PARMITER'S SCHOOL

Teaching and Learning Policy

Parmiter's school is a happy and successful school with a deserved reputation for academic excellence. Teaching and learning is the core purpose of Parmiter's School and this is made explicit in the School Development Plan. We aim to provide a well-disciplined and supportive environment as we believe that all students, whatever their ability, should receive a high quality provision so that they are able to achieve their potential.

This suite of policy documents exists to outline the school's commitment to continually raising the quality of teaching and learning. It comprises:

1. Teaching and Learning – Parmiter's pedagogy (Parmagogy) and Parmiter's Learner
2. Assessment, Recording and Reporting
3. Homework
4. AI Policy

1. TEACHING AND LEARNING
PARMITER'S PEDAGOGY (PARMAGOGY) AND PARMITER'S LEARNER

1.1 Role of Students in teaching and learning - Parmiter's Learner

Developed by our student Teaching & Learning Committee, and based on Guy Claxton's Building Learning Power (2022), the Parmiter's Learner Principles outline a set of learner traits that we expect all our students to exhibit so they are able to grow and flourish in their learning. Each trait (in bold text) is supported by a brief explanation.These are introduced to students through the Year 7 "Learn to Learn" programme and are reinforced through form tutor activities and assemblies across the school.

Intellectual Curiosity	*Intellectual* - Engaged, interested, paying attention. *Curiosity* - wanting to learn, explore what there is to learn, thirst for knowledge. *Intellectual Curiosity* - being excited and passionate to learn a variety of new things.
Learn how to learn (Metacognition)	Thinking about thinking and learning about learning; so that you can do it in a way that is right for you. Metacognition is thinking about and being aware of your understanding and learning, as well as how to learn effectively.
Resilience	The ability to bounce back after challenges and tough times.
Determination	Having a firm desire or fixed intention to achieve a desired end; overcoming obstacles to reach your goal.
Growth Mindset	Understanding that your achievements come from hard work and determination and not limiting your idea of success based on how intelligent or talented you think you are.
Confidence	The ability to believe in yourself, despite self-doubt. With confidence, you can be sure in your decisions and actions and have the self-assurance to share your thoughts and ideas with others
Self Awareness (empathy, humility, patience)	Being aware that you are in control of your own behaviour and your learning. Noticing when things are going right or wrong, and understanding what you need to do to improve.
Initiative	The ability to assess different situations or problems independently, and take advantage of opportunities that come your way. Doing this without always being asked demonstrates your confidence to continue to learn and grow.
Responsibility (behaviour for learning, safe learning environment)	Taking accountability for behaviour and actions; being reliable; deciding to take charge when necessary without becoming controlling.

Collaboration	Working together to achieve a common goal by sharing ideas, helping each other, and working as a team.
Concentration	Having control of your thoughts or attention. It is when you draw all of your attention towards one thing. Concentration gives you the ability to carefully think about something and not get distracted.
Organisation	The act of identifying and grouping pieces of work, efficiently handling and switching between tasks. This could be ordering something logically or making sure every area of a task is handled correctly and in the best way possible.
Enthusiasm (Positivity and Passion)	A strong interest or excitement in connection with something.
Creativity	The ability to use your imagination to design and create new ideas and inventions.
Independence	Where a student has control over their learning and gains knowledge based on their own efforts.

In addition to exhibiting these traits, students are expected to take an active role in, and responsibility for, their own learning by being able to answer the following questions about their learning in each of their subjects:

- What are you learning?
- Why are you studying this?
- Does your learning change, challenge, or build on previous learning? If so, how?
- How will you be assessed?
- How do you receive feedback from your teacher?
- How do you act on the feedback you receive?

Students are also encouraged to be actively involved in the development of teaching & learning through involvement in the student congress T&L committee and engaging with activities and enrichment opportunities.

1.2 Role of Staff in teaching and learning - Parmiter's pedagogy (Parmagogy)

Parmagogy (our school's pedagogy) provides a framework that ensures teaching & learning at Parmiter's aligns with the whole school vision: "*Our values of community, aspiration and opportunity enable every individual to grow and flourish*".

We recognise that different subjects cannot, and should not, be taught in the same way. Whilst high quality teaching & learning is expected across the curriculum, it is recognised that different subjects, or even topic areas within the same subject, require a different approach to lesson planning and delivery, assessment and homework. Parmogogy provides a framework for discussing and developing teaching & learning whilst valuing the knowledge, skill and professionalism of our staff. We trust our staff to determine the best approaches in their subject areas; there is no prescribed lesson format at Parmiter's.

The pillars of Parmagogy represent key strands of teaching and learning that all staff should consider in their practice.

Planning *(Setting the destination)*

Pedagogical Strategies:

- Purpose and sequencing
- Scheme of work
- Curriculum design/pathway/map
- Structure of activities

Inclusion *(Alternative routes)*

Pedagogical Strategies:

- Adaptive teaching
- Independent learning/enquiry
- Flipped learning
- Group work
- Intervention

- Relevance/application to real life
- Wider links
- Diversity of content
- Nurturing and linking skill sets

- TA support
- Setting/groupings
- Differentiation

Language *(Travellers' Phrasebook)*
Pedagogical Strategies:

- Subject-specific language
- Debates/discussion
- Talking for learning
- Reading for learning

Instruction *(Signposting the way)*
Pedagogical Strategies:

- Modelling
- Demonstration
- Explicit teaching
- Chunking
- Coaching

Retrieval *(Retracing steps)*
Pedagogical Strategies:

- Metacognition
- Interleaving
- Deliberate practice
- Revision/recap
- Repetition
- Zone of proximal development

Assessment *(Planning your next trip)*
Pedagogical Strategies:

- Feedback and response
- Marking
- Self/peer assessment
- Assessment for learning
- Low-stakes assessment

1.2.1 All teaching and support staff (whose role is to support learning) are expected to:

- Maintain and continue to develop their subject content and pedagogical knowledge through a commitment to Parmagogy and Professional Development.
- Engage with, and act upon, whole-school and subject team guidance on learning and teaching.
- Use Chromebooks and Google Apps for Education, where appropriate, to enhance engagement and learning.
- Foster positive working relationships, rooted in mutual respect, that model and promote excellent behaviour and allow students to focus on learning.
- Take advantage of appropriate opportunities to promote and develop students' numeracy, literacy and Spiritual, Moral, Social and Cultural education.
- To ensure their lessons reflect and promote the school's Equality Objectives.

- Set homework tasks that are meaningful and are designed to consolidate and extend students' understanding, knowledge and skills.
- Establish an aspirational culture, where students are encouraged and supported to maximise their potential; to take responsibility for their own success; feel empowered to take risks, approach things with independence, and develop the resilience to approach more challenging work in a positive fashion.

1.2.1 Role of one-to-one devices in teaching & learning

As a school, we are committed to enhancing our current teaching & learning practices by embedding the use of technology. All students in Years 7 - 11 will have access to a digital device as part of our 'Individual Chromebook Scheme'. Year 12 and 13 students will also be expected to have individual access to a device suitable for the subjects they are studying at A Level.

Having easy access to technology in every classroom can:

- allow access to technology as it is needed in a sequence of learning, rather than waiting until the IT rooms are available;
- allow teachers to share a wide range of resources quickly and easily, including differentiated resources;
- allow students to work independently on a research task within the classroom;
- allow students to have hands-on experience of a greater range of learning materials within the classroom;
- allow students to revisit material and lesson content more easily;
- allow students to access learning materials and their work from anywhere;
- provide students with a forum for sharing their learning with other students in their class;
- facilitate collaboration amongst students;
- provide a non-verbal forum for students to ask, or answer, questions;
- be used as a motivator for students, who often enjoy being able to use technology in the classroom;
- develop the skills with technology that students will need for their future studies and careers.

Whilst fully recognising the many benefits, the move to individual student devices is not a replacement for outstanding classroom-based teaching. We adopt a blended learning approach, which involves a mixture of computer-based and face-to-face or handwritten activities. Individual access to technology merely allows us to enhance our current teaching, and provide the very best education for our students.

1.2.2 Role of Artificial Intelligence (AI) in teaching and learning

The role of AI in teaching & learning is a relatively new concept in education and we will continue to develop our understanding of how to use AI appropriately to benefit staff and students. We recognise that generative AI presents both opportunities and challenges for staff and students.

We encourage staff to try generative AI tools and explore how they may be able to support teaching and learning. Staff should be aware of the limitations of generative AI tools and must use their professional judgement to check any content produced for appropriateness and accuracy. Whatever tools or resources are used to produce resources or documents, the quality and content remains the professional responsibility of the person who produced it. Access to generative AI platforms is not restricted on staff devices. Staff are reminded to refer to the AI policy to ensure they are familiar with the acceptable use of AI.

Students have access to Google AI platforms only on devices logged onto the school network.

Below are some examples of how generative AI could be used in teaching and learning. This list is not exhaustive and staff are encouraged to explore and share ideas:

- Summarise texts, papers, articles, notes. As well as providing an overview of the content, students can change the reading age of a text to suit their needs.
- Generate ideas. AI can provide initial prompts and guidance to help organise and expand upon a student's existing ideas.
- Help students in understanding complex terms and ideas by providing definitions and descriptions with examples.
- Create revision materials, such as sample questions, flashcards, quizzes, and summaries.
- Students getting feedback on their own work.
- Students developing the skill of prompt writing, including the use of disciplinary language in order to improve the output of the AI platform.

If using generative AI staff must ensure they discuss the limitations of the technology, considering areas such as:

- AI is only able to generate responses based on the information it is trained on and the available dataset.
- The data is not always current and platforms may be drawing on sources that are out of date.
- If the dataset is biased, this bias will be transferred into the generated content.

- Generative AI performs better when it has more sources to draw on. If you are using a platform to generate ideas on a specialised area the information may not be so well developed.
- Generative AI platforms are largely trained on datasets written in English and so English-speaking users have a better user experience with generative AI than users who access them in other languages.
- Generative AI tools have very limited ability to apply content generated to the real world.
- Generative AI may not pick up on subtleties and nuances in writing.
- Generative AI tools can not apply critical thinking or have the ability to develop an evidenced argument.
- AI tools can synthesise information in a debate but have limited ability to assess which side has more strength or credibility.

Activities, tasks and discussions that exemplify some of these limitations are, in themselves, valuable learning activities.

1.2.3 Academic integrity

Staff are encouraged to openly engage in discussion with students about the appropriate and transparent use of generative AI.

Staff must reiterate that all work submitted by students for assessment must be their own work. If generative AI is used in producing the work this must be acknowledged. Failure to acknowledge the use of AI is considered malpractice.

Where AI tools have been used as a source of information, students should show the name of the AI source used and the date the content was generated.

For example: *ChatGPT 3.5 (https://openai.com/blog/chatgpt/), 25/01/2024.*

In addition, staff should encourage students to retain a copy of the question(s) and computer-generated content in a non-editable format (such as a screenshot), and provide a brief explanation of how it has been used. If an AI tool provides details of the sources it has used in generating content, students should be encouraged to verify these sources then reference them in their work. Where an AI tool does not provide such details, students should be encouraged to independently verify the AI-generated content – and then reference the sources they have used.

This is in line with acceptable use of generative AI in non-examination assessments (NEA).

A more extensive guidance on referencing is given in the school's Non-Examination Assessment Policy, Appendix A.

If a student submits work (that is not connected to an external qualification) that staff believe includes AI generated content, in the first instance this should be discussed with the student and the student given one opportunity to amend and resubmit the work. If on the second submission the work includes AI generated content that is not acknowledged, usual departmental procedures for non-completion of homework should be followed.

If a student submits work that is connected to an external qualification (e.g. NEA) that staff believe includes AI generated content, this should be reported to the Deputy Headteacher. In this instance, the school's Malpractice Policy will be followed.

All staff and students have a responsibility to familiarise themselves with, and adhere to, the ICT & E-Safety policy and any relevant Acceptable User Agreements. See also AI Policy.

1.2.4 Enrichment

Parmiter's strongly believes in offering students a range of activities that enrich their classroom learning. Opportunities are provided to support the delivery of the curriculum, to broaden students' cultural capital, to broaden students' experience of a subject, to introduce students to new opportunities and to provide support to students. Examples include, but are not limited to:

- Opportunities to attend external enrichment activities and master-classes.
- Subject-specific clubs that help to foster a passion for an aspect of a subject.
- Visiting speakers, subject workshops and theatre trips.
- Student participation in a range of subject specific competitions at local and national levels.
- Completion of an EPQ (Sixth Form), HPQ (Key Stage 4) or Passion Project (Key Stage 3) and Arts Awards (Key Stage 3) to encourage independent thinking and the pursuit of a topic that is of personal interest to a student.
- Involvement in summer school activities to further enrich the classroom learning experience.
- Being immersed in the language, culture and history of another country (through the MFL trips and the trip to the Battlefields).
- Attending a variety of places of worship and having the opportunity to use existing research and lessons to reflect upon these experiences.
- Supporting younger students by taking on the role of a Sports Leader, Creativity Ambassador, a Prefect or assisting with the school's Literacy and Numeracy support programme.
- Participating in relevant work experience programmes.
- Opportunities to complete the Duke of Edinburgh award scheme.

1.2.5 Teaching, learning and CPD

Parmiter's offers staff a personalised CPD program and INSET opportunities to support and enhance teaching and learning. This includes regular Teaching & Learning briefings which focus on both school-wide and subject-specific aspects of teaching and learning. Staff are encouraged to visit the school's Teaching & Learning website (**Link**); the website includes links to the latest research, our Teaching & Learning bulletins and resources from Teaching & Learning briefings and INSET.

Staff are encouraged to reflect on and evaluate their approaches to teaching & learning and proactively develop their skills.

For further information please see our CPD and ITT/ECT policies.

1.2.6 Monitoring of teaching and learning:

Teaching and learning will be monitored through:

- The appraisal process for teaching staff – please see separate policy.
- Quality assurance cycle within each curriculum area. This includes ~~termly~~ learning walks and work scrutiny, and biannual student voice feedback.
- The Evaluation, Review and Priorities process undertaken by Middle Leaders and the Senior Leadership Team.
- Student voice and leadership through the student T&L Congress Committee.
- Analysis of the data provided through the Assessment, Reporting and Recording cycle outlined below.
- Outcome of assessments within subject areas and information recorded on departmental tracking documents.
- Formal and informal monitoring by Heads of Department and other relevant post holders (i.e. colleagues holding a TLR related to curriculum). This may include, but will not be limited to:
    - Work scrutiny.
    - Open door policies within department areas.
    - Departmental discussions on best practice.
    - Sharing of resources.
    - Feedback from students and parents.

2. ASSESSMENT, RECORDING AND REPORTING

2.1 Principles of Assessment

Assessment informs teaching and learning.

It must provide evidence to guide teaching and learning. This requires that assessment is fit for purpose for the learner and the curriculum area. This will require a range of assessment practice.

Assessment is ambitious and inclusive.

We expect assessment objectives to set high expectations for our students but recognise that a student can only demonstrate their skills and knowledge if the assessment is accessible.

Assessment is fair and consistent.

Assessment should draw on a wide range of evidence to provide a complete picture of student achievement. Assessment judgements are moderated internally, and where appropriate externally, to ensure their accuracy.

Assessment outcomes provide meaningful and understandable information for:

- students in developing their learning;
- teachers in planning, teaching and learning, and assessment must provide information that justifies the time spent;
- parents in supporting their children with their learning;
- Middle Leaders and those with curriculum and/or pastoral responsibilities, Senior Leaders and Governors so progress at an individual and/or group level can be tracked against expectations.

Annually, we review and amend each stage of the process: target setting, assessment (including moderation), tracking, monitoring (at individual and groups level), intervention and impact.

Assessment practice

The key purpose of assessment is to promote learning, develop potential and enable students to demonstrate their progress and achievement. Assessment and feedback are key to the learning and teaching process; they should take place regularly and be both formative and summative. It should inform the next steps in learning by identifying strengths and weaknesses and help a student engage more fully in their own development and learning.

A wide spectrum of formal and informal assessment methods is used as part of the learning process. A variety of practice is both necessary and inevitable due to the nature of individual subjects and the needs of students at different key stages.

Formative Assessment, or Assessment for Learning, takes place during the learning process and is based on day to day classroom practice. These opportunities for students to receive immediate feedback are invaluable and may include:

- Verbal feedback from the teacher.
- Question and answer opportunities.
- Mini-plenaries that review and identify learning during and at the end of lessons.
- Peer- and self- assessment.

There may be no formal record of this feedback, but it is an integral part of teaching and learning and allows teachers to respond to the needs of the class and adapt the lesson to ensure progress.

The nature and detail of teacher marking varies according to the task. It is not expected that a teacher will mark every piece of work completed by students. However, both class work and homework should be marked regularly in order to provide students with feedback and facilitate progress. In many cases, peer and self-marking may be more appropriate to the task in question or a teacher may acknowledge-mark, that is marking that recognises that work has been completed in accordance with the teacher's expectations.

More detailed teacher marking will occur for identified assessed tasks, class work or homework tasks. Feedback will provide constructive advice on student successes and a subject-focused target to help students know what they need to do to improve and take the next step in their learning.

Summative assessment, measuring a student's achievement at a particular point in time, may include topic/end of unit tests, a project or an assessed task, a specifically identified class work or homework task. These will take place periodically according to department guidelines. Students in each year group experience formal school examinations.

For identified key assessments, the emphasis should be placed on the student's role in acting on their teachers' feedback. This should include teachers delivering appropriately timed feedback that focuses on moving learning forward; and, crucially, plan for how students will receive and use feedback, using strategies to ensure that pupils will act on the feedback offered.

Individual departments set guidelines for the frequency of marking within their own assessment policies, taking account of the year group in question and the frequency of lessons in their subject. Each department publishes assessment guidance for students & parents on the school website. Further detail may be provided to students by their subject teacher.

Assessment criteria

In Years 12 & 13 students are assessed against nationally recognised outcomes based on the examination board's description of what skills and/or knowledge are required to attain certain A Level grades. We do not offer AS examinations.

In Years 10 & 11 students are assessed against nationally recognised outcomes based on the examination board's description of what skills and/or knowledge are required to attain certain GCSE grades. All KS4 students are assessed against the criteria in the GCSE specifications with attainment being reported against the 9-1 grading system (with 9 being the highest; U grades can also be awarded).

Most students joining the school in Year 7 have been awarded standardised scores (SATs) and age related expectation information in core subjects. At Parmiter's, Key Stage 3 students will have their attainment assessed against the Parmiter's Curriculum Level Descriptors. These descriptors are unique to us and have been written to reflect our curriculum and our expectations of students in KS3. They draw upon the Key Stage 2 curriculum, the more beneficial aspects of the former National Curriculum Levels, GCSE assessment guidance and our experience of KS3students.

In Year 7, this attainment scale runs from 1 to 10 with the scale increasing to 15 in Year 8 and 20 in Year 9. -The mean level at the end of Year 7 is a PL7; at the end of Year 8 it is a PL11 followed by between a PL15 and PL17 by the end of Key Stage 3. These levels are reflected in the aforementioned scale descriptors. We recognise that progress rates vary between students and bespoke targets are set accordingly at the start of each academic year.

In line with our school aims, we aim to recognise the pursuit of excellence. We understand that academic achievement and progress are not necessarily directly related to attitude and effort. Attitude to Learning (AtL) grades may be awarded for individual pieces of work, or a sequence of work, in some curriculum areas depending on departmental practice. The description of AtL grades awarded is included as appendix 1.

2.2 Recording and reporting

Subject teachers are responsible for recording assessment data as detailed in their department guidelines. Data will be made available to parents on request. Data is collected centrally, via SIMS, three times per student, per year.

Parents/carers are encouraged to engage with their child's achievements and their targets by regularly looking at their exercise books, portfolios and other work. Parents/carers will receive information more formally via Consultation Evenings, gradesheets and reports. Parents/carers and students are expected to attend one Consultation Evening in each academic year, which may be held virtually or on-site. For each year group, in addition to Consultation Evenings, parents/carers will receive formal feedback at least twice during the academic year.

In Key Stage 3, parents/carers will receive two gradesheets in each academic year. These gradesheets include information on current progress towards an end of year target and AtL in each subject.

In Key Stage 4, during Year 10, an AtL summary and two gradesheets will be sent home. Parents/carers of Year 11 students will receive a written report and Trial Examination feedback.

In Key Stage 5, during Year 12, parents/carers will receive an AtL summary and two further gradesheets. Parents/carers of Year 13 will receive an early gradesheet followed by a subject report which will include trial examination data.

Parents/carers are welcome to contact their child's Head of Year or their subject teacher if they have concerns about their progress or AtL at any point during the year.

3. HOMEWORK

3.1 What is "homework"?

"Homework" is any work or activity which students are asked to do outside lesson time, either on their own or with parents or carers. It is an essential part of the learning process and we place a strong emphasis on it at Parmiter's School. Staff are required to set and assess appropriate homework in line with their departmental policy. All students across the age and ability range are expected to complete homework tasks. Parents/carers are encouraged to take an active role in the process.

3.2 Principles

We believe that homework plays an important part in students' learning because:

- it encourages them to develop the skills, confidence and motivation to study effectively on their own; this is vital given the importance of lifelong learning and adaptability;
- it encourages good time management;
- it allows practice of skills learned in the classroom;
- it extends school learning, permitting more rapid progress to be made in school;
- it may make use of outside interests and resources;
- it may involve parents/carers and other adults in their work, improving home/school and community/school links.

3.3 Guidelines to staff

Homework should be:

- of quality rather than quantity;
- an activity that discourages the use of generative AI (e.g. problem solving, personal insights, creativity)
- integrated into the departmental scheme of work where possible;
- set regularly according to the school's agreed timetable with reasonable deadlines;
- followed up if not completed;
- set for students with long-term absence (until other agencies become involved) or who are excluded.

Homework tasks should:

- be varied and meaningful, and not regularly used simply for "finishing off' work begun in class;
- be differentiated, where necessary, so that they are achievable by all students;
- be clearly explained during the lesson;
- be published on Google Classrooms with clear instructions before 3.45pm on the day it is set;
- positively encourage the support of parents/carers and others with whom students have contact outside school;
- be appropriately assessed, in line with departmental assessment policies, and returned to students within a reasonable timescale.

3.4 Guidelines for students

Students are expected to take responsibility for their homework by:

- checking Google Classrooms daily;
- asking the teacher to explain instructions again where necessary;

- completing the set tasks and seeking help if they are having difficulty;
- acknowledging and/or referencing any information sources including generative AI, used in the completion of the task.
- keeping to deadlines.

3.5 Guidelines for parents/carers

Parents/carers are asked to:

- sign up to receive Google Guardian Summaries and read these emails regularly;
- take an interest in their child's work and check Google Classrooms regularly;
- offer praise when their child achieves significant success;
- give as much encouragement as possible;
- inform the teacher, via email or written note, if there is a genuine reason for homework not done;
- contact the Head of Year if they have concerns about the frequency/quality of homework.

3.6 Frequency and length of homework

In Years 7-11 the pattern of homework is set by a homework timetable which accommodates, as far as possible, the needs of all subjects, prevents too much or too little homework being set and allows students to predict their future workload and plan for it. Staff should use the guidelines below regarding the recommended length of homework and record on Google Classrooms how long a piece of work ought to take. It is recognised that actual completion times will vary by student and by subject.

3.6.1 Key Stage 3 (Years 7, 8 and 9)

Homework is set according to the published timetable. It is recommended that students should be spending about 30 minutes per subject. Staff will determine the handing in dates. Year 7 students will be set shorter homework tasks during the first weeks of the Autumn Term in order to give them more time to adjust to their new routine and environment.

3.6.2 Key Stage 4 (Years 10 and 11)

Each subject will set in the region of 45 – 90 minutes per week, as appropriate. Staff will determine the handing in dates, but students and parents/carers should recognise that deadlines will vary by subject depending on the nature of the task and how homework tasks best support teaching & learning in that subject. Preparation for GCSE NEA (coursework) should be integrated into the homework pattern as far as possible.

3.6.3 Key Stage 5 (Years 12 and 13)

In the Sixth Form students are expected to engage in out-of-lessons work that goes far beyond what is actually set for homework. In many cases, the grade achieved at A level will depend on how much reading around the subject, extra work or research a student undertakes during a course. There are no limits to this kind of work, although a sensible balance needs to be maintained.

Teaching staff should limit set homework tasks to a maximum of 5 hours per subject per week – in most cases, this equates to approximately one hour per taught lesson. The vast majority of students study 3 A Levels and average 3 lessons per day. With homework, this becomes equivalent to 6 hours of academic study per week day – this is less than KS4 students are expected to complete and allows time to engage in the out-of-lesson work detailed above.

3.7 Monitoring

Completion of homework is checked in the first instance by the subject teacher and non-completion is followed up according to departmental policy. Any concerns must be referred to the Head of Department and/or Head of Year as appropriate. The setting of homework, its quality and its assessment are monitored by the Head of Department as part of the school's monitoring and evaluation process. SLT have oversight of the process and ensure that the policy is being applied consistently.

3.8 Non-Examined Assessment

Further details are outlined in the school's policy for Non-Examined Assessment.

Appendix 1 - AtL GRADES

The AtL grade that most appropriately describes the student should be awarded. Staff are asked to ensure that these grades are awarded in line with attitude and **not achievement**. This should be a best fit over time.

Attitude to Learning: Learner Characteristics

5. Exceptional Learner	4. Well-Motivated Learner	3. Engaged & Compliant Learner	2. Reluctant Learner	1. Disengaged Learner
Starts learning readily, demonstrating intellectual curiosity and excellent focus at all times	Approaches learning with active interest and sustains strong focus	Follows instructions and listens to teacher; generally maintains focus and engagement throughout	Sometimes requires prompting to ensure tasks are attempted and is not always focused	Normally needs repeated prompting to attempt tasks and shows little focus; does not listen to instructions
Seeks challenge and perseveres; asks intelligent questions to extend thinking	Responds positively to challenging activities	Works well when in comfort zone but does not always engage in more challenging activities	Limited effort with activities	Basic activities often incomplete or inadequate
Actively participates in all elements of learning, above and beyond the efforts of peers	Frequently answers questions and participates well in discussion	Satisfactory participation in class discussion / activities	Often reluctant to engage with class activities unless directly prompted	Rarely engages with class discussion
Consistently proactive problem-solver but will seek advice when needed	Seeks help when needed	May seek assistance from staff or peers when needed.	Reluctant to seek help	Very reluctant to seek help

Invites feedback and responds positively to praise and criticism alike	Learns from setbacks and mistakes; takes pride in their work	Attempts to act on feedback; completes the majority of work to an acceptable standard	Rarely takes action based on feedback; takes little pride in outcomes	Does not attempt to act on advice and responds negatively to feedback; takes no pride in work
Actively reviews own progress; effective independent learner	Highly-motivated to learn; works well independently	Generally a diligent and independent learner	Can show ability to work independently but often requires supervision	Demonstrates very little ability to work independently
Organises time and equipment effectively and consistently, including homework	Organises time and equipment well, including homework	Mostly manages time and equipment to a satisfactory standard, including homework	Misses some homework deadlines and does not always have correct equipment	Misses most homework deadlines and rarely has correct equipment
Sustained exceptional behaviour at all times; sets an example to peers	Good behaviour at all times; works well with peers	Well-behaved but often passive; there may be occasional lapses in concentration	May distract others; may be off task; can be easily distracted	Disrupts the classroom environment; distracts peers

Students should be awarded the grade that is the best-fit over time.