

TEACHING, LEARNING, ASSESSMENT AND FEEDBACK POLICY

(Framework for the evaluation of performance including pupil assessment procedures)

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1. AIMS

This policy aims to:

- establish a High Performance Learning (HPL) environment in which all students are supported to become confident, independent and reflective learners who strive for excellence and enjoy learning;
- ensure a consistent, research-informed approach to teaching and learning, grounded in HPL principles, across the school;
- promote exceptionally high expectations by developing Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs) in all students;
- foster a culture of ambition, resilience and intellectual curiosity, enabling all students to achieve their full potential;
- actively engage students, parents and the wider school community in supporting high performance and lifelong learning.

2. OUR GUIDING PRINCIPLES

At London Park School Clapham, we are committed to developing every student as a high performer. We believe that high achievement is the result of deliberate practice, explicit teaching of thinking skills, and the development of positive learning dispositions.

Learning is most effective when students:

- feel safe, valued and supported within a culture of high expectations;
- demonstrate the HPL values of resilience, hard work, empathy and openness to learning;
- understand the purpose of their learning and can articulate intended outcomes;
- are explicitly taught how to think, including analysing, linking, creating and reflecting (ACPs);
- can connect new knowledge to prior learning and apply it across contexts;
- engage in structured dialogue, questioning and collaborative learning;
- are supported to develop metacognitive strategies, including planning, monitoring and evaluating their learning;
- are given opportunities for deliberate practice and meaningful application;
- are encouraged to take intellectual risks and view mistakes as part of the learning process;
- demonstrate perseverance and self-regulation when learning is challenging;
- develop curiosity, independence and intrinsic motivation.

We therefore aim:

- provide an ambitious, inclusive curriculum that enables all students to achieve high performance;

- explicitly teach and embed HPL strategies, including metacognition, structured questioning, feedback and deliberate practice;
- ensure all students develop deep subject knowledge alongside transferable thinking skills;
- create a stimulating, safe and purposeful learning environment that promotes intellectual confidence and curiosity;
- ensure teaching consistently challenges all learners and promotes high levels of engagement and thinking;
- support students to become reflective, self-regulating learners who take ownership of their progress;
- ensure all staff have strong subject knowledge and expertise in HPL pedagogy;
- raise aspirations by promoting a growth mindset and a belief in the potential of every learner;
- continually refine teaching and learning through evidence-informed practice, CPD and collaboration;
- foster a culture of professional dialogue and shared best practice across the school.

Key HPL Strategies Embedded Across the School

- Explicit teaching of **Advanced Cognitive Performance Characteristics (ACPs)** (e.g. analysing, linking, meta-thinking, creating)
- Development of **Values, Attitudes and Attributes (VAAs)** (e.g. resilience, agility, empathy, hard work)
- Use of **metacognitive strategies** (planning, monitoring, evaluation)
- **Deliberate practice** with high levels of challenge and scaffolded support
- **Structured questioning** to deepen thinking and extend responses
- **Responsive feedback** that promotes reflection and improvement
- Opportunities for **application of knowledge in unfamiliar contexts**
- Promotion of **intellectual confidence, curiosity and independence**

3. LINKS WITH OTHER POLICIES

This policy should be read in conjunction with the following policies and procedures:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- E-Safety Policy
- Curriculum Policy
- Learning Enrichment (SEN & EAL)
- PHSE Policy and Schemes of Work

- Accessibility Policy and Plan
- Admissions Policy
- SMSC Policy
- RSE Policy

4. ROLES AND RESPONSIBILITIES

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is how we will always create the conditions for students' learning:

4.1 Governors

Governors at London Park School Clapham will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4.2 Senior Leadership Team

Senior leaders at our school will:

- have a clear and ambitious vision for providing high-quality, inclusive education to all, implementing this policy and revising it from time to time considering evolving needs;
- celebrate achievement and have high expectations for everyone;
- hold staff and students to account for their teaching and learning, including setting targets, monitoring by Learning Walks, Classroom Visits and formal observations; monitor assessment across the school by conducting work scrutinies;
- evaluate summative assessment results (Digital tests, formal tests & GCSE results) and set targets for departments;
- plan and evaluate strategies to secure high-quality teaching and learning across the school;
- manage the allocation of department resource budgets to support high-quality teaching and learning;
- provide support and guidance to other staff through coaching and mentoring;
- input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge;
- promote teamwork at all levels, for example by buddying teachers up to support one another where appropriate;
- address underachievement and intervene promptly;
- meet the expectations set out in this and linked policies.

4.3 Heads of Department/Subject Leaders

Heads of Department/ Subject Leaders at London Park School Clapham will:

- help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills;
- sequence schemes of work and lessons in a way that allows students to make good progress from their starting points;
- maintain department paperwork;
- use their budget effectively to resource their subject, providing teachers with necessary resources for learning;
- drive improvement in their subject/phase, working with teachers to identify any challenges;
- oversee the plan for their subject to allocate time for students to:
 - *Achieve breadth and depth
 - *Fully understand the topic
 - *Demonstrate excellence
- moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data;
- improve on weaknesses identified in their monitoring activities;
- create and share clear intentions for their subject/phase;
- encourage teachers to share ideas, resources and good practice, through day-to-day contact and regular meetings which are minuted;
- meet the expectations set out in this and all other school policies.

4.4 Teachers

Teachers at our school will:

- follow the expectations for teaching and professional conduct as set out in the Teachers' Standards and the Dukes' teaching and learning framework. Both of these documents are saved in the SharePoint;
- actively engage parents/carers in their child's learning by attending parents' evenings, writing reports and producing tracking data, contributing to the newsletters, including clearly communicating the purpose of homework which is set on Teams;
- update parents and carers on students' progress according to the published programme of reports and grades (see section 10 and appendix 2);
- meet the expectations set out here, and in the policies linked to this one, particularly the Staff Code of Conduct, the Positive Relationships (Behaviour) Policy and the E-safety Policy;
- create schemes of work in line with department and school aims;
- identify and promote cross curricular and experiential learning opportunities wherever possible;
- alongside delivery of syllabus content, ensure formative and summative assessments are undertaken and recorded;
- modify teaching, responding to assessment findings;
- analyse assessment data to identify patterns of performance and student needs;
- work in collaborative teams to design and evaluate assessments;
- show an awareness of the diversity of the learning styles of a class by using a variety of assessment and teaching strategies;
- provide timely written and oral feedback on assignments.

4.5 Students

Students at our school will:

- take responsibility for their own learning, and support the learning of others;
- meet expectations for good behaviour for learning at all times, respecting the rights of others to learn ;
- attend all lessons on time and be ready to learn, with any necessary equipment for the lesson;
- be curious, ambitious, engaged and confident learners;
- know, and set their own targets and how to improve;
- put maximum effort and focus into their work;
- complete homework activities as required;
- maintain a good attendance record;
- meet the expectations set out in the Positive Relationships (Behaviour) Policy and the E-safety Policy.

4.6 Parents and carers

Parents and carers of students at our school will:

- value learning;
- encourage their child as a learner;
- make sure their child is ready and able to learn every day;
- support good attendance;
- participate in discussions about their child's progress and attainment;
- communicate with the school to share information promptly and appropriately;
- provide resources and an environment at home to support learning;
- encourage their child to take responsibility for their own learning;
- support the policies of the school including the Positive Relationships (Behaviour) and E-safety Policy.
- support and give importance to homework.

5. PLANNING

London Park School Clapham's curriculum and its philosophy are set out in the Curriculum Policy and are underpinned by the principles of High Performance Learning (HPL). We are committed to providing a broad, ambitious and inclusive curriculum which enables all students to develop as high performers.

We believe that all students are capable of high achievement when provided with the appropriate support and challenge. Curriculum provision is therefore adapted, where necessary, to meet individual needs, including through the work of the Learning Enrichment team, ensuring all learners can access, engage with and excel in their learning.

Each subject area has clearly sequenced Schemes of Work, stored centrally, which reflect subject-specific knowledge, skills and HPL approaches. These are designed to build deep understanding over time and explicitly develop Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs).

Teaching is carefully planned to secure strong short-, medium- and long-term progress. Teachers use assessment information, including baseline data and prior attainment, to plan learning that is appropriately challenging and responsive to students' needs.

Teachers plan lessons and sequences of lessons which:

- develop deep subject knowledge alongside transferable cognitive skills;
- explicitly teach and model HPL thinking skills, including analysing, linking, creating and metacognition;
- have clear learning intentions and success criteria, which are shared and understood by students;
- promote high levels of engagement, motivation and intellectual challenge;
- provide appropriate support and stretch to enable all students to achieve high standards;
- incorporate deliberate practice and opportunities to apply learning in both familiar and unfamiliar contexts;
- use a range of teaching strategies, including structured questioning and collaborative learning;
- are effectively differentiated to meet diverse learning needs through task, support, resource and outcome;
- make use of personalised learning profiles to ensure inclusive and adaptive teaching;
- encourage sustained intellectual, creative and physical effort;
- develop students' independence, self-regulation and intrinsic motivation;
- utilise high-quality resources, including digital technology, to enhance learning;
- maintain an appropriate pace to maximise progress and challenge;
- embed effective behaviour-for-learning strategies aligned with HPL values;
- provide regular, meaningful feedback that promotes reflection, improvement and metacognitive development;
- create opportunities for enquiry, risk-taking, exploration and intellectual curiosity.

Subject Leaders and Heads of Department play a key role in embedding HPL through the sharing of best practice, coaching, and ongoing professional dialogue.

All departments are expected to maintain strong subject expertise and remain up to date with curriculum developments and research-informed pedagogy, ensuring that teaching reflects both high academic standards and the principles of High Performance Learning.

6. LEARNING ENVIRONMENT

At London Park School Clapham, the learning environment is intentionally designed to support High Performance Learning. Learning takes place across classrooms, outdoor spaces, communal areas and specialist teaching environments, all of which promote high expectations, independence and intellectual engagement.

These spaces are maintained to be safe, orderly and purposeful, fostering a culture of respect, focus and aspiration. They are structured to support the development of Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs).

Learning environments are organised to promote high performance through:

- clearly defined, stimulating and inclusive learning zones that encourage focus, reflection and collaboration;
- displays that reinforce prior learning, make connections explicit and support students in linking knowledge across contexts;

- accessible, high-quality resources that enable independence, enquiry and deliberate practice;
- seating arrangements that promote participation, dialogue and collaborative learning;
- dynamic displays that celebrate effort, progress and excellence, while modelling high-quality work and HPL learning behaviours;
- visual prompts and scaffolds that support metacognition, including strategies for planning, monitoring and evaluating learning;
- environments that encourage curiosity, intellectual risk-taking and sustained engagement.

Through these environments, students are supported to become confident, independent learners who take ownership of their learning and demonstrate the habits and dispositions of high performers.

7. DIFFERENTIATION & ADAPTATIONS

Teaching and learning at London Park School Clapham are underpinned by the belief that all students can achieve high performance with the right balance of challenge and support. We recognise and respond to the diverse backgrounds, needs and starting points of all learners, including:

- students with special educational needs and disabilities (SEND);
- students with English as an additional language (EAL);
- disadvantaged students;
- students with high prior attainment or high learning potential.

In line with High Performance Learning (HPL) principles, differentiation/adaptation is not about lowering expectations but about providing appropriate challenge and support so that all students can develop Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs).

Differentiation is achieved through adaptive teaching, ensuring all students can access the curriculum, engage in deep thinking, and make sustained progress. This includes:

- adapting teaching methodologies to develop metacognition, independence and resilience;
- designing learning activities that promote higher-order thinking, including analysing, linking and creating;
- structuring schemes of work to ensure both accessibility and intellectual challenge over time;
- using assessment responsively to identify gaps, misconceptions and next steps;
- organising classroom environments to support collaboration, focus and participation;
- applying rewards and behaviour systems that reinforce positive learning behaviours aligned with HPL values;
- where appropriate, structured grouping (e.g. in Mathematics) to ensure effective challenge and progression.

Through this approach, all students are supported to engage in ambitious learning, take intellectual risks, and develop the habits and dispositions required for high performance.

Differentiation occurs at two different levels at London Park School Clapham:

Curriculum Level

- Year 10 students are taught in single groups for the majority of option subjects. Where a subject is in multiple option blocks, students are in the block according to their option choices. Mathematics has two based on ability. Science is split among those doing separate or combined sciences; if in doubt, students can follow the separate syllabus and move across to the combined award if needed.
- Each student's GCSE choices are made in discussion with their form tutor and parents. Students will be advised on how many GCSE's they should study with a minimum of 7 and a maximum of 10, (under extenuating circumstances some may take less). GCSE Options and Information evening takes place in the Spring term of Year 9 to allow plenty of time for these discussions to take place. The Senior Leadership Team look through these carefully to ensure that the choices are well balanced and meet the needs and future aspirations of the student, as well as presenting a realistic challenge for each one.

At classroom level:

Teaching is adaptive, responsive and grounded in High Performance Learning (HPL) principles. Teachers design learning experiences that provide both high challenge and appropriate support, enabling all students to develop as high performers. Departmental guidance provides subject-specific strategies to support this approach.

Adaptive teaching in the classroom includes:

- By content – presenting material in ways that maintain ambition while ensuring accessibility, supporting students to engage with complex ideas.
- By resource – providing scaffolds and materials that enable independence and gradual removal of support as competence develops.
- By task – designing tasks that promote higher-order thinking, including analysing, linking and creating (ACPs).
- By support – using targeted questioning, modelling and guidance to develop understanding, while fostering independence and resilience. **This could also include this such as seating plans, support form a Learning Enrichment Tutor and adaptive technologies.**
- By response to outcome – using feedback and assessment to promote reflection, metacognition and continuous improvement, rather than limiting expectations.

An effective HPL classroom environment will:

- provide meaningful entry points for all learners while maintaining a shared, ambitious core experience;
- promote deep thinking and intellectual challenge for all students;
- support students in developing independence, self-regulation and intrinsic motivation;
- encourage collaboration, dialogue and learning from others;
- provide opportunities for extension, creativity and application in unfamiliar contexts;
- enable students to explore ideas, take intellectual risks and develop curiosity;
- foster a growth mindset, where effort, resilience and learning from mistakes are valued;
- use flexible grouping to support collaboration, challenge and peer learning;

- maintain a safe, respectful and purposeful learning environment;
- use ongoing assessment to adapt teaching and secure progress for all learners.

All teaching staff will:

- maintain high expectations for all students, regardless of starting point;
- ensure all learners are challenged and supported to develop Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs);
- use a range of HPL strategies, including structured questioning, modelling, deliberate practice and metacognitive development;
- plan learning that sustains motivation, challenge and progression over time;
- provide appropriate levels of support to promote independence and long-term success.

Teaching support staff, including the Learning Enrichment team, play a key role in supporting high performance through targeted interventions, in-class support and small-group work. Further details are outlined in the Learning Enrichment Policy.

8. HOMEWORK

Homework at London Park School Clapham is designed to extend learning beyond the classroom and support the development of high performance. It enables students to make meaningful connections between their learning and the wider world, while developing independence, resilience and self-regulation.

Homework is purposeful, ambitious and aligned with High Performance Learning (HPL) principles. It is not set as routine practice alone, but as an opportunity to deepen understanding, apply knowledge and develop Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs).

The purpose of homework is to:

- reinforce and deepen understanding of key knowledge and concepts through deliberate practice;
- provide opportunities for reflection, feedback and improvement;
- develop metacognitive skills, including planning, monitoring and evaluating learning;
- prepare students for subsequent learning, enabling lesson time to focus on higher-order thinking and application;
- encourage independent enquiry, curiosity and the application of knowledge in unfamiliar contexts.

Homework tasks vary in complexity, demand and purpose, and are designed to provide an appropriate level of challenge for all learners. Expectations and success criteria are clearly communicated to ensure students understand how to achieve high-quality outcomes.

Homework is set in line with published schedules; however, flexibility is applied where appropriate to maintain quality, relevance and balance, particularly during periods of assessment or enrichment activities.

- **Year 7:** 30 minutes per week per subject (English, Maths (1 hour), Science; Art, Humanities and French/Spanish on rotation)
- **Year 8:** 30 minutes per week per subject (English, Maths (1 hour), Sciences, Art, Music, Humanities, French and Spanish)

- **Year 9:** 30 minutes per week per subject (excluding Global Citizenship, Drama, PSHE, Sport & PE)
- **Years 10–11:** approximately 60 minutes per subject per week, at teacher discretion

All homework is set via Microsoft Teams, with schedules available to students, staff and parents via the Parent Portal. Necessary resources are provided or made accessible to ensure equity of opportunity.

Through this approach, students develop the habits of effective learners, including independence, resilience, organisation and a commitment to excellence.

9. MARKING AND FEEDBACK

9.1 Teacher Feedback

At London Park School Clapham, feedback is an integral part of High Performance Learning. It is designed to move learning forward by developing students' understanding, metacognition and independence.

Feedback clearly identifies what students have done well and what they need to do next to improve. It promotes reflection, resilience and a commitment to excellence.

Feedback may be delivered through a range of approaches, including:

- verbal feedback and live marking;
- written feedback;
- digital platforms;
- low-stakes assessment and retrieval practice;
- structured marking tools and success criteria;
- self and peer assessment.

In line with HPL principles, feedback:

- supports the development of Advanced Cognitive Performance Characteristics (ACPs) such as analysing, linking and creating;
- promotes metacognitive strategies, enabling students to plan, monitor and evaluate their learning;
- reinforces Values, Attitudes and Attributes (VAAs) including resilience, hard work and reflection;
- is timely, focused and purposeful, enabling students to take clear next steps;
- encourages students to take ownership of their learning through reflection and response.

Marking is one component of both formative and summative assessment and is used strategically to maximise student progress.

Teachers plan assessment and feedback together, ensuring that tasks allow for meaningful feedback and opportunities for improvement. Time is built into learning for students to reflect, respond and act on feedback, demonstrating progress over time.

Pen colours:

- Student work: Blue/Black
- Student self-assessment: Green
- Teacher feedback: Purple/Red

Students are explicitly taught how to use feedback effectively, developing increasingly sophisticated reflective and self-regulatory skills as they progress through the school.

9.2 Student Feedback on Teaching and Learning

Student voice is a key element of High Performance Learning. Regular, structured dialogue with students supports continuous improvement in teaching and learning and strengthens students' sense of ownership and engagement.

Teachers actively seek and respond to student feedback in a range of ways, including:

- immediate, informal feedback during lessons (e.g. questioning, show-me boards, quick checks);
- structured reflection on specific learning activities;
- periodic questionnaires evaluating learning over time.

This process supports a culture of openness, reflection and continuous improvement, ensuring that teaching remains responsive, engaging and effective in promoting high performance for all students.

10. ASSESSMENT & RECORDING

At London Park School Clapham, we promote the healthy academic development of all students through a rigorous and consistent approach. The assessment framework is looked at in a holistic way running through all year groups. Data is used to track student progress across academic subjects. Formal assessments and report data is centrally tracked to show individual progress, and each student is tracked against themselves in this manner rather than compared to the cohort.

10.1 Purpose of Assessment

Assessment at London Park School Clapham is used to promote High Performance Learning by supporting both academic progress and the development of high-level thinking and learning behaviours.

The purposes of assessment are to:

- monitor and evaluate progress over time, ensuring all students are working towards high performance;
- recognise and celebrate achievement, effort and the development of resilience and other HPL values (VAAs);
- inform responsive teaching, curriculum design and next steps for learning;
- communicate progress clearly and effectively to students and parents;
- identify misconceptions, gaps in knowledge and barriers to learning;
- develop students' metacognitive awareness, enabling them to reflect on, evaluate and improve their own learning;
- foster student ownership, independence and responsibility for learning.

10.2 Assessment Types

10.2.1 Baseline Testing

London Park School Clapham will carry out a baseline test in the first term of the academic year, following the CEM MidYIS (Key stage 3) and Yellis (Key stage 4) testing format, accredited by the University of Cambridge, as well as Quest. The data collected from this assessment will be used internally, to inform progress, attainment, target and predicted grades in across KS3 and Year 10.

Summative assessment - will happen at the end of topics (depending of frequency of lessons this will either be every half term or at the end of every term) These assessments can take the form of a written paper, project work, presentation etc. Each year group also has dedicated Assessment weeks. Please

10.2.2 Formative Assessment

Formative Assessment is used regularly throughout lessons and sequences of learning to identify students' strengths, address misconceptions and inform next steps in teaching. Teachers will use a range of strategies, including verbal feedback, questioning, retrieval practice, live marking, peer and self-assessment, low-stakes quizzes and written feedback where appropriate. Feedback should be timely, specific and actionable, enabling students to reflect on their work and make improvements. Evidence of formative assessment may be seen in exercise books, class discussions, digital platforms and teacher records. Marking should focus on promoting progress and developing students' understanding rather than correcting every error.

10.2.3 Summative Assessment

This is defined as assessments that are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit or school year. These assessments can take the form of a written paper, project work, presentation etc. Years 7-10 have a formal examination week in the Summer Term, with Year 9 having an additional set in the Autumn term to inform GCSE choices. Year 10 have their GCSE mocks in the Summer term and Year 11 in Spring Term. This data is analysed against the Midyis, Yellis and Quest baseline testing results to inform pupil performance and identify attainment gaps.

10.3 Feedback to Parents

At London Park School Clapham, effective communication with parents is a key component of High Performance Learning. Reporting provides a clear, accurate and meaningful overview of both academic progress and the development of the Values, Attitudes and Attributes (VAAs) that underpin high performance.

Parents receive a range of feedback and can expect a minimum of one formal report each term, which may include:

- grades for academic attainment and Attitude to Learning (ATL);
- assessment grades;
- targets for revision;
- full written reports;
- meetings between parents, students and subject teachers, or with tutors.

The reporting schedule is published annually in line with the academic calendar and takes into account examination periods and parents' evenings. All reports are made available via the My School Portal. Please see Appendix 2 for the Reporting Schedule.

Reports are designed to:

- communicate progress clearly and transparently;
- highlight strengths and areas for development;
- support students in understanding how to improve;
- reinforce high expectations and a commitment to excellence.

All staff are responsible for ensuring reports are accurate, consistent and aligned with school expectations. Comments must be personalised, constructive and aspirational, recognising achievement while identifying specific next steps for improvement in engagement, progress and independent learning. Staff follow the school style guide, and report quality is monitored in accordance with reporting procedures.

10.3.1 Attitude to Learning Descriptors

We expect the Attitude to Learning (ATL) of our students to be good across the curriculum. A student working in this manner is doing everything that is required to continue to make good progress and meet their academic potential. The attitude to learning covers effort and attainment. Please see the teacher guidance for awarding ATL grades in the SharePoint. These are shared with parents when they receive The ATL grades each term.

11. MONITORING AND EVALUATION

At London Park School Clapham, monitoring and evaluation are integral to ensuring high-quality teaching and learning and the sustained development of high performance across the school. Our approach is rooted in High Performance Learning (HPL) principles, focusing on both academic outcomes and the development of Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs).

We systematically monitor teaching and learning to ensure that all students make strong progress from their starting points and are consistently challenged to achieve their full potential.

School leaders, Heads of Department and curriculum leaders evaluate the impact of teaching through a range of strategies, including:

- learning walks and classroom visits, **which could** focused on **areas such as** the implementation of HPL strategies (including challenge, questioning, metacognition and student engagement) **or SEND adaptations**;
- lesson observations, assessing the quality of teaching, learning behaviours and the development of high performance skills;
- student voice, including school council input and pupil surveys, to evaluate engagement, challenge and learning experience;
- curriculum and planning scrutiny, ensuring schemes of work are ambitious, well-sequenced and explicitly embed HPL principles;
- book looks and work scrutiny, used to evaluate progress over time, quality of feedback, and evidence of deep thinking and application;
- assessment analysis, identifying progress, trends, gaps and areas for targeted intervention.

Monitoring activities are used formatively to support professional development, inform coaching and ensure continuous improvement. There is a strong emphasis on collaboration, reflective practice and the sharing of best practice across departments.

Through this approach, we ensure that teaching remains responsive, ambitious and aligned with our belief that all students can develop into high performers.

APPENDIX 1 – Assessment & Reporting Schedule

2026 – 2027 Schedule of assessments, reports and parents' evenings

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Curriculum Evening – 3 rd September MidYis Test – w/c 15 Sept Parents' evening with tutors. Focus on settling in. – 6 th October Attitude & attainment grades	Full report	Attitude & attainment grades.	Parents' Evening – 3 rd March	Attitude & attainment grades. Assessment week - w/c 24 th May	Full report
Y8	Curriculum Evening – 7 th September MidYis Test - w/c 15 September Parents' evening with tutors. Focus on settling in. – 6 th October Attitude & attainment grades	Full report	Attitude & attainment grades.	Parents' Evening – 11 th March	Attitude & attainment grades. Assessment week - w/c 24 th May	Full report
Y9	Curriculum Evening – 8 th September MidYis Test - w/c 15 Sept	Assessment week - w/c 9Nov Results from assessments -	GCSE Options evening. 21 st January GCSE Options made	Full report	Attitude & attainment grades.	Assessment week - w/c Tues 8 th June. Parents' Evening 9 th June

	Parents' evening with tutors. Focus on settling in. – 6th October Attitude & attainment grades	Parents' evening Focus on GCSE choices. – 25th November	Attitude & attainment grades			
Y10	Curriculum Evening – 9th September Yellis Test - w/c 15 Sept Parents' evening with tutors Focus on target setting. – 6th October Attitude & attainment grades	Parents' Evening – 1st December	Attitude & attainment grades.	Full report	Assessment week - w/c 26th April Parents' evening – 13th May	Attitude & attainment grades.
Y11	Curriculum Evening – 9th September Predicted Grades Parent's evening - 14th October	Report – Attitude Grade and Target for revision over Christmas period	Mock exams – 7th – 19th January Mock Results - Parents' evening Focus on key targets and predicted grades. 27th January	Full report	GCSE examinations	Tutor & Head Letter. A focus on signing off KS4 and GCSEs.