

Ashfield Girls' High School



“Each different. Each talented. All valued.”

Curriculum, Teaching, Learning, Assessment and Reporting Policy

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Executive Summary

The Curriculum, Teaching, Learning, Assessment and Reporting Policy is a point of reference document that outlines the core work of the staff and learners within Ashfield Girls' High School. The policy sets out the aims of Ashfield Girls' High School and the legislative context that applies to all schools in Northern Ireland, with regard to curriculum, teaching, learning, assessment and reporting.

The policy also outlines the curriculum provision, the role of a teacher, effective teaching strategies, the support provided to learners, the strategies to remove barriers to learning, assessment mechanisms and reporting procedures.

The Curriculum, Teaching, Learning, Assessment and Reporting Policy should also be read in relation to other school policies including, the Literacy Policy, the Numeracy Policy, the Special Educational Needs and Disability Policy, the Online Learning Policy, the Internal Examinations Policy, the External Examinations Policy, the Assess Arrangements Policy, the Effective Use of Assessment Data Policy, the Quality Assurance for Assessment Policy, the Teacher Professional Learning Policy and the Self-evaluation and Action Planning Policy.

The Curriculum, Teaching, Learning, Assessment and Reporting Policy also outlines the roles and responsibilities of all stakeholders involved in the work of the school. The policy is reviewed annually and in line with legislative or Department of Education directives.



Section A – Aims of the Policy

The overarching aim of the Curriculum, Teaching, Learning, Assessment and Reporting Policy is to provide a reference point for all stakeholders in Ashfield Girls' High School; with regards to curriculum provision, high quality teaching, effective learning, formative and summative assessment and reporting arrangements.

The aims of the Curriculum, Teaching, Learning, Assessment and Reporting Policy are to;

- ensure the delivery of the Northern Ireland Curriculum at Key Stage 3,
- ensure the statutory requirements for the Entitlement Framework are met at Key Stage 4 and Key Stage 5,
- provide learners with opportunities to learn relevant subject specific content, subject specific skills and wider skills and dispositions, in an engaging and stimulating environment,
- ensure that learners receive appropriate support in their learning, including those learners with Personal Learning Plans (PLPs).
- enable learners to take responsibility for their own learning, through a cohesive study skills programme,
- enable learners to take responsibility for their individual progress, through a consistent approach to target setting,
- ensure opportunities for teachers to provide effective feedback to learners following standardised assessments,
- develop the effective use of assessment data to bring about improvement in outcomes for learners,
- provide purposeful opportunities for teachers to report on learner performance,
- through the Teacher Professional Learning Policy, provide opportunities for teachers to self-reflect and self-direct their professional learning to improve outcomes for learners.



Section B – Legislative Context

The Education Order (Northern Ireland) 1998 includes provisions relating to discipline, assessment, performance and management of schools. The Department of Education (DE) is lead by the Permanent Secretary for Education, who works directly under the direction of the Minister for Education. All laws and any adjustments to laws governing educational provision directed by the Minister for Education will be interpreted by the Department of Education and communicated to school via Circulars or Directives. These Circulars or Directives are communicated to the Board of Governors through the Principal. All Circulars and Directives can be found on the Department of Education’s website.

The Education Authority (EA) support schools with operational aspects of school management, such as Human Resources (HR), Procurement, Catering, Cleaning and Transport. The Education Authority have a limited role in supporting curriculum, teaching, learning, assessment and reporting; with the main role being related to the Statementing process for learners with Special Educational Needs, Safeguarding and the Education Welfare Service.

The Council for the Curriculum, Examinations and Assessments (CCEA) follow JCQ policy. CCEA’s primary function is to offer a range of general and applied qualifications at Key Stage 4 and Key Stage 5. CCEA set the content to be taught through their Specifications. They then assess performance in any given qualification through assessment in terms of an examination, controlled assessments, portfolio work or practical assessments. Once a centre (school) chooses to offer a qualification by an awarding body, such as CCEA, all guidelines relating to that qualification must be followed. CCEA also provide curriculum resources and guidance materials that schools can use to develop their provision.

The Joint Council for Qualifications (JCQ) operate across the UK and provide regulations and guidelines for all awarding bodies in relation to qualifications, specifications and assessment. Ashfield Girls’ High School follow all JCQ regulations and guidelines which are referenced in the External Examinations Policy and the Access Arrangements Policy. Ashfield Girls’ High School also has an Internal Examinations Policy which is used to build good habits relating to examinations in Key Stage 3. Key Stage 3 assessments are not under the regulations of JCQ.

The Education and Training Inspectorate (ETI) – are directed by the Department of Education and offer advice and support to schools relating to the measures of inspection used by the Department of Education. Each school has a District Inspector who works with the school to bring about improvements in outcomes for learners. The ETI also inspect schools against the measures of inspection used by the Department of Education as outlined on the Inspection and Self-evaluation Framework (ISEF). The focus of any inspection will be related to curriculum, teaching, learning, assessment, reporting and safeguarding.

Section C – Policy and Procedures

1. What is the Curriculum Provision at Ashfield Girls' High School?

The word curriculum comes from the latin words, meaning 'to run a course', and considers the content of the learning in terms of knowledge, skills and values that learners are to learn. The purpose of any curriculum is to provide a broad and balanced education; focused on the development of subject knowledge (propositional knowledge), subject specific skills (procedural knowledge) and wider skills and dispositions.

Ashfield Girls' High School is committed to focusing on a knowledge-based curriculum, that develops subject specific skills and wider skills and dispositions. Supported by educational research, we believe that to be able to develop skills, think creatively, solve problems or manage information; learners require a solid foundational base of knowledge.

The Northern Ireland Curriculum at Key Stage 3

All learners in Northern Ireland, irrespective of their school, study the Northern Ireland Curriculum. The Northern Ireland Curriculum was published in 2007 and is explained in detail in the publication – The Statutory Curriculum at Key Stage 3 – Rationale and Detail (<https://ccea.org.uk/learning/statutory-curriculum-key-stage-3>).

The aims of the Northern Ireland Curriculum;

- to develop learners as individuals,
- to develop learners as contributors to society, and
- to develop learners as contributors to the economy and the environment.

Ashfield Girls' High School delivers the Northern Ireland Curriculum at Key Stage 3 through subject departments. Each subject department outlines their subject specific curriculum provision through their Schemes of Work. This provision is aligned to the Northern Ireland Curriculum and is;

- carefully structured to build on prior knowledge from Key Stage 2,
- arranged to provide progression through Key Stage 3,
- designed to provide a solid foundation for Key Stage 4.

The Northern Ireland Curriculum at Key Stage 4 and Key Stage 5

The Entitlement Framework (EF) is the 14-19 year old learner's curriculum, that aims to provide access for learners to a broad and balanced curriculum. It ensures that learners have access to a minimum number of qualifications at both Key Stage 4 and Key Stage 5; of which one third must be general and one third must be applied. The Department of Education (DE) will specify the number of courses a school must offer to meet the Entitlement Framework (EF) requirements and is responsible for designating courses as general or applied; based on its published definitions.



The Education (NI) Order 2006 gives statutory effect to the Entitlement Framework. Ashfield Girls' High School meets this legal requirement by providing at least 21 qualifications (as identified on the NIEFQAN File) on offer, in both Key Stage 4 and Key Stage 5.

Every post-primary school in Northern Ireland is a member of an Area Learning Community (ALC). ALCs provide a mechanism within which local schools can come together to plan the curriculum they offer on an Area Learning Community basis. Some of the qualifications offered at Ashfield Girls' High School at Key Stage 5 as part of the Entitlement Framework, are provided through the East Belfast Area Learning Community (EBALC).

The Curriculum Audit at Key Stage 4 and Key Stage 5

The Curriculum Audit at Ashfield Girls' High School is completed by the Vice Principal for Curriculum and the Principal, in January, for the following academic year. The audit process involves reviewing the range of courses on offer in Key Stage 4 and Key Stage 5; taking into account labour market information, recent trends in curriculum uptake and pupil voice. The Curriculum Development Team also contribute significantly to the choice of qualifications on offer. The annual process of undertaking a curriculum audit is essential to monitor the success of all courses on offer and evaluate if the qualification is providing a pathway to success. Where qualifications are both financially viable and provide pathways to success, they will be offered through the Year 10 or Year 12 Options Choices process. The curriculum provision is illustrated in Appendix 1.

Choosing a Qualification

In term two, Year 10 and Year 12, learners will make option choices from the curriculum offer of qualifications. To create a timetable for the entire school population, it is not always possible to offer all qualifications. The number of learners choosing a particular qualification will determine the number of classes to be timetabled. If larger than normal numbers choose a particular qualification then the Vice Principal will aim to timetable another class, however given financial and human resources this may not always be possible. If there is a substantial decline in the projected numbers of learners choosing a particular qualification in any given year, then that qualification may not be timetabled. Alternatively, if there is sustained demand for additional or new qualifications then it may be necessary to increase provision. Once the curriculum audit has been completed in January, for the following academic year, it is unusual to make changes to provision until the following January.

Through the Year 10 Option Choice process, pupils are provided with option choices relating to three pathways to success. The particular pathway that a learner is placed in will depend on previous performance at Key Stage 3;



- Achieving,
- Growing, and
- Succeeding.

Each pathway is designed to provide an appropriate combination of general and applied qualifications.

Sixth Form Curriculum

Sixth Form will study a minimum of three qualifications over the two-year programme. Learners will also receive timetabled lessons in Careers Education, Information, Advice and Guidance (CEIAG) and Physical Education. The Head of Sixth Form will also plan for an Enrichment Programme to include areas of learning relevant to sixth form learners. Learners will also have study periods on their timetable (when they are not in subject classes, careers class or PE class). There will be a social period timetabled for learners.

Changing a qualification

Once option choices have been made and confirmed with the Vice Principal for Curriculum provision can be made to change to a different qualification. On occasion, after initially beginning to study a qualification, the learner may wish to review their decision and move to a different qualification. There are a number of criteria that will need to be satisfied before a change can be made – which include;

- the learner will require a written request from their parent / carer outlining the reason for the request and the request should be forwarded to the Vice Principal,
- the request must be within the first two weeks of studying the qualification,
- the suggested qualification in which the learner has requested to move into must have spaces (some qualifications fill up quickly and others have a maximum limit due to health and safety),
- the learner must have met the entry requirement for that qualification (Key Stage 5).

The Vice Principal of Curriculum will aim to accommodate any change if it is possible and meets the above criteria.

Withdrawals from a qualification

All qualifications offered at Ashfield Girls' High School are two-year courses. On occasion, a learner will request to be withdrawn from a qualification. There will be a number of criteria which must be satisfied before a learner can withdraw from a qualification – which include;



- the learner will require a written request from their parent / carer outlining the reason for the request and the request should be forwarded to the Vice Principal (the request may then be discussed in a follow up meeting),
- the request will only be considered if it is within the second term of the second year of the qualification,
- any agreed withdrawal will only be actioned by the school on receipt of the withdrawal letter issued by the Vice Principal and signed by the parent / carer.

2 What is the role of the teacher?

Teaching is the occupation, profession, or work of a teacher. The term teaching often refers to the process in which the teacher delivers the curriculum. The core work of a teacher is to use the curriculum and scheme of work to create the conditions for learning to occur. Planning for learning and the selection of teaching resources is also a priority for the teacher. Through the process of teaching, the teacher, will aim to increase the learner's knowledge and skill level; also known as learning.

The teacher as a professional, teaches under the professional competencies of the General Teaching Council of Northern Ireland (GTCNI). The key professional competencies enable teachers to create an effective learning environment at Ashfield Girls' High School and are outlined below;

- creating a classroom environment that focuses on learning,
- having high expectations for all learners and providing appropriate support to meet those expectations,
- having consistent routines and fairly applied rules,
- building and maintain respectful relationships with all learners,
- leading learning through a consistent language for learning,
- the use of appropriate and effective pedagogy,
- effective use of assessment for learning,
- appropriate and impactful feedback to learners to move their learning forward.

The work of a teacher is also to assess learning. Assessment can be wide ranging; from observations during class, to effective questioning and marking assessments; including homework or examinations scripts. There are four standardised assessment points in each academic year (Standardised Assessment 1-4 – Winter and Summer internal examinations). A standardised assessment is one that is given to the entirety of the cohort. Standardised assessment 2 and 4 are quality assured by the Quality Assurance Team to ensure that they are of equitable rigour across all subject assessments. These standardised assessments are also checked to ensure that they show progression.

Feedback is another essential component of the work of a teacher. Feedback can be in the form of oral feedback in real time or as written feedback after an assessment. All forms of feedback are valuable and will depend on the context of the learning.

Self-assessment and Peer-assessment are also valuable forms of assessment. There should be opportunities for self-assessment in subject areas and there will be four formal opportunities for self-assessment following each standardised assessment.

Peer-assessment will require the skill of the teacher to ensure that it is a valuable learning experience. Learners will have scaffolding and success criteria to assist when providing feedback to their peers.

Through the work of the teacher (planning, preparing, creating, teaching, assessing, providing feedback and reporting) the overarching aim is for the learner to learn. The work



of a teacher is also to accommodate a wide range of ability levels by making subject specific knowledge and subject specific skills accessible and then secure. The Teaching, Learning and Assessment Cycle (Appendix 4) shows the processes by which the teacher will aim to secure knowledge and skills.

The information provided in an individual learner's Personal Learning Plan (PLP) will also assist the teacher in making learning more accessible.

Teaching is a complex process. With competing demands on a teachers' time, Ashfield Girls' High School will prioritise the teacher's time with their classes by reducing disruption within the classroom using the Positive Behaviour Policy. Interruptions, such as telephone calls will not be permitted to disrupt learning. The reception will forward an e-mail to the teacher so that any response can be completed when the teacher is not engaged in the classroom or with learners in line with the Stakeholder Engagement Policy.

The Learning Environment is the atmosphere created by the people within the classroom. This is a complex phenomenon and can change depending on a variety of factors. The teacher is responsible for creating a safe, calm, orderly and engaging learning environment that enables all learners to learn to the best of their ability in line with agreed school routines. The learners are responsible for contributing to this learning environment to ensure that all learners can learn. Parents and carers have long provided their support in this area and are responsible for continuing to support Ashfield Girls' High School. The Heads of Department and Vice Principal will support all teachers to maintain our safe, clam, orderly and engaging learning environment.

All staff in Ashfield Girls' High School will have high expectations for all learners. Ashfield Girls' High School expects all learners to come to school with the correct equipment and be fully prepared for lessons and learning. Appropriate and respectful behaviour is also expected, at all times. Learning is the core business at Ashfield Girls' High School. Staff and pupils use the motto 'Ready, Respectful and Responsible' to promote the ethos of learning within Ashfield Girls' High School.

Cross-curricular Skills – Literacy, Numeracy and Information Technology

Teachers, through the subject specific Schemes of Work, will provide opportunities to develop cross-curricular skills such as literacy (communication), numeracy (use of maths) and ICT.

Literacy

The Head of English is responsible for the acquisition of literacy skills within the Learning Area of English. They also lead the Accelerated Reading Programme and the Bedrock Learning Programme; both designed to develop literacy skills across the curriculum.

The Literacy Co-ordinator is responsible for supporting Heads of Department to embed literacy skills in the areas of reading, writing, speaking and listening within their Schemes of Work. The Literacy Co-ordinator also leads whole school literacy professional learning.



Whole school literacy strategies include;

- The Style Sheet
- SPG Lenses
- Components of Literacy
- Progression of Literacy Skills

The Literacy Co-ordinator also identifies learners who would benefit from one-to-one or small group literacy support. The literacy co-ordinator manages the Literacy Hub and supports the Literacy Learning Support Assistant. The Literacy Policy provides more detail regarding the development of cross-curricular literacy and literacy support interventions.

Numeracy

The Head of Mathematics is responsible for the acquisition of numeracy skills within the Learning Area of Mathematics.

The Numeracy Co-ordinator is responsible for supporting Heads of Department to develop numeracy skills in the areas of number and algebra, shape space and measures and finally handling data.

Whole school literacy strategies include;

- Numeracy strategies teaching videos
- Numeracy Ninja

The Numeracy Co-ordinator also identifies learners who would benefit from one-to-one or small group numeracy support. The numeracy co-ordinator manages the Numeracy Hub and supports the Numeracy Learning Support Assistant.

The Numeracy Policy provides more detail regarding the development of cross-curricular numeracy and numeracy support interventions.

Information Technology (IT)

The Head of Information Technology supports the acquisition of IT skills across the curriculum by supporting Heads of Department in developing appropriate opportunities to embed IT into Schemes of Work. Information Technology is also developed at a whole school level by the Online Learning Co-ordinator and the Vice Principal for Curriculum.

New technology used within the curriculum include;

- Clever touch interactive boards in all classrooms
- MS Teams as a whole school online platform
- Mac Suite in Music
- E-Reader pens for access arrangements



Teachers, through the subject specific Schemes of Work, will provide opportunities to acquire and develop thinking skills and personal capabilities.

Key Stage 3 Review

The Key Stage 3 (KS3) Review has been ongoing since 2020. While initially planned to be completed by 2023, the Covid 19 pandemic has resulted in the review being extended. The Key Stage 3 Review will conclude in June 2026. The aim of the Key Stage 3 Review is to ensure that schemes of work are in line with the NI Curriculum and to further develop literacy skills, numeracy skills, IT skills and relevant contextualised content knowledge, subject specific skills and ensure that provision provides a positive pupil experience.

Online Learning

MS Teams is used as the online platform. This platform is a tool in the teacher's toolkit and is very effective for posting announcements or assignments and uploading teaching resources. Greater use of MS Teams occurs in Key Stage 4 and 5. Ashfield Girls' High School does not deliver learning online in the previous context of 'remote learning'. Learners are taught in school and the MS Teams platform is used to assist in that learning process.

Study Skills Programme

Ashfield Girls' High School has developed a comprehensive Study Skills Programme from Year 8 to Year 14. The programme includes;

- Year 8 Term Year Ahead,
- Year 8 Inspire Study Skills Workshop,
- Year 8 Revision Guide for both the Winter and Summer Examinations,
- Year 8 focus in Form Time on the Six Effective Study Strategies,
- Year 8 focus in specific subjects on how different strategies are more effective with different content material to be retrieved.

This programme will be replicated in Year 9 and Year 10.

Year 11, 12, 13 and 14 participate in Inspire / Learnspark workshops to continue to develop the use of the Six Effective Study Strategies

At Ashfield Girls' High School emphasis will continue to be placed on the development of a Growth Mindset. A growth mindset is the belief that learning is a process and that sustained effort will result in experiences in the short-term memory being moved to the long-term memory (in that it can be recalled independently as required). We believe that ability is not fixed and that with sustained effort learning is inevitable.



Target Setting Programme

Formal Target Setting occurs in Year 8 and Year 9 and the process will be rolled out to Year 10 in 2023/24.

Year 8 – 2022/23

Year 8 and 9 – 2023/24

Year 8, 9 and 10 – 2024/25

As part of the target setting process form Teachers will complete Ready to Learn Targets and Personal Learning Targets. Learners will use the feedback given to them by subject teachers following standardised assessment 2 (Winter Examinations) and standardised assessment 4 (Summer Examinations) to set their subject specific targets in their learning journal, which can be reviewed in the pupil planner.

Careers Education, Information, Advice and Guidance (CEIAG)

Careers Education, Information, Advice and Guidance is an integral component of good curriculum provision. Careers Education is taught through Education for Employability (Learning for Life and Work) in Key Stage 3 and the curriculum provision is outlined in the Schemes of Work created by the Head of Learning for Life and Work. The Careers Education curriculum in Key Stage 4 and 5 is taught in discrete timetabled classes. The curriculum provision is outlined in the Schemes of Work created by the Assistant Head of Careers. All learning areas in Key Stage 3 and 4 are mapped by the Assistant Head of Careers to illustrate cross-curricular CEIAG provision.

Careers Information, Advice and Guidance is central to the work of the Careers Department

- key stage 4 and 5 have discrete timetables classes taught by a core team of careers teachers, who also support learners with post Year 14 UCAS applications and applications to college or apprenticeships,
- the Careers Service NI provide individual guidance interviews to Year 12 learners to support post-16 career pathways,
- Work Related Learning opportunities are available at the end of Year 11,
- The Careers Department work together to organise a number of Careers Events and to arrange independent careers advice from the Careers Service NI at transition points,
- The Careers Department work closely with the Head of Sixth Form to develop careers related activities within the Sixth Form Enhancement Programme.



Reflective Practice

In line with the Reflective Practitioner publication, teachers are encouraged to reflect on their practice and to evaluate what was effective and refine practice that is not as effective. Teaching is a complex endeavour and what works with one group of learners may not have the same desired outcomes with a different group of learners. With increased experience, teachers are aware that even with the same group of learners the time of day or the time of the week can have a differing effect on learning and therefore adjustments can be subtly made to their short-term planning. Over time, a teacher will refine their practice through continuous monitoring and evaluation and that tacit knowledge will develop experience in leading learning.

Sharing Good Practice

Sharing good and effective (impactful) practice allows teachers to learn from each other and refine new teaching strategies. Opportunities for departmental meetings and School Development Days enable teachers to discuss, reflect and share good practice, with the overarching aim to improve outcomes for learners.

3 How do we support Learning and Remove Barriers to Learning?

Supporting Learning

Learning is the acquisition of knowledge or skills through study, experience or being taught. At Ashfield Girls' High School the definition of learning is the transfer of new knowledge or skills from the short-term (working) memory into the long-term memory. The most effective way to move new knowledge or skills into the long-term memory is by processing the new information when it is held in the short-term memory. Revision is an effective way to continually process and recall recently learned information. Ashfield Girls' High School use the six effective revision strategies;

- retrieval practice,
- dual coding,
- concrete examples,
- elaboration,
- interleaving, and
- spaced practice.

Details about each of the six effective study strategies can be found on Youtube – How to Study Effectively for School of College (Top 6 Science Based Study Skills).

Metacognition is thinking about current learning. Asking questions about what is being learned is a form of processing and is an effective way to develop secure learning. Parents and carers can support their child by asking about what they have been learning.

Where appropriate teachers can use the strategy of pre-teaching (also called flipped learning), where the teacher provides a teaching resource in advance of teaching the new knowledge or skill. This process builds prior knowledge so that the teacher is not covering the new knowledge of skill 'cold' and the learner can make connections with their first exposure to the new information or skill.

Mastery Learning comes from the belief that until all new knowledge and skills for a particular topic are secure, it is not effective to move onto the next topic or area of learning. Mastery learning requires that all gaps in learning are reviewed and re-assessed. It is not always possible to spend the time that is required for true mastery learning in school, especially if a learner has been absent for learning. Ashfield Girls' High School will aim to ensure 'threshold concepts' are secure. Time will also be made following Standardised Assessments to reflect on gaps in learning and strategies for pupils to use to secure gaps in their learning. Attendance of 95% or over is essential to ensure that gaps in learning are not significant and can easily be covered.

Building on Prior Knowledge (Schema) - Learning is always easier when new knowledge and skills can be linked to prior knowledge or skills. Learners will bring their own unique experience to each classroom and their level of prior knowledge or skills can vary greatly. The teacher will aim to establish a base level of prior knowledge for any new topic or threshold concept. Schema is the 'net' of known knowledge or skill level relating to a particular area of learning.



In each curriculum area the key 'threshold concepts' will be identified in the Scheme of Work. Threshold concepts are critical components of learning that must be mastered to enable the learner to engage in more complex learning, e.g. in geography the process of erosion is an essential threshold concept before understanding the formation of river features.

Curriculum provision will provide opportunities for contextualising the learning. Contextualisation is when components parts of the learning are broken down, related to the 'real world' and often metaphors are used to provide comparative examples.

Learning outdoors, fieldtrips, workshops and programmes support learning and assist in contextualising learning. They enhance the learning experience and often focus on the developing the necessary subject specific skills. In Ashfield Girls' High School staff will aim to facilitate a number of fieldtrips throughout KS3 and as required in KS4 and KS5. All educational visit procedures will be followed; further details can be found in the Educational Visits Policy.

Barriers to Learning

Ashfield Girls' High School aims to remove or reduce barriers to learning, where possible. Barriers to learning can be internal and / or external.

Barriers to learning include;

- poor attendance patterns,
- low literacy levels preventing the learner from fully accessing the curriculum,
- low reading age,
- low numeracy levels preventing the learner from fully accessing the curriculum,
- special educational need or disability
- learners with English as an Additional Language (EAL)
- breakdown of relationships with peers,
- specific and individual life events,
- poor attitude towards learning, including a fixed mindset
- lack of motivation
- limited revision and preparation for assessments,

The Attendance Policy identifies the school strategy for improving attendance. The Literacy and Numeracy Policy identifies the school strategy for the acquisition and development of cross-curricular skills (literacy and numeracy). The Special Educational Needs and Disability (SEND) Policy identifies the school strategy for improving access to the curriculum for all learners. Learners with English as an Additional Language (EAL) are supported with EAL one-to-one sessions to improve literacy. The Positive Behaviour Policy and the Anti-Bullying Policy in collaboration with the use of restorative practice, when applicable, aims to remove barriers to learning related to breakdown of relationships with peers.



Ashfield Girls' High School has a SENCO (Learning Support Co-ordinator) and two Assistant Learning Support Co-ordinators. Details on how learners are supported are outlined in the SEND Policy. Details of how learners are supported regarding Access Arrangements are outlined in the Access Arrangements Policy.

Ashfield Girls' High School is funded for and provides full-time mainstream education for learners of all abilities. While trying to support learners with any barriers to learning, it will always be the objective to maintain full-time educational provision.



4 How do we carry out Assessment for Learning and Assessment of Learning and what is the difference?

Assessment for Learning and Assessment of Learning

Assessment can be sub-divided into two main categories – ‘Assessment for Learning’ and ‘Assessment of Learning’. Both categories are important in the learning process (appendix 4)

Assessment for Learning (formative assessment) occurs when the teacher gives an assessment task to assist in the learning process e.g. quiz, spelling test or homework. These assessment tasks will provide the teacher and the learner with valuable information on how the learner is progressing in their learning.

Assessment of Learning (summative assessment) occurs when an assessment task is given, usually at the end of the learning process to establish a level of attainment e.g. Summer Examinations, terminal qualification from examination board.

Assessment for learning is the bridge between teaching and learning. Learners who fail to engage with assessments (including revision, examinations and homework) often fail to move short-term memory into long-term memory; and therefore, over time, find the process of learning exponentially more challenging.

Types of Feedback

The purpose of feedback is to move the learner and their learning forward. There are many types of feedback including;

- verbal feedback – oral feedback given by the teacher to the pupil in real time. This is the most effective form of feedback,
- written feedback – written feedback given by the teacher to the learner, usually after the fact. This type of feedback is effective for identifying gaps or misconceptions in learning and is a vital in the target setting process,
- peer feedback - feedback given to the learner by a peer. This form of feedback is usually given during specific tasks and can be used by the learner to develop their own self-assessment skills
- self-reflection – feedback given to the learner by themselves (often referred to as meta cognition). This form of feedback is critical in developing the skills required to be a lifelong independent learner.

Ashfield Girls’ High School ensures that there are opportunities for learners to receive all forms of feedback in all subject areas.

Homework – Quality and Quantity

Homework is an important component of the teaching, learning and assessment process. Homework can be given by the teacher;

- to complete unfinished or missed work to limit gaps in learning,
- to assess learning,
- to practice skills,

- to develop creativity.

It is important that homework is linked to learning and is of a high quality. Each department will identify specific homework activities, in their Schemes of Work. Teachers also have a latitude of autonomy to identify specific homework activities, that will support the learning of individual classes or learners.

When a homework task is given to learners, it should be assessed – either by the teacher or by peer or self-assessment.

Homework should be given to learners on a regular basis. Subjects who have a higher proportion of the curricular time will give more frequent homework assignments. Subjects who have a smaller proportion of the curricular time will give homeworks less frequent. As a general rule in Key Stage 3 homework frequency should be based on curriculum load per subject. It should be noted that the curriculum timetable is a two-week timetable.

The below guide can be used for illustration;

- High curriculum load subjects - English and Maths – weekly homeworks
- Medium curriculum load subjects – Science, History, Geography – weekly or bi-weekly
- Medium curriculum (including practical) load subjects – Home Economics, Art, Technology and Design, Music and Learning for Life and Work – bi-weekly / monthly
- Low curriculum load subjects – Business Studies, Information Technology - monthly

There may be times when project work will be given as a homework assignment and may cover a number of homework opportunities. There may also be times when additional homework is given, or number of smaller tasks may be assigned.

Marking for Improvement

Marking assessments is a form of written feedback given by teachers to learners. The most effective feedback is in 'real time' when the learner is in the classroom and is engaging with the teaching and the teacher. Corrective feedback in real time is more impactful than feedback after the fact. At Ashfield Girls' High School teachers will focus on feedback that identifies gaps in learning, mistakes and misconceptions and provide suggestions on how to improve.

Mistakes are an important part of learning with the underlying principle that it is ok to make mistakes in their learning and that the mistakes themselves provide an opportunity for the learner to use feedback and learning resources to correct any misconceptions.

Ashfield Girls' High School aims to provide feedback that causes thinking. It should be focused and relate to the learning. Feedback should be more work for the recipient (learner) than the donor (teacher). Therefore, following key assessments time will be allocated following feedback to ensure that the learner has an opportunity to undertake the necessary thinking to correct misconceptions. This process is sometimes referred to as D.I.



R.T. (Directed Individual Reflection Time). The overarching aim of feedback is to increase the extent to which students are owners of their own learning.

There are a number of regularly used marking codes that all teachers use to identify frequent errors and provide common instructions.

Quality Assurance of Standardised Assessments

While there is great flexibility in the nature of assessments that a teacher can give to a learner, it is necessary to have standardised assessments. An internal standardised assessment is an assessment that is created by teachers within the school and that is given to all learners in the year group / subject group. Internal standardised assessments should allow teachers to identify areas where learning is secure and areas that learning still requires consolidation. Internally standardised assessments allows learners to identify gaps in their own learning and assess, through self-evaluation, how they are performing comparable to the cohort of learners. Therefore, standardised assessments (particularly the Winter and Summer Examination) are required to be quality assured prior to being given to learners.

Quality Assurance occurs when the assessment (examination papers) are reviewed by the Quality Assurance Team, lead by the Vice Principal for Curriculum to ensure that there are similar levels of rigour and progression in each assessment and that the assessment is consistent with what would be expected of the learners at that stage and age. The Quality Assurance Team will also check for consistent formatting and feedback opportunities.

Effective Use of Assessment Data

There are many forms of assessment data that are collected within Ashfield Girls' High School. In the context of the Curriculum, Teaching, Learning, Assessment and Reporting Policy the collection of assessment data can be divided into two main sub-groups.

Sub-group 1 – external standardised assessments e.g. Progress Towards Maths (PTM), Progress Towards English (PTE), Cognitive Ability Tests (CATs), New Group Reading Test (NGRT) and Pupil Attitudes Towards School and Self (PASS). This data is collected through the use of pre-made standardised assessments that are completed by the learner population within Northern Ireland, based on respective age. These assessment outcomes are given as a standardised age score. This sub-group of assessment data is often used to benchmark core ability levels and attitudes. The assessments are completed digitally and the company GL Assessments provides Ashfield Girls' High School with the assessment results.

Sub-group 2 – internal standardised assessments are those assessments that are specifically designed by teachers to assess the curriculum content that has been taught in an effort to understand what has been learnt.



Teaching, Learning and Assessment Cycle

The Teaching, Learning and Assessment Cycle is used at Ashfield Girls' High School to illustrate the processes and interconnections between teaching, learning and assessment. The cycle is designed to show the key components involved in the learning process. Different subjects and different topics within subjects will progress through the cycle in different contexts. The Teaching Learning and Assessment Cycle can be found in Appendix 4.

Recording and Reporting of Assessments

A teacher will have their own professional records of learner assessments recorded in their 'mark book'. The learner in Key Stage 3 will be provided with a Learning Journal to record their performance in the four standardised assessments. The School Information Management System (SIMS) is a central digital recording system for pupil data. Standardised Assessments 1-4 will be recorded in SIMS. The purpose of recording this data is to monitor individual learner performance in standardised assessment tasks. The standardised data will then be used to inform both the interim and annual report to parents.

Teachers will report formally to parents and carers on an annual basis. Annual reporting takes the format of an annual report and an annual parent consultation.

Parent Consultations – parents and carers will be invited to attend a parent consultation annually. Year 8 and Year 10 will have a face-to-face parent consultation. Parents of learners in Year 9, 11, 12, 13 and 14 will be invited to an online parent consultation on School Cloud. Following each parent consultation there is an opportunity for parental feedback and the nature of each consultation will be continually reviewed.



Section D – Roles and Responsibilities

Board of Governors have responsibility for the strategic direction of the school. All decisions relating to significant changes in curriculum, qualifications offered and changes to provision are taken by the Board of Governors. The Board of Governors are also responsible for ensuring that the Curriculum, Teaching, Learning, Assessment and Reporting Policy is implemented by the Principal.

The Principal is the Chair of the Teaching, Learning and Assessment Team and is supported by the Vice-Principal in his role as Vice-Chair. The Principal is accountable to the Board of Governors and is responsible for the operational implementation of the policy and the work of the Teaching, Learning and Assessment Team. The Principal will outline the school improvement actions in the School Development Plan.

The Vice Principal for Curriculum is responsible for the day-to-day implementation of all aspects of the Curriculum, Teaching, Learning, Assessment and Reporting Policy. The Vice Principal for Curriculum also line manages all Heads of Department, Head of CEIAG (Careers Education, Information, Advice and Guidance), SENCO, Examination Officer, Online Learning Co-ordinator, Staff Cover Co-ordinator, Literacy Co-ordinator, Numeracy Co-ordinator, Study Skills Co-ordinator and Target Setting Co-ordinator.

The Assistant Vice Principal for Teacher Professional Learning is a member of the Teaching, Learning and Assessment Team and as part of this role facilitates appropriate Teacher Professional Learning.

The Teaching Learning and Assessment Team is compiled of nine members of staff (roles outlined below);

- Principal
- Vice Principal for Curriculum
- Assistant Vice Principal for Teacher Professional Learning / Head of Science
- Assistant Vice Principal for Timetabling and Cover / Head of History
- Assistant Vice Principal for Study Skills and Target Setting / Head of Sixth Form
- Head of Mathematics
- Head of English
- Teacher
- Classroom Assistant

School Improvement Team Leaders are responsible for the self-evaluation and action planning process that identifies the key actions required to bring about improvement in teaching, learning and assessment at a whole school level. The School Improvement Team Leaders are critical in implementing change as identified on the School Development Plan. The School Improvement Teams include;

- Teaching, Learning and Assessment Team
- Literacy Team
- Numeracy Team
- Special Educational Needs and Disability Team



- Careers Education, Information, Advice and Guidance (CEIAG) Team
- Online Learning Team
- Quality Assurance
- Effective Use of Assessment Data

Heads of Department are responsible for their subject department; ensuring that all subject teachers within their department work within the Curriculum, Teaching, Learning, Assessment and Reporting Policy. The departmental improvement actions regarding teaching, learning and assessment will be outlined in the department action plan.

The Subject Teacher is responsible for delivering the curriculum content in each scheme of work and for the leading learning within their classroom. They also contribute to opportunities to share good practice and participate in teacher professional learning. The subject teacher is also responsible for being aware of the policy and procedures to ensure a consistent approach to curriculum, teaching, learning opportunities, assessment and reporting.

The Learner is responsible for being 'Ready, Respectful and Responsible' towards their learning. The core purpose of a school community is to learn. Learners must ensure that they prioritise learning throughout their school day.

- Ready – come to school on time each day with the relevant equipment, books and resources required. Be on time to each class and enter each class with the mindset to learn.
- Respectful – respect themselves, other learners, teachers and school staff and the school environment.
- Responsible – be responsible for their own learning and their attitude towards learning.

Parents / Carers send their daughters to Ashfield Girls' High School and have access to all school policies on the school website. Our school is focused on learning and supporting learners with their learning. Parents /Cares should support the work of the school and support their daughter in their learning at home. Support at home can take many formats; including ensuring their daughter has high attendance at school, supporting school when the progress in learning is not in line with that which would be reasonably expected, ensuring that their daughter is prepared for school, enquiring about learning and helping your daughter with her learning.



Section E – Consultation, Communication, Monitoring and Evaluation

Consultation occurred with all teaching staff and non-teaching staff in May 2023 following initial consultation with the Teaching, Learning and Assessment Team in February 2023. Consultation occurred with and parents in June 2023. Amendments were made to the draft policy before presenting to the Board of Governors in September 2023, to be ratified in November 2023.

Once ratified the Curriculum, Teaching, Learning, Assessment and Reporting Policy the Policy was published on the school website, under the policies and procedures tab.

The Principal, Vice Principal, along with the Teaching, Learning and Assessment Team are responsible for monitoring the Curriculum, Teaching, Learning, Assessment and Reporting Policy.

The policy will be evaluated and reviewed in line with any new DE directive or circular or any new processes or procedures decided upon by the Teaching, Learning and Assessment Team. The work of the Teaching, Learning and Assessment Team is informed by regular opportunities for pupil voice in the format of focus groups and written feedback.

Industrial Action – Action Short of Strike (ASOS) – due to the continuing industrial action some aspects of this policy can change. Changes are identified below:

- Parent consultations will be ‘within session time’. Session time at Ashfield Girls’ High School is 8.50am – 3.15pm.
- Only one standardised assessment will be recorded in SIMS for the purpose of tracking performance.
- Only one formal report will be provided annually.
- Teachers, following union directives are to respond to communication requests from parents / carers during session time. This means that if a teacher is teaching it may be the following day before the teacher has a non-contact period.

*Emergency or urgent communication can always be directed to the Vice-Principal for Curriculum.



Appendix

Appendix 1 – Key Stage 3, 4 and 5 curriculum provision

Appendix 2 – Organisation of the Daily Curriculum

Appendix 3 – Marking Codes

Appendix 4 – Teaching, Learning and Assessment Cycle



Appendix 1 – Key Stage 3, 4 and 5 curriculum provision

Key Stage 3	Key Stage 4	Key Stage 5
Art & Design	Art & Design	Art & Design
Business Studies	Skills for Business	BTEC Business*
Drama	Business Studies	BTEC Engineering*
English	Child Development	English Literature
French	Digital Technology	Environmental Technology
Geography	English Language	Geography*
History	English Literature	Government & Politics
Home Economics	French	BTEC Health & Social Care
Information Technology	Geography	History
Learning for Life and Work	Government & Politics	BTEC Hospitality*
Mathematics	History	BTEC ICT
Music	Information Technology	Life & Health Sciences (Double Award)
Personal Development	Learning for Life and Work	Life & Health Sciences (Single Award)
Physical Education	Mathematics	Mathematics*
Religious Education	Media Studies	Media Studies
Science	Moving Image Arts	Moving Image Arts*
Technology & Design	Music	Music
	Occupational Studies (Business & Services)	BTEC Performing Arts
	Occupational Studies (Design & Creativity)	Photography*
	Occupational Studies (Technology & Innovation)	Professional Business Services
	BTEC Performing Arts	BTEC Uniformed Protective Services
	Personal Development & Employability	Religious Studies
	Religious Studies	BTEC Applied Science*
	Double Award Science	BTEC Sport
	Single Award Science	BTEC Travel & Tourism
	Applied Science	
	BTEC Sport	
	Technology & Design	
	BTEC Travel & Tourism	

* Delivered by Ashfield Boys' High School



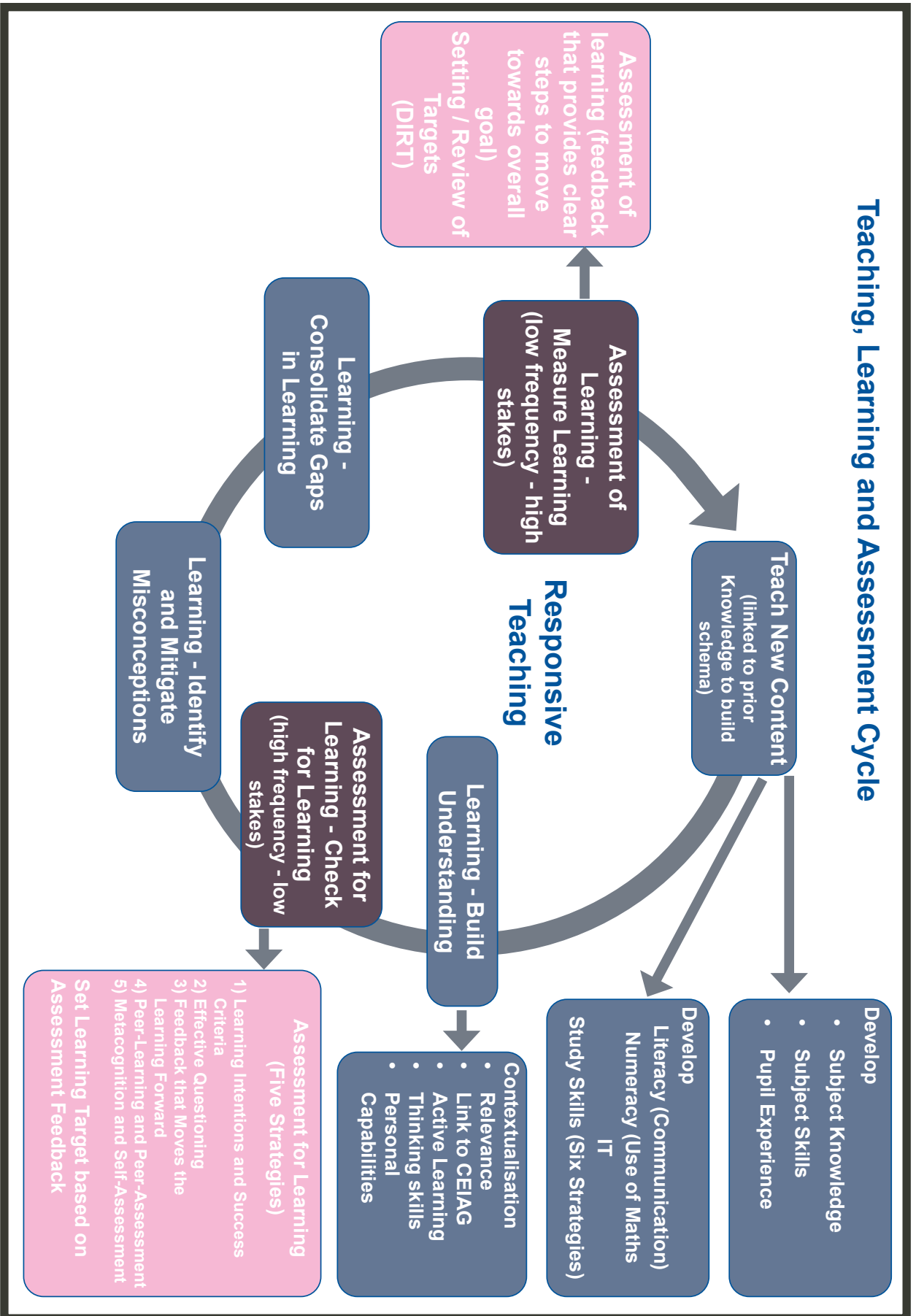
Appendix 2 – Organisation of the Daily Curriculum

Ashfield Girls' High School		Week - A/B			Timetable 2023-24	
	Monday	Tuesday	Wednesday	Thursday	Friday	
Form Time / Assembly 8.50 - 9.00						
Period 1 9.00 - 10.00						
10.00 - 10.15	Senior Break					
10.15 - 10.30	Junior Break					
Period 2 10.15 -11.20						
Period 3 11.20 -12.25						
11.50 - 12.25	Junior Lunch					
12.25 - 1.00	Senior Lunch					
Afternoon Registration 1.00 - 1.10						Afternoon Registration 1.00 - 1.20
Period 4 1.10 - 2.10						Finish at 1.20pm
Period 5 2.10 - 3.15						



Appendix 3 – Marking Codes (TBC)

Appendix 4 – Teaching, Learning and Assessment Cycle





Challenging girls today; creating women of value in the future



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