CURRICULUM, LEARNING & TEACHING POLICY

BOWER PARK ACADEMY

September 2026

EMPOWER LEARNING ACADEMY TRUST

Rationale

At Bower Park Academy, our vision is to strive for excellence in order to transform the life chances of all. We provide a broad, balanced and challenging curriculum which meets the needs and develops students into well-rounded, valued citizens who are ready and equipped for the future world. Our curriculum underpins all that we do; it is delivered by subject specialists and aims to increase autonomy, promote independent learning and develop knowledge, curiosity, interests and skills.

Our aim is to minimize gaps in understanding for all groups of learners in the Academy through quality first teaching, enabling them to become active citizens of a democratic society by developing their knowledge of history, the world, science, and the arts. To improve the attainment and progress of all students, our curriculum is implemented to ensure students will know more, remember more and be able to do more as a consequence of the teaching they experience and the environment in which they learn.

This policy is supported by 4 Appendices:

1. Curriculum Plan;
2. Presentation of Learning Guidance;
3. Home Learning Guidance;
4. Assessment, Recording and Reporting Guidance.

Core Principles:

Curriculum

Our curriculum will:

- Ensure all students have access to a broad, balanced, challenging and knowledge rich education, matched to individual needs.
- Provide a foundation that reflects the importance of English, Maths and the Ebacc, including a Modern Foreign Language.
- Recognise the value of creative and practical subjects.
- Provide a curriculum that promotes students' personal, social and health education, Careers and British values.
- Ensure all students understand the purpose of their learning and can confidently articulate this.
- Provide the majority of students with access to an academic education that culminates in a full set of GCSEs, whilst providing meaningful alternatives for those students who are unable to access GCSE.

Teaching and Learning

Our lessons will:

- Begin with a curriculum slide that articulates the purpose of the lesson linked to the Learning Journeys
- Provide students with opportunities to develop a substantive knowledge base enhanced by the development of skills and creativity.

- Use learning checklists to highlight success criteria and support students in closing gaps in their learning.

- Use literacy and oracy strategies to support learners' progress.
- Encourage students to develop subject specific literacy, vocabulary and use this effectively (WOW Words).
- Follow a 3 part lesson proforma and be signposted with the headings: retrieval, independent learning and reflection.
- Use strategies that enable students to remember and apply prior learning and learning in other subjects.
- Have well planned schemes of work that build on prior learning and provide the structure for future teaching and learning.
- Encourage students to learn independently.
- Provide suitable levels of challenge for students of all abilities.
- Include a range of questioning techniques to challenge all learners and encourage that knowledge learned is transformed

Assessment

To ensure that assessment directly impacts on student outcomes, we will:

- Accurately measure what a student knows and can do through planning a range of formative assessment strategies into lessons.

- Teach our students how to edit, self-assess and improve their own work (using a purple pen).
- Regularly provide feedback through verbal, written, live marking and whole class sampling to outline what students need to do and enables them to improve.
- Identify key gaps in learning and conceptual understanding to inform future teaching.
- Provide meaningful information for students, parents, caregivers, subject leaders to ensure students make good progress.
- Record and monitor the attainment being made by each student in each subject and use this data to inform curriculum planning.

Teachers

Curriculum:

- Have well-developed subject knowledge that enables them to adapt teaching to meet different student needs in the classroom
- Know the challenging aspects of each scheme of learning and how they can be delivered effectively
- Use evidence of students' learning to feed into the planning and adaption of schemes of learning
- Where appropriate, draw links between schemes of learning and the bigger picture, for example: local issues, careers, current affairs, careers, SMSC and British Values
- Contribute to the development of schemes of learning
- Know how each scheme of learning can be used to promote literacy, oracy and numeracy

Teaching & Learning:

- Skillfully deliver and adapt planned sequences of lessons (learning schemes) to enable all learners to acquire and develop subject specific knowledge
- Make it clear to students what they are learning and what they need to know/do through use of the curriculum slide
- Use the students' context and prior learning to identify and address gaps in knowledge
- Use spacing and interleaving to regularly revisit prior learning; boost long term memory of key subject knowledge and improve retrieval and low stakes testing
- Enable students to connect new knowledge with existing knowledge
- Maintain and model high expectations
- Provide a suitable level of challenge through what is taught
- Use questioning to develop and deepen students' subject knowledge and vocabulary
- Develop students' learning habits and learning skills
- Encourage students to have high levels of presentation and to use subheadings (Retrieval, Independent Work and Reflection) to organise their work
- Encourage students to reflect on their learning through a reflective and metacognitive plenary
- Regularly set and mark homework in line with guidance provided
- Effectively manage the behaviour for learning in each class
- Promote and follow the Bower Park 'Lesson Principles'

Assessment:

- Regularly mark students' work for understanding and accuracy
- Regularly provide feedback on what has been done well and possible improvements or next steps
- Provide opportunities for students to respond to feedback
- Check and encourage effective organisation and presentation of work
- Carry out and mark key assessment tasks identified in schemes of learning
- Review assessments to identify what students know and can do and act on what they need to improve
- Make sure students are addressing gaps in their learning
- Mark internal assessments and external exam components in line with published deadlines
- Praise academic achievement at the end of every lesson
- Record marks in SIMs as required and complete reports in line with published deadlines
- Use data dashboards and other relevant data to adjust learning in their classrooms
- Use Whole Class Feedback to address misconceptions
- Diagnostic marking as per department cycle(s)
- 'Live' green pen marking to address areas of Spelling, Punctuation and Grammar (SPaG)

Middle Leaders

Curriculum:

- Lead the design of learning schemes that are subject specific, knowledge rich and accessible to all
- Ensure that learning schemes build a foundation of knowledge and skills at each Key Stage which prepares students for further study
- Know and develop the strengths and weaknesses of their team in relation to subject knowledge and pedagogy
- Lead the development of teachers, subject knowledge and pedagogy and deploy them effectively
- Ensure that there are opportunities to link subject specific content with broader learning, for example, British Values, Careers and SMSC
- Provide courses that are matched to student need and future destinations
- Identify links between subject knowledge/skills and relevant career opportunities
- Ensure learning overviews are completed and up to date for every scheme of learning
- Update learning journeys and curriculum booklets in line with curriculum sequencing
- Update any relevant curriculum documentation when required
- Use data dashboards and other relevant data to adjust the curriculum
- Use internal and external data and the academy improvement plan to set and monitor a Curriculum Enhancement Plan (CEP) for their department

Teaching & Learning:

- Quality assure teaching and learning by carrying out half termly BLINKs, , learning reviews and student interviews
- Take steps to address areas in need of further development
- Help teachers develop up to date subject knowledge and pedagogy and use department time to embed Academy learning priorities
- Ensure teachers are supported and have access to the required resources
- Work with Lead Practitioners to guide, support and challenge as required
- Ensure prior assessment data is used in the planning and delivery of learning
- Ensure reading ages, pupil premium and SEND data is used to inform seating plans
- Monitor the setting and effectiveness of homework
- Use knowledge of prior teaching to effectively sequence learning, removing unnecessary repetition and addressing gaps in knowledge
- Use subject specific pedagogy and best practice to review teaching and learning
- Learning Reviews conducted for standardisation

Assessment:

- Ensure that each scheme of learning includes suitable assessment to measure the impact on learning
- Ensure assessments are scheduled to inform student progress and teacher workload
- Moderate assessments to ensure teachers complete assessments accurately and in line with the schemes of learning
- Quality assures teachers' marking and feedback
- Use key assessments to identify areas and/or key cohorts for improvement and plan to how address these accordingly
- Be aware of and act upon changes to exam requirements and regulations, ensuring teachers are doing the same

- Use research to inform best types of assessments to maximise students' progress
- Review schemes of learning in the light of assessment data

Senior Leaders

Curriculum:

- Oversee the breadth and balance of the whole curriculum
- Ensure that there are opportunities to link subject specific content with broader learning, for example, British Values and Citizenship
- Work alongside middle leaders to shape the curriculum and its delivery according to our context and student need
- Be aware of and respond to local and national changes and developments, communicating these to relevant stakeholders
- Work in conjunction with ELAT colleagues, local schools and relevant national bodies
- When planning the school curriculum, take account of the school calendar and staff workload
- Check curriculum documents are aligned and kept up to date when changes are made
- Support with Middle Leader/whole school standardisation Learning Review

Teaching & Learning:

- Define and promote the school's teaching and learning priorities including principles for sequenced sets of lessons
- Quality assures teaching and learning
- Provide opportunities for teachers to work individually and collaboratively to develop aspects of subject pedagogy
- Manage colleagues' performance, providing support and challenge
- Provide regular and relevant professional development opportunities

Assessment:

- Regularly review key assessment data with HoDs/HoFs to ensure the correct areas/cohorts are being identified and focused upon
- Use assessment data, including marking and feedback, to quality assure learning and progress
- Cross reference areas for improvement with assessment data
- Be aware of key performance measures and know how the areas they line manage impact upon these
- Encourage collaborative working within departments, across departments and across the Trust
- Ensure staff know and understand the principles of assessment and feedback

Students

Curriculum:

- Use the learning journey to understand what they are learning and why
- Use the learning checklists to ensure success criteria are met
- Be able to make links between lessons and schemes of learning
- Be able to make informed choices about their future at key points in their education
- Appreciate the need for and benefits of following a broad and balanced programme of study for as long as possible
- Further develop their skills and interests by participating in extra-curricular activities
- Use their purple pen to respond to teacher marking and whole class feedback

Teaching & Learning:

- Approach each lesson with a positive frame of mind and be ready and equipped to learn
- Be inquisitive, confident and prepared to learn through trial and error
- Develop a resilient approach to learning "If I can't do it yet I will be able to in the future"
- Play an active role in learning, developing self-discipline and independence to get the most out of every lesson
- Organise work neatly and take pride in the presentation of work
- Use student reflections as a tool for communicating with the class teacher
- When absent from a lesson, be proactive in addressing gaps in learning
- Complete homework to consolidate knowledge or prepare for new learning

Assessment:

- Link prior learning to current learning and know what they are trying to learn
- Respond positively to test results and feedback, acting upon it to improve learning. For example, revisiting, redrafting or improving work.
- See assessment as an opportunity to show what they have learnt and can do
- Maximise opportunities to edit and improve their work
- Be proactive in addressing gaps in their knowledge and skills

Governors

Curriculum:

- Oversee and agree the curriculum strategy, understanding its link to the school ethos and student outcomes
- Question leaders about the strategic intent of the curriculum in relation to the local context of the school
- Support the work of the school
- Ensure the curriculum and relevant strategic decisions are financially prudent

Teaching & Learning:

- Hold leaders to account relating to the performance of teachers in the classroom, including appraisal
- Ensure a clear vision and strategy to deliver quality first teaching
- Review evidence that quality first teaching is being achieved and having the desired impact

Assessment:

- Agree the strategic intent and principles for assessment and reporting
- Know the strengths and weaknesses of the school, as well as what strategic plans are in place, in relation to GCSE outcomes and the IDSR
- Use assessment data to hold leaders to account in relation to the impact of quality first teaching on student outcomes

Lesson Principles

At Bower Park Academy we believe that all our teachers can excel in the classroom and we expect our teaching staff to be reflective practitioners, who engage with opportunities to develop their practice and work collaboratively to improve the practice of others. To aid this process, we have identified six '**Bower Park Lesson Principles**' that we believe underpin excellent teaching and that we expect our teachers to think about when delivering their subject-level curricula. These Lesson Principles will typically be seen over a period of great teaching rather than in every individual lesson and include key thinking around subject knowledge, pedagogical knowledge (including Rosenshine) and an understanding of how we can best ensure our learners know more, remember more and are able to do more. Our departments are given the freedom to deliver these core principles in the best way for their context but they will always link directly to the learning of our students.

Our principles are:

1. **Explicit Teaching: Lessons are driven by a challenge question, which sits within a coherent sequence of learning**, so that lessons build depth, breadth and accuracy in knowledge and its application.

2. **Memory and feedback: Lessons draw on subject specific and wider approaches to teaching, including memory and retention**, so that learning time is maximised, and students can unlock and apply prior learning.

3. **Knowledge and Practice: Lessons include well-planned explanations, modelling and independent practice (knowledge, understanding, application)**, so that students know more, remember more and can do more.

4. **Adjusted Learning: Lessons consider every learner, every lesson**, so that all students have high expectations of what they can achieve and are supported in doing so.

5. **Curriculum: Lessons connect learning to the wider curriculum through literacy, oracy, numeracy, SMSC and careers**, so that learning is strengthened and supported by wider learning goals and students' schemata are developed.

6. **Assessment: Lessons use approaches to assessment to check the understanding of all students and respond appropriately**, so that students can always move forward in their learning.

Appendix One

Curriculum Plan 2026/27

The table below shows the number of hours taught in that subject by year group.

Subject	Year				
	7	**8**	**9**	**10**	**11**
	BOWEPAR	BOWEPAR	BOWEPAR	10XYZ	11XY
English	7	7	7	9	9
Maths	7	7	7	9	9
Science	7	8	8	9	9
Food Tech/DT rotation	3	2	2		
Computing	2	2	2		
CPSHE	2	2	2	1	1
Modern Foreign Languages	4	4	4		
Art	2	2	2		
Drama	2	2	2		
Music	2	2	2		
Geography	3	3	3		
History	3	3	3		
RE	2	2	2		
PE (core)	4	4	4	2	2
GCSE Option A				5	5
GCSE Option B				5	5
GCSE Option C				5	5
GCSE Option D				5	5
Total					
	50	50	50	50	50

Banding and Setting

- KS3: Classes are mixed ability apart from Mathematics in Year 7 and 8.
- Year 9: Classes are set across two bands in English, Mathematics and Science.
- KS4: Classes are set across two bands. These have set classes. Options classes are mixed ability.

GCSE

- Option subjects include Art, Media studies, Computer Science, Design and Technology, Hospitality and Catering, Drama, French, Geography, History, Music, Physical Education, Religious Studies, Sociology, Spanish, Statistics.
- Vocational Subjects include Child Development, , King's Trust, Construction (year 10 only) and Dance.

Appendix Two

Bower Park Academy Presentation of Learning Guidance

We value excellence at Bower Park Academy and strive to instill in our students a sense of pride and passion in everything they do. This guidance ensures a consistently high standard of presentation across the whole school by establishing and maintaining high expectations. It creates clear and consistent guidelines for the presentation of students' learning which all students and staff follow. Application of this guidance is intended to apply to most children in our school, but exceptions will be made individually according to need.

Staff will ensure that presentation is actively taught and promoted. It should be explicitly spoken about with students.

The following guidelines should be used to support the excellent presentation of learning:

- Written work should be completed using black or blue ink.
- All drawings, diagrams and tables should be done using a pencil.
- Corrections and self-assessment should be completed using a purple pen
- Dates, titles and challenge questions must be written out in full and underlined using a ruler.
- Errors should be crossed out with a single line using a ruler.
- Students should be encouraged to take responsibility for their exercise books and should keep them clean, tidy and safe.
- Sub-headings should be used to signpost retrieval practice, independent work and reflections
- We encourage students to use plastic wallets or similar to store exercise books in to protect them whilst in school bags and from inclement weather.
- No doodling or graffiti is permitted in any school book, including rough books and student planners.
- When responding to verbal, written, peer feedback or self-reflection, students should respond using purple pen.
- Loose leaf work should be glued into exercise books.
- The Learning Journey should be stuck inside the front page of the book.
- Some subjects may have additional expectations relating to the learning's nature.

An example can be seen below:

Wednesday 19th June

Theme - Guilt

LO: How does shakespeare portray the effects of guilt on Lady Macbeth and Macbeth?

Retrieval

- Sheila feels guilty for how she treated Eva Smith
- Scrooge feels guilty about choosing money over love for Belle
- Scrooge has guilt for what is happening to Tiny Tim
- Eric slightly shows some guilt but not as much as Sheila

In my opinion Macbeth and Lady Macbeth's relationship has changed because earlier on, Lady Macbeth had more power and wanted to dominate Macbeth which subverted the gender roles. However, now she is supporting these gender roles as she is becoming more controlled by Macbeth and is quite shocked and overwhelmed.

Independent work

personal pronoun
↳ believes he owns his wife
↳ patriarchal

metaphor of guilt and repressed thoughts (Freuds theory)

"O full of scorpions is my mind, dear wife!"

suggesting he sees her as

Appendix Three

Home Learning Guidance Guiding

Principles:

1. The principles of homework mirror the Bower Park Lesson Principles. The tasks set may help students prepare for or research new learning, consolidate current learning or revise for an assessment. It might foster confidence through independent practice or connect learning to the wider curriculum. Teachers should consider every learner, every lesson so that homework is supportive, challenging but achievable. Consideration must be given to the learning needs of individual students.

2. Homework should have a clear purpose which is understood by all. It should focus on acquisition, consolidation or expansion of knowledge. It should help students know more, remember more and be able to do more and allow independent practice.

3. Homework should be set regularly and recorded on Edulink.. This may vary depending on the number lessons allocated to each subject per week. 'Time filler' homework should be avoided. Core subjects should be set weekly homework tasks. Non-core should be a minimum of two per half term.

4. Homework should consider the resources students have access to outside of school and whether they have the knowledge to complete the homework successfully.

5. Rarely should homework set to be completed for the next day.

6. It should be clear how homework will be used and whether it is to be written or verbal

7. If homework is set electronically and students have any issues completing this, they should be directed to the homework club.

Appendix Four

Assessment, Recording & Reporting Guidance

At Key Stage 3, results of assessments, formative feedback and improvement targets are given to students in line with the curriculum journey for each subject. Progress is reported to parents twice per year (mid and end of year reports). Each year group will also be offered at least one Progress Evening, where parents or carers can meet teachers to discuss their child's progress in lessons.

In order to improve the quality of KS3 assessment, we use the RIVER principle to guide what successful assessment looks like:

A. **Reliability** of assessment (short and long term) is increased through better questions, both external sourced and internally created.

B. **Impact** of assessments (short and long term) is quick, students understanding of what they need to do next, and parents know how to support learning at home.

C. **Validity** of assessments is (short and long term) increased through department moderation of assessment outcomes, feed forward stretching to include all year groups, and analysis of the actual assessment though CPD.

D. **Efficiency** of assessments (short and long-term) is increased by using challenging multiple-choice assessments as low stakes testing and within long-term assessment.

E. **Relevance** of assessment (short and long term) is increased by making assessment cumulative. Assessments should support the curriculum delivery and be mindful of cognitive science by including spaced practice and retrieval.

This system has the intention of:

- Linking progress in learning specifically to the key points of the curriculum in each subject.
- Providing more detailed information about the learning taking place as opposed to a numerical grade showing current attainment.

Heads of Department have a responsibility, supported by members of SLT, to ensure that effective use of assessment is being used by teachers and that relevant tracking, curriculum adjustments and, where necessary, both in class and out of class intervention is taking place because of the assessments they carry out. Summative assessments are carried out at the end of each scheme of learning but should be cumulative in nature. Following the assessments departments should reflect on the curriculum changes that need to be made and update their retrieval calendar to cover key content. The data dashboards should be used to support this.

Low stakes testing will be used to develop memory of key knowledge and formative feedback will take place more frequently, depending upon the frequency of lessons for that subject. We would expect this to be every two weeks for a core subject and every four weeks for other subjects (or sooner).

At Key Stage 4, progress is reported twice per year, and gives parents a numerical GCSE grade matched against an estimated grade. The estimate used for students is based on Fisher Family Trust data linked to their KS2 attainment. These are revised during the key stage in the light of subsequent GCSE cycles. Where this is not available, students will be set a relevant benchmark grade based on other assessments. See the sample report and Frequently Asked Questions at the end of this section for more information.

In addition to progress information, the reports at both key stages also include information relating to effort. Effort grades are awarded A (Always), U (Usually), S (Sometimes) and R (Rarely).

An example of the BPA report is shown at the end of this section.

Marking frequency

In each half term teachers should ensure each student book (practical subjects may use Teams) has:

- 1 piece of work which has green pen diagnostic teacher marking and purple pen student reflection.
- 1 piece of work which has Whole Class Feedback (WCF) with purple pen student reflection.
- A range of green pen 'live' marking – addressing Spelling, punctuation and Grammar (SPaG) - as per department frequency

In each half term CORE teachers should ensure each student book has:

- 1 piece of work which has green pen diagnostic teacher marking and purple pen student reflection.
- 1 piece of work which has WCF with purple pen student reflection.
- 1 additional piece of work which has diagnostic teacher marking OR WCF

Diagnostic marking

Work should be marked using green pen and with feedback comments which are:

- Meaningful -Are the comments moving students' learning forward? Avoid- 'well done,' 'excellent' or ticking work with no comments. Instead draw attention to misconceptions, SPaG errors, areas of strength linked to marking criteria.

- Manageable-Can students act on your feedback during the time you have planned for feedback/reflection? Do not write a huge paragraph in each book and instead keep your feedback focused and specific.

- Motivating -The purpose of marking should be to help motivate students to progress. This can be delivered in a range of ways including short, challenging comments or questions.

Marking examples- yellow box/zonal marking, pre-populated feedback sheets which can be highlighted by the teacher, success criteria grids which can be stuck in and the teacher can tick/cross the various elements, marking symbols/codes etc.

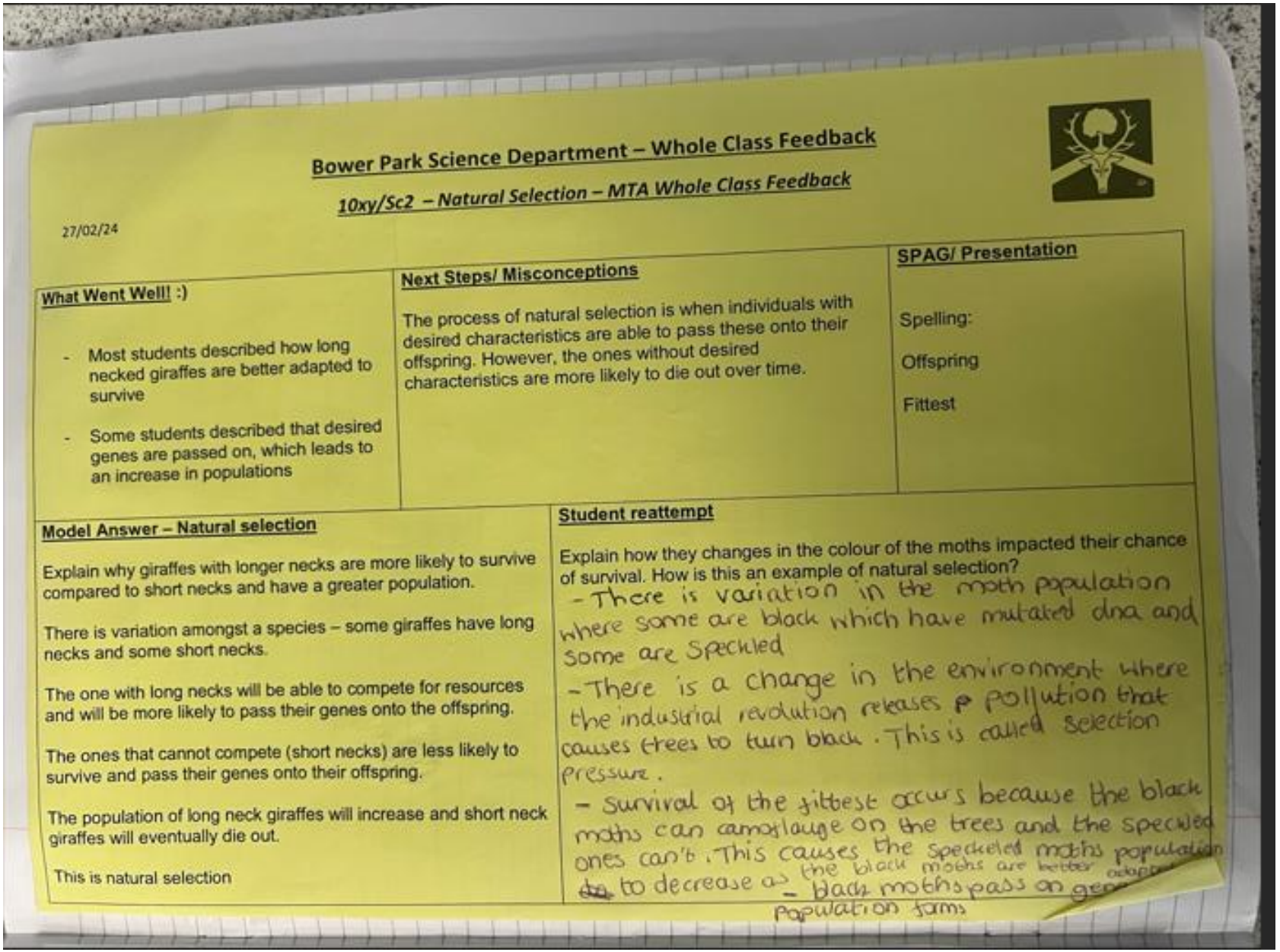
Whole Class Feedback

To inform the planning of WCF, teachers should read and makes notes on a set of exercise books/Teams submissions, noting the following:

- What are common misconceptions/ mistakes? (content, assessment criteria and SPaG)
- What are the areas of success which can be shared with the class?
- What tasks should students undertake during WCF which will help to close gaps and promote progress

WCF templates should ensure they follow the BPA Basics:

- Feedback (WWW, EBI, SpAG)
- Feed up (Model answer, exemplar)
- Feed Forward (Next steps and challenge)



Bower Park Science Department – Whole Class Feedback

10xy/Sc2 – Natural Selection – MTA Whole Class Feedback

27/02/24

What Went Well! :)

- Most students described how long necked giraffes are better adapted to survive
- Some students described that desired genes are passed on, which leads to an increase in populations

Next Steps/ Misconceptions

The process of natural selection is when individuals with desired characteristics are able to pass these onto their offspring. However, the ones without desired characteristics are more likely to die out over time.

SPAG/ Presentation

Spelling:

Offspring

Fittest

Model Answer – Natural selection

Explain why giraffes with longer necks are more likely to survive compared to short necks and have a greater population.

There is variation amongst a species – some giraffes have long necks and some short necks.

The one with long necks will be able to compete for resources and will be more likely to pass their genes onto the offspring.

The ones that cannot compete (short necks) are less likely to survive and pass their genes onto their offspring.

The population of long neck giraffes will increase and short neck giraffes will eventually die out.

This is natural selection

Student reattempt

Explain how they changes in the colour of the moths impacted their chance of survival. How is this an example of natural selection?

- There is variation in the moth population where some are black which have mutated dna and some are Speckled
- There is a change in the environment where the industrial revolution releases pollution that causes trees to turn black. This is called selection pressure.
- Survival of the fittest occurs because the black moths can camoflauge on the trees and the speckled ones can't. This causes the speckeled moths population to decrease as the black moths are better adapted
- Black moths pass on gen
population farms

Note: Whole Class Feedback is always on yellow paper so that it is clear for student, teacher and learning reviews.

Sample Key Stage 3 Report

ATTENDANCE	99.4%	NO. OF LATES	0	ACHIEVEMENT POINTS	273	BEHAVIOUR POINTS	0	READING AGE (YEARS/MONTHS)	17/0

SUBJECT	TEACHER	SPRING TERM			ATTITUDE TO LEARNING – EFFORT
Art	Mr R. Browne	**Decay (Mixed Media) HT1** Very secure in this area	**Decay (Mixed Media) HT2** Very secure in this area		A
Citizenship	Mrs D. Walsh				A
Computer Studies	Mr J. Shepley	**Scratch** Very secure in this area			A
Drama	Miss T. Anderson	**Performing Scary Play** Very secure in this area			A
English	Miss A. Khan	**Greek Mythology** Secure in this area			A
History	Ms B. Cody	**How William was able to keep control of England** Secure in this area	**Causes/Consequences of the Black Death** Secure in this area		A
Maths	Miss J. Adediran	**Four Operations of Number** Very secure in this area	**Fractions/Percentages** Very secure in this area	**Negative Numbers** Very secure in this area	A
Music	Miss H. Wyatt	**Composition** Secure in this area	**Appraisal** Secure in this area		A
Physical Education	Mrs K. Porter	**Practical** Very secure in this area	**Theory** Secure in this area	**Combined** Secure in this area	A
RE		**Muslim Beliefs** Very secure in this area	**Living the Muslim Life** Very secure in this area		A

ATTITUDE TO LEARNING CRITERIA Quality of Academic Work and Effort in Class

Grade A - Always completes work to the best of their ability and takes pride in presentation. Always proactive and endeavours to work hard in lessons. Always focused during class discussions and lesson feedback exercises.

Grade U - Usually completes work to the best of their ability and takes pride in presentation. Usually proactive and endeavours to work hard in lessons. Usually focused during class discussions and lesson feedback exercises.

Grade S - Sometimes completes work to the best of their ability and takes pride in presentation. Sometimes works hard in lessons. Sometimes focused during class discussions and lesson feedback exercises.

Grade R - Rarely completes work to the best of their ability and needs to improve presentation. Rarely proactive and needs to work in lessons. Rarely focused during class discussions and lesson feedback exercises.

Key Stage 3 Reports – Frequently asked Questions What is this report showing me?

This report provides a progress statement for each key learning strand in each subject and an Attitude to Learning (ATL) grade for each subject. Additionally, it includes a percentage attendance, number of lates, achievement points and behaviour points.

What does the statement mean?

Pupils are graded either high, mid or low on the security of learning in each strand. This indicates how well a child has learned the topics and concepts covered this year in each strand. Parents should think of grades as follows:

Very secure - High	This indicates the pupil has shown an effective level of learning in a specific strand, based on the topics studied so far. They are showing excellent retention, recall and application of knowledge and skills.
Secure - Mid	This indicates a pupil who has a sound grasp in a specific strand, based on the topics studied so far. They can retain and recall key aspects of their learning and use knowledge and skills appropriately. They are yet to fully grasp the more advanced aspects of the topics being studied.
Unsecure – Low	This indicates a pupil who is developing their learning in a specific strand, based upon the topics studied so far. They need to work on increasing their knowledge and understanding of key concepts and how they apply their knowledge and skills.

Why are some strands not yet assessed?

Each strand is only judged once enough work has been completed and assessed. In some subjects, those elements may come later in the term or the year.

What are achievement points?

Achievement points are used to recognise when a pupil has done something good. They are based around the key areas of the school values.Learning s. These may evolve as the academy's needs change.

What are behaviour points?

On the occasions where a teacher has to issue a sanction to a pupil this is recorded as a behaviour point. These are based around the four schools ready to learn, respect the learning, follow instructions and respect the learning environment. There are additional categories based around uniform and truancy. These may evolve as the academy's needs change.

Reading Ages

At the top of this report you will see the results of NAME's most recent Sparx Reader test. Students are tested on a combination of vocabulary and comprehension questions. This test offers a comparison of student reading ages compared to their chronological age. Reading ages and chronological ages are reported in years and months - for example, 12/8 would mean 12 years and 8 months. What could you do to support and encourage literacy at home:

- Encourage your child to read for 15-20 minutes per day. This could be in the form of online articles, non-fiction texts (such as autobiographies), or blogs. Graphic novels and comics can often engage reluctant readers
- Put the subtitles on to encourage reading while they watch the TV
- Talk to your child about what they have read recently
- Read the news together at least twice a week and discuss current events
- Discuss Homework and help your child to proofread their written work
- Join the local library Encourage your child to read a wide variety of books of different genres and authors

Attendance Thresholds:

Being in school is vitally important to making the expected progress and beyond. The table below shows the thresholds that we use for attendance and how many days/ weeks your attendance could translate to.

Excellent	Attendance above 98%	Less than four days of absence in an academic year.
Average	Attendance above 95%	Less than nine days of absence in an academic year.
Low	Attendance below 90%	Missing four weeks or more of school in an academic year.

ATTENDANCE %	90.6	NO. OF LATES	1	ACHIEVEMENT POINTS	69	BEHAVIOUR POINTS	1

Subject	Teacher	Attitude to Learning - Effort	Mock Total Mark	Mock Grade	Predicted Grade	Above/On/Below Target
Drama	Ms D. Charlton	A			6+	Below Target
English Literature	Miss F. Peek-Pullum	A	44	6+	7-	On Target
French	Miss S. Kouame-Zagol	A	66	4+	5+	Below Target
History	Mr M. Kenlin	A	27	4+	7-	On Target
Maths	Mr S. Ahmed	U	19	4-	5-	Below Target
Physical Education	Mr L. Sherwood	U	30	4-	5=	Below Target
Science	Miss A. Ijaz	A	33	55-	65-	Below Target

Key:

Attitude to Learning
A = Always
U = Usually
S = Sometimes
R = Rarely

Please see overleaf for detailed criteria

GCSE Grades
9-1 (99-11 Science)
X – Did not sit
U – Failed
W – Withdrawn

Vocational Grades (Child Development, Creative Design & Production and Sport Studies)
D – Distinction
M – Merit
P - Pass
X – Did not sit
U – Failed
W - Withdrawn

GCSE and Vocational Grade sub-levels:
+ Very secure in this area
= Secure in this area
- Not secure in this area

Mock Total Mark
These are the marks you achieved in your recent mock exams based on the subject mark schemes.

Mock Grade
This is the grade you achieved in the recent mock exams based on the subject grade boundaries.

Predicted Grade
This is your teacher's professional prediction of what you are likely to achieve at the end of year 11 based on the way you are currently working.

Key Stage 4 Reports – Frequently Asked Questions

What is this report showing me?

Our reports provide a predicted attainment grade for each subject matched against an aspirational attainment estimate for your child. Additionally, we include an effort score matched against the highest in the class, percentage attendance, number of lates, achievement points and behaviour points. One report each year will also include a comment from the student's form tutor.

How is a student's attainment estimate worked out?

Estimates are based upon the prior attainment, in English and maths, alongside GCSE outcomes of the top 20% of students nationally. We match what students with a similar Key Stage 2 result have achieved in the past and use this to estimate what each student could achieve.

These estimates also consider other factors that may impact upon a student's progress such as attendance, school changes and individually identified learning needs which is why students with the same prior attainment can have different estimates.

Why aren't students given a target grade?

Whilst estimates are quite accurate for English and maths they can be less so for other subjects, particularly those that a student may not have studied before. In addition, estimates are revised each year in the light of each new set of national GCSE results.

Our experience also tells us that target grades often act as a 'glass ceiling' to attainment. Once a grade has been reached, effort can drop, resulting in a reduction in attainment the next term.

Instead, we provide written and verbal targets that give the students specific actions to carry out to help improve further.

Why has a grade gone red this time when it was white before?

At Bower Park we operate what is called a 'flight path' for each student. This is the trajectory from their starting point to their end of key stage estimate. As we go through the academic year, we expect students to get closer to that estimate. Therefore, a student who stays on the same grade could see this go from one colour to another.

Why is there more red on my child's report?

It could be the case that a student is really not working well at school and not progressing but it is rarely that straightforward. There are many factors that affect attainment and progress including the topics being studied at a particular time, a student's like/dislike of a subject, talent in a particular area, quality of teaching, social/personal issues, etc.

Estimates are based on the English and maths assessments students did in Year 6. These are not always accurate for estimating performance across the wider range of subjects. If a student did well in English or maths this would lead to higher estimates in other subjects. If the student then did less well in those subjects they would be further away from their estimate than we would expect at a particular point in the year causing the grade to go red. This does not necessarily mean a student is failing in that subject. It tells you their current prediction falls below where we would want them to be, so they can do better in the future.