what you need to know about where the learner is and their learning – how much progress has been made.
- Identifies the next steps in learning and moving forward learning.
- On-going and indistinguishable from teaching and learning.
- Is formed of both formative and summative assessment.
- Must be accurate, valid and reliable. Multiple teachers make the same judgement about the amount of progress made through moderation and standardisation.
- IS NOT one piece of work marked and graded.
- Do not equate 'assessment' with 'data'

ASSESSMENT APPROACHES

At BCA we see assessment as an integral part of daily learning and teaching, and it is inextricably linked to our curriculum, which is based upon clear steps of progression and a continuum for all learners through their school career. We use three broad overarching forms of assessment;

- day to day formative assessment,
- in-school summative assessment and
- nationally standardised summative assessment.

Assessment is used to provide tangible evidence to support evaluations of learner progress and the provision that is in place.

As a 3-16 school we are faced with the exciting challenge of creating an assessment and progression framework that embraces our curriculum and new structure. We have moved away from a system that is dominated by the requirements of national assessment, to one where the focus is on high quality, in-depth teaching, supported by in-class formative assessment to ensure all learners make sustained and positive progress through the learning continuum. Increasingly, learners are becoming active in assessments and

knowing what their next steps are, and a focus of our policy and work is to embed this purposefully in practice.

It is important that this framework links closely with our curriculum content to ensure good cohesion and relevance of the two. It is important that we do not fall into the trap of recreating levels based on the new curriculum but to create a progressive curriculum that can be assessed constantly and consistently across staff to ensure that all learners progress well.

ASSESSMENT OF, FOR AND AS LEARNING

Assessment must be an intrinsic part of the curriculum and learning journey.

Assessment	Of Learning	For Learning	As Learning
Type	Summative	Formative	Formative
What	Judging and evaluating learner's progress or application of knowledge or skills against set success criteria.	Teachers and peers check progress and learning to help learners to determine how to improve.	Learner gradually takes responsibility for their own learning and asks questions about their learning and the learning process and explores how to improve.
Who	Teacher	Teacher & Peers	Learner & Peers
How	Formal assessments used to collect evidence of student progress and may be used for achievement grading on grades.	Involves formal and informal assessment activities as part of learning and to inform the planning of future learning.	Learners use formal and informal feedback and self-assessment to help understand the next steps in learning.
When	Periodic report	Ongoing, daily feedback	Continual reflection
Why	Ranking and reporting	Improve learning	Deeper learning and learning how to learn
Emphasis	Scoring, grades, and competition	Feedback, support, and collaboration	Collaboration, reflection, and self-evaluation
Strategies	End of module tests Exam practice	Questioning Cold calling Show me boards Think-pair-share 3-2-1 Exit tickets Brain dumps	Self-assessment

STAFF DEVELOPMENT

In order to ensure consistency of approach, training will be provided for all staff focusing on the fundamental principles of progression.

RECORDING

All progress data will be recorded on the school information management system, SiMS. Progression judgements will be made against an expected outcome scale which will correspond to curriculum expectations. A numerical scale will be used by staff to monitor progress for each learner. It is to be assumed that a child starting with us at age 3 begins their journey at 0 and by the end of their first year they will be a 1. The table below shows the numerical scale that is the expected norm by the end of that academic year.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
N	R	1	2	3	4	5	6	7	8	9	10	11

Within the scale three sub-points are specified when logging progress at Capture points on SiMS;

- + : exceeding expected progress
- @ : expected progress (on track)
- - : (below expected progress)

These relate to the expected planned outcomes and where each learner is in their learning journey based on the provision within the curriculum. This approach will allow teachers to record a holistic judgement taking into consideration the skills and/or knowledge that the learners have demonstrated for that period since the previous 'Capture Point'. These will relate to the 'Statements of What Matter', Progression Steps and Descriptions of Learning set out in the Curriculum for Wales. The information from these records will enable staff to plan targeted differentiated approaches to learning. These can be used throughout the term and not just at academic review/real time capture points. Staff will also record information about a learner's approach to learning.

The recording of this data will be done at least in pairs to discuss accurate progress in a trusted environment.

There will, of course be times when learners exceed the expected average and 'bounce' into the next scale eg in Year 5 if a learner is exceptionally gifted and is exposed to and provided with the opportunities to excel, the teacher may give a holistic judgement that the learner has made progress commensurate with that of learners in year 6 and would be recorded as 6- or 6@ on SiMS for that Capture point.

For Year 10 and 11 it was deemed appropriate to use GCSE grades to log progress and to continue to use the fine grading of the sub points used across the rest of the school.

In addition to the academic progress of each learner, staff will provide a numerical score for the attitude to learning displayed for that half term, split into the effort and behaviour exhibited. The number correlates to a descriptor which will be displayed in classrooms and will be available for parents to cross reference when interim reports are published.

Attitude to Learning:	How much effort do I put into my learning?	How do I behave in lessons?
1 Exceptional	<ul style="list-style-type: none"> • I always try my best, even if I find something difficult • I always concentrate fully throughout all my lessons • I always contribute positively to activities • I always show that I want to do well • I always show that I care about my work 	<ul style="list-style-type: none"> • I am always polite and friendly to everyone, teachers, visitors and other pupils • I behave perfectly throughout all my lessons • I always work very well, both on my own and with others • I support other people
2 Good	<ul style="list-style-type: none"> • I try my best, even if I find something difficult • I concentrate well throughout my lessons • I contribute positively to activities • I show that I want to do well • I show that I care about my work 	<ul style="list-style-type: none"> • I am polite to everyone, teachers, visitors and other pupils • I behave well for my lessons • I work well, both on my own and with others

<p style="text-align: center;">3 Needs Improvement</p>	<ul style="list-style-type: none"> • I sometimes try my best, but I can be put off if I find something difficult • I concentrate well in some lessons but at times I need reminding to focus on my work • I sometimes contribute to activities • I sometimes show that I want to do well • I sometimes show that I care about my work 	<ul style="list-style-type: none"> • I am usually polite to others, but sometimes need reminding • I behave well in some lessons, but at times I need reminding on the rules • I usually work well both on my own and with others, but sometimes need reminding to follow instructions
<p style="text-align: center;">4 Unsatisfactory</p>	<ul style="list-style-type: none"> • I rarely try my best and I am often put off if I find something difficult • I rarely concentrate well and I often need reminding to focus on my work • I rarely contribute to activities • I rarely show that I want to do well • I rarely show that I care about my work 	<ul style="list-style-type: none"> • I often need reminding to be respectful • I often need reminding of the rules about behaviour • I often need reminding to follow instructions

GOVERNANCE, MANAGEMENT AND EVALUATION OF ASSESSMENT

Each Head of Campus is operationally responsible for monitoring the effectiveness of assessment practices across the school, the strategic leadership of this lies with the Executive Headteacher.

Subject leaders/AoLE leads (2023) are responsible for ensuring curriculum content and success criteria are available should parents request this, in addition to learner monitoring of formative assessment, assessment in line with capture points, more formal assessments and provisions and support within their areas. The ALNCO is also responsible for ensuring the inclusivity of assessment arrangements and impact of ALN related assessment and provision.

Individual school leads (HoC, RSL, SLs & PLs) are responsible for monitoring data for trends and patterns across year groups and phases, subsequently creating support provision where necessary. This is supported by the EHT through KS/phase meetings when reviewing academic and progress of learners.

To aid moderation, all staff are expected to regularly participate in moderation activities in department/phase meetings as well as meetings held specifically for moderation purposes.

All TLR holders have a responsibility to moderate, review and quality assure the accuracy of judgements formed from assessments. It is the expectation that these discussions with teachers takes place throughout the year as a routine part of line management practices.

COLLECTION AND USE OF PROGRESSION DATA

Day to day formative assessment – collected by the class teacher to identify strengths, areas for development and next steps in learner understanding. This information will inform staff planning and be used as one assessment method to support the best fit judgements at capture points.

Capture Points are used to collect teacher’s professional judgements. These are collected at a whole school level and scrutinised via line management, academic reviews and learner progress meetings in order to inform planning for individuals, groups and cohorts of learners.

Standardised/National testing will be completed as statutory. These include but are not limited to Reading tests, NRTs, MidYs, Wellcom...

Capture points will take place 4 times a year –

- End of October half term (recording baseline outcomes)
- End of Christmas term
- End of Easter term
- End of Summer term

The first capture point will be intended to provide a baseline. These capture points will be used to inform parents of the progress being made across the curriculum. Learners making less than expected progress will have the gaps identified in good time to support progression and provision will be aligned to learner need. Comments will be made during the capture point progress to support teacher judgments.

Interim reports will be sent to parents twice a year, using the data recorded in SIMS with learners and parents. This will be presented in a simplistic form.

Full reports will be provided annually for each child, giving parents an understanding of how their child has performed that year and how they can support them in continued progression.

Class Teachers (Primary) and Form tutors (Secondary) will review the academic progress in order to write a teacher/tutor comment as part of the end of year report. They will also work with learners prior to the reports being shared with parents to support them to reflect on their strengths, areas for development and how to make improvements.

Outcomes of national testing will be shared as a written report once a year with learners and parents.

ABILITY TO CONDUCT ASSESSMENT AND MAKE PROFESSIONAL JUDGEMENTS.

Good understanding of assessment practice across school will be developed through moderation and standardisation of assessment completed throughout the year. These practices will take place in Phase, department and Progression Steps meetings.

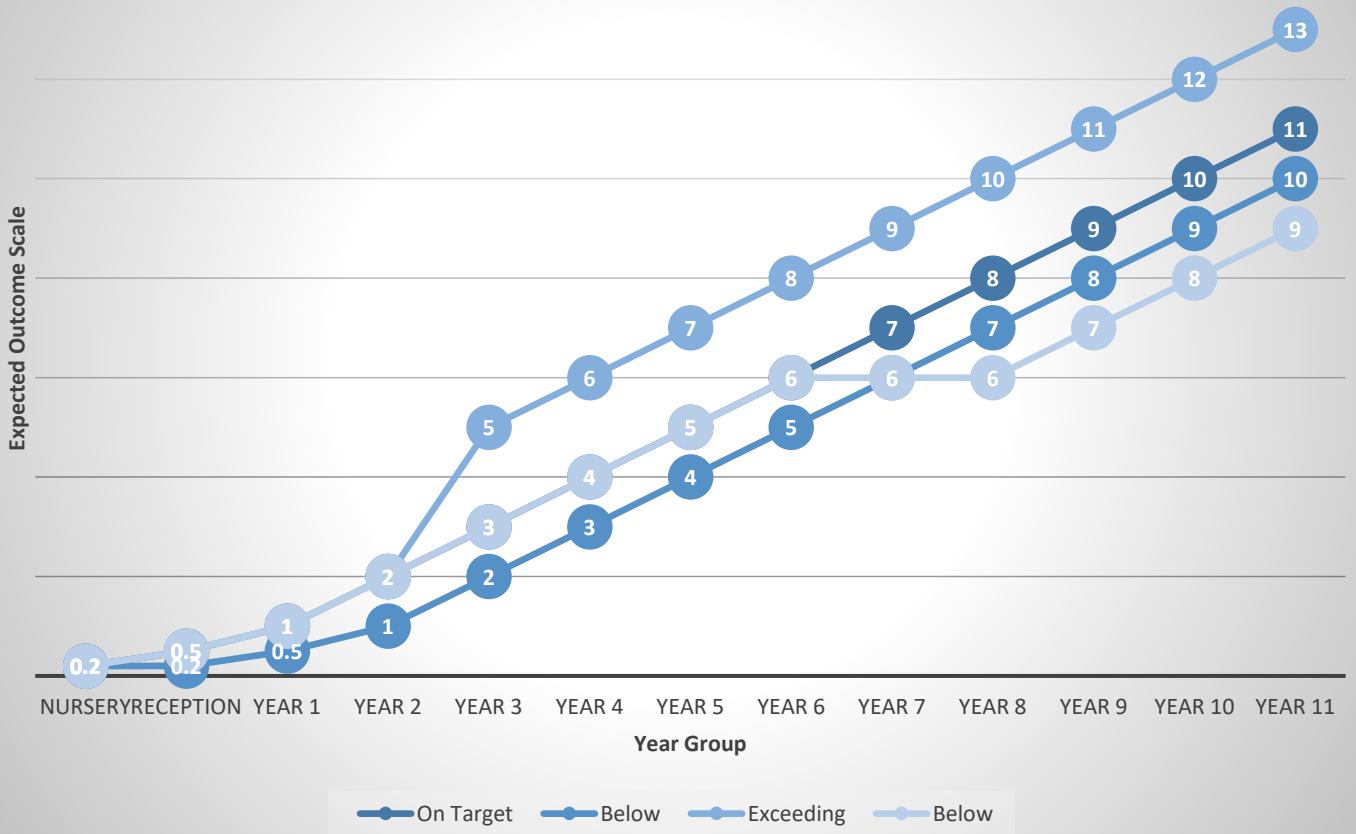
Staff have a responsibility to have a professional awareness of standards and practices outside of the school and on a Welsh and National level to ensure their professional knowledge and judgments is supported by a sound externally standardised evidence base.

In addition to this, INSET days and curriculum development and innovation planning meetings will be utilised to share effective practice, formative assessment ideas and ideas around summative assessment in different subject areas/campuses.

It is the role of Heads of Campus and Department/Subject leads (including the ALNCo) to ensure that staff are fully aware of the assessment requirements and standards for their subjects and schemes throughout the school and provide moderation and standardisation opportunities throughout the year.

The graph below charts the progress of learners using the scale and demonstrates the impact that each each has on the next, and how the learning journey can be affected if underachievement is not addressed in a timely manner.

Alpha to Omega



BCA Way – Top Ten

1. Learning environments – high expectations and routines are well established to aid learning. Calm inclusive classroom environments where learning is central.
2. Lessons are planned and prepared for and match the requirements of the Curriculum for Wales.
3. Clear and challenging outcomes to ensure engagement and success criteria designed and shared with all pupils.
4. Progress is visible and checked regularly to inform teaching.
5. Effective use of questioning to deepen learning.
6. Teaching is well planned to meet the needs of all learners and the requirements of universal provision.
7. Feedback is timely and focused so as to drive forward learning.
8. Modelling reinforces and exemplifies excellent learning and progress.
9. Opportunities for independent and collaborative learning.
10. Risks are taken without fear of failure.



FEEDBACK AND MARKING

The BCA Way Top Ten are expectations for lessons and learning at Blessed Carlo Acutis. These 'Top Ten' are the expectations for across the school and are what drives forward learning and progress.

Marking and feedback is essential in teaching and learning, and it is how effort, progress and knowledge is assessed and monitored by the teacher. However, marking can be very time consuming and ineffective when not carried out for the right reasons. It should also be noted that marking and feedback can and will differ between subjects, disciplines, phases etc. and that each department or phase will have their own expectations based on the school policy.

Clarifying the distinct differences between marking and feedback is key as not all feedback is marking and not all marking is feedback.

PURPOSE OF MARKING AND FEEDBACK

Marking is the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to learners' written work.

- Routinely reading, checking and monitoring learners' books connects us to their learning and helps to ensure that they care about the work they produce.
- It provides us with crucial on-going information about how well they are learning.
- This kind of routine light marking should be regular, timely and manageable.
- Not all marking requires written responses or marks in a book.

Feedback is providing more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills. Feedback can only have the desired impact if it is effective.

- Specific, accurate and clear (e.g. "It was good because you..." rather than just "correct")
- Timely (the closer to the task being completed the more impactful feedback can be)
- Compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...")
- Provide specific guidance on how to improve and not just tell learners when they are wrong.
- Written feedback is useful but there are many other forms of feedback which can be more effective. It is acceptable that some work will be left unmarked as learners regularly receive a wide range of other types of feedback in addition to traditional marked work.
- Teachers are empowered to decide on the most appropriate method of feedback within their subjects to promote and deepen learning.
- "Feedback should be more work for the recipient than the donor" (D William, 2005)

Marking	Feedback
Summative	Formative
Assessment of Learning	Assessment for/as Learning
Measures learning	Moves learning forward
Directs thinking	Provokes thinking
Solves	Suggests
'You should...'	'How could you...?'
Summative	Formative

FREQUENCY

Frequency of marking and feedback will vary depending on subject, discipline, curriculum time, phase etc. Each department/phase will have expectations around how often and how in depth marking and written feedback should be provided but as a general rule:

Primary

English and Maths – marked daily
Other subjects – as and when applicable

Secondary

Marking – every 2 to 4 weeks
Written feedback – every 4- 6 weeks

MARKING AND FEEDBACK IN PRACTICE

Workload is a major issue within education and any methods through which workload can be reduced should be employed. For many teachers marking and feedback can be the most time-consuming task, which can sometimes not have the desired impact or add value. A piece of work that has lots of annotation, but no feedback on how to improve is less effective than a piece of work with little to no marking but live in class feedback has helped them formulate and improve the work as they complete it. An excess of marking does not necessarily equate that learners have used it to improve or know what the next steps are.

There are a number of forms of marking and feedback that both reduce workload and have the desired impact and these will be found in the toolkit which is currently in development. Below is the basic outline of the marking codes and pen colours used for marking and feedback.

PENS

Primary

Black/Red/Green	Teacher or support staff comments incl. Power prompts
Purple/Blue	Pupil responses to feedback incl. Power Prompts

Secondary

Green	Teacher or support staff
Red	Peer/self-marking

MARKING CODES

Marking codes are one of the most efficient ways of marking. It allows the teacher to gain an overview of work, correct misinterpretations as well as ensure accuracy in literacy. It also acts as feedback as the learners will correct mistakes. When there is a spelling mistake the teacher will write the correct spelling and learners will copy it three times. The code below is used across the school as and where necessary. Not all codes will be used in all phases.

Sp	Spelling	G	Grammar
C	Capital letter	Exp	Incorrect expression
P plus symbol	Punctuation (P!)	//	New paragraph needed
✓	Correct	X	Incorrect
I	Independent work	GW	Group work
TA		Teacher/TA assisted	

LIVE MARKING AND FEEDBACK

This allows feedback to be immediate allowing the learner to amend, add and correct their work whilst they are completing it. It allows misconceptions to be tackled before they become embedded and it gives the teacher instant feedback on how the teaching and learning is going allowing them to adapt teaching

and if necessary stop the lesson and re-teach the topic. There is also a greater level of accountability for the learner as they are aware that their work is likely to be seen and therefore will often be of a higher quality.

It can reduce workload for staff and encourages dialogue around the learning. The learner feels like their work is valued and it negates the need for books to be taken home. When carrying out live marking and feedback it is not always necessary to look at the piece of work in its entirety, but rather to focus on a small section that needs to be developed or improved.

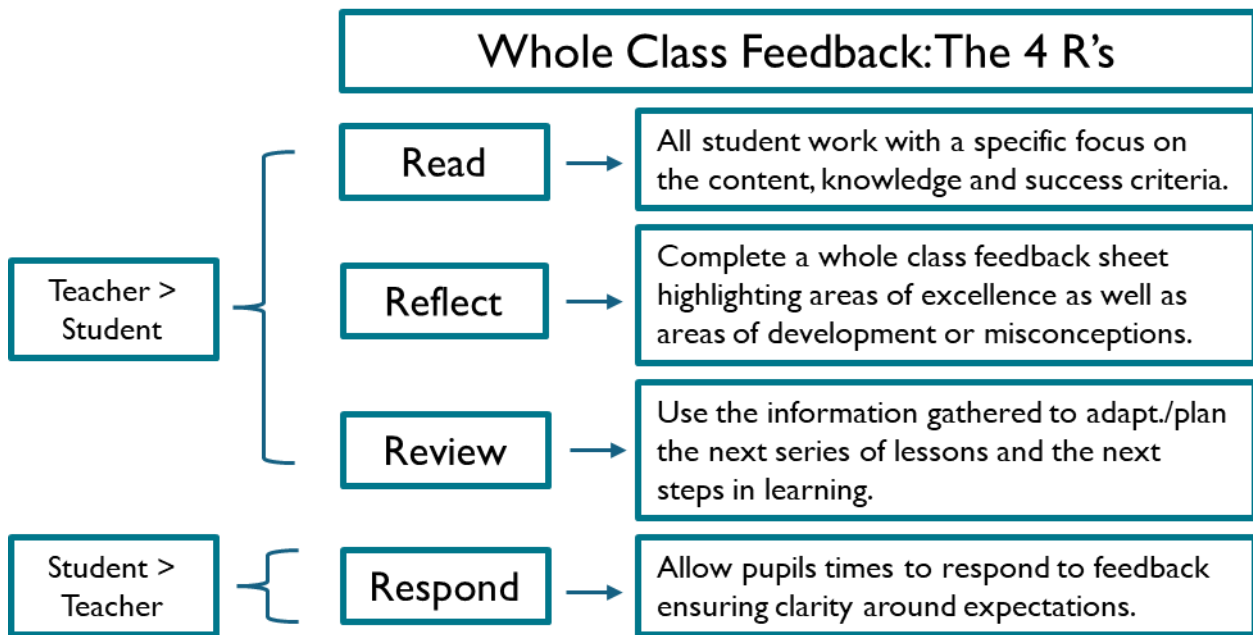
VERBAL FEEDBACK

Verbal feedback is sufficient and often the most effective form of feedback. It is instant and allows a dialogue between the teacher and learner, which ensures that the learner has fully understood what the feedback is and how they are to improve or correct work.

There is no requirement to stamp or mark that verbal feedback has been given.

WHOLE CLASS MARKING AND FEEDBACK

Whole class marking can have one of the biggest impacts on teacher workload, whilst being able to respond to the needs of the whole class and give an accurate account of where the learners are and how the learning may need to be adapted and change going forward.



The respond section can be given as directed improvement and reflection time (D.I.R.T) where planned time is given for pupils to respond to feedback and make improvements or correct misconceptions.

PEER AND SELF-MARKING AND ASSESSMENT

Peer and self-marking and feedback is one of the easiest ways to reduce workload, but it also has huge value to learners. It allows them to 'become the teacher' and see work through a different lens and it also allows them to give and receive instant feedback on the work they have produced. Peer and self-marking is a quick way to gain an overview on whole class progress and highlight areas of misconception. This is most effective and useful in low stakes quizzing and testing with shorter answers and responses.

Peer and self-assessment is equally as powerful when done correctly. However, giving effective feedback is a skill and the model below helps pupils formulate their responses and produce impactful feedback.

Be kind: All comments should focus entirely on the work. No personal comments at all. No sarcasm or put downs. The comments can be challenging but the creator of the work should feel that the feedback is work orientated and be happy to receive it. 'Hard on content, soft on people.'

Be specific: Refined and precise dialogue with detailed explanations on positives and steps to improve. Comments should explain exactly what needs to be worked on (like a set of instructions) which the writer can simply take away and use. The success criteria need to be referred to.

Be helpful: If the comments don't benefit the work, the learning, the learners or the class, then don't share it. Everything you provide feedback on is there to help make the work better.

MONITORING AND EVALUATING

Marking and feedback will be monitored by SLT, phase leads and subject leaders using the book scrutiny proforma. Department and phase book looks will take place each term and SLT will monitor during MER cycles, learning walks and lesson observations. Alongside the book scrutiny, pupil voice will take place to gauge verbal feedback and the impact of marking and feedback on learning for pupils. Areas of good practice will be highlighted and shared with all staff.