Our Lady of Mercy Catholic Education Trust

St Anthony's Girls' Catholic Academy

Policy type:	School
Policy:	Curriculum Policy
Ratified by MAT Directors:	December 2019
Head Teacher signature:	M. Shepherd.
Chair of Directors signature:	
Review Date:	December 2020
Ownership:	M. McDonagh (Deputy Head Teacher)

Curriculum Policy Addendum in response to Covid-19

This addendum will be reviewed in response to local and national guidance and procedures and revised as required.

From 15th June 2020 the Academy will be extending the provision currently offered to vulnerable children and the children of Key Workers to include face to face time with students in Years 10 and 12.

Whereas our ethos and principles remain unchanged there are some practical changes to our daily routines in order to safe guard all members of the school community.

Policy Update during Covid-19 Pandemic.

Contents

1. Aims

We intend to fulfil the Mercy education vision and ethos via our curriculum provision.

Our educational vision is:

- Christ centred;
- faith enlightened;
- shows concern for the poor especially women and girls;
- builds communities;
- pursues excellence.

- **Christ centred**

Education is informed and influenced by the teaching and example of Jesus Christ, which recognises the dignity of the human person and his command to love and care for each other. Mercy education aims to build up the self-worth and self-esteem of the student. The Mercy school community embodies caring and belonging. It does not just regard the academic and sporting stars, but all students through truly personalised learning.

- **Faith enlightened**

Faith, culture and life are brought into dialogue and harmony within the Mercy School. Catherine McAuley stated, "We fit the children for earth without unfitting them for heaven".   The Roman Catholic faith underpins the work of the Mercy school and its improvement planning for the 21st century. The catholic faith is at the heart of Mercy education programmes through all aspects of the work of the community and integral to liturgies, rituals, symbolism and prayer spaces.

- **Shows concern for the poor particularly women and children.**

In the Mercy school the aim is to work with the world-wide community to eradicate suffering and its causes. Compassion is the energy that drives members of the community to search for justice for those on the margins to allow them to establish a sense of belonging.   Asylum seekers, internally displaced, trafficked women, those who live in absolute poverty and those who suffer from hunger. Mercy schools should not be schools were the poor may be marginalised. They should be schools where we encourage all students to question the status quo, be active for social change and promote the full participation of women in the development of policy and support equality of opportunity for both without diminishing or demeaning any gender.

- **Pursues excellence.**

The Mercy school should enable every student to achieve her potential within a school committed to high quality teaching and learning and ongoing review of itself. The highest standards should be available to the poorest students. Respect should be at the heart of all relationships in the school community. The Mercy school should feature inventiveness not conformity. It should be open to new perspectives and new answers to old questions.

- **Builds communities.**

The Mercy School shows a social responsibility to the world we inhabit. The school community is what makes the school catholic and a community permeated with the gospel value of love. Parents, staff and students share a common vision. There should be genuine opportunity for participation and collaboration. There should be clear message of warmth and welcome.   Links with other faith communities should be strong. We find ourselves in fragmented multi-cultural societies. People should reach out with generosity to others within, and beyond, the community. Many people live in a broken world. The Mercy School should try to create a world where everyone can live lives of dignity and decency with respect for life and care of the earth.

St. Anthony's is an academy where every student really does matter.   The academy exists to provide all students with a high-quality learning experience within an educationally stimulating, supportive and safe environment. We aim to provide the "best for every student" and to ensure that students leave St Anthony's well prepared for success in all aspects of their future lives. We have high expectations of students and seek to develop the skills, attitudes and abilities within them which will enable them to achieve their life goals.

Curriculum Vision

Our goal is for all pupils to leave St Anthony's Girls' Catholic Academy well prepared for future success, and happiness, in all aspects of their lives. Our academy is committed to developing a learning community which is safe, purposeful, challenging and fosters mutual respect between all members. High quality teaching enables students to enjoy their learning, achieve their potential and develop as individuals. For this to occur students need stimulating lessons which:

- improve knowledge, skills and understanding;

- endeavour to overcome barriers to learning;

- make clear to pupils the next steps to further improvement and

- promote behaviour conducive for all to learn.

Opportunities will be provided for all students to receive appropriate levels of challenge and support, to broaden their cultural, social, sporting and technological horizons, to develop independence and to be prepared for living and working in a diverse, and fast changing, 21st century global society.

Teaching and learning are the core tasks of the school; as a Mercy Academy we commit to ourselves to placing this key aspect of our work at the heart of our efforts to continually improve provision and raise standards. As members of a learning community we are vitally concerned with the learning experience of our students. We are committed to improving our capacity to plan and provide a positive learning experience that will encourage our students to engage with their learning, to enjoy their learning experience and to reach their potential.

The quality of the lessons that students enjoy will be a powerful determinant of the progress that they make. We have committed ourselves to establishing a common expectation of what a lesson in St. Anthony's will be like. There is a common expectation of what constitutes a "good" lesson at St. Anthony's and an "outstanding" lesson.

We are committed to working with colleagues (within and beyond our community) to continually improve the quality of our provision in the classroom as part of our partnership work and teaching school work. We are committed to having classroom practice assessed against clear known criteria and evaluated by line, and senior, managers.

We are delighted that teaching and learning was considered, "Outstanding" in our OfSTED Inspection (2013) and in our Diocesan Inspection (2018).

Introduction to the "Policy for Teaching and Learning in St. Anthony's"

This section presents out core beliefs and considers learning from a whole school
perspective. The statements, in this evolving document, underpin our work as teachers and contribute to variety of levels to raising standards and to promoting
effective learning for all students and groups of students.

Policy for Teaching and Learning

Core Beliefs

• Teaching and learning are **the core tasks of a school** and we commit ourselves to placing this at the heart of our efforts to continually improve provision and raise standards.

• As members of a learning community we are vitally concerned about planning, providing, monitoring and evaluating the learning experiences of students so that they may strive to reach their potential.

Key Commitments

• We are committed to developing the curriculum, in line with changing needs and expectations, in order to ensure that all groups of students have opportunities for learning that meet their need and aspirations.

• We are committed to developing quality opportunities for information, advice and guidance so that all students are aware of the learning opportunities available to them at different stages and are able to make informed choices regarding the learning pathways best suited to their needs and aspirations at key transition points.

• We are committed to establishing, maintaining and developing a policy for supporting behaviour for learning that will allow students and staff to work in an orderly and supportive environment where learning can be a positive and enjoyable experience.

• We are committed to providing challenging opportunities for learning at all levels for all students and groups of students, particularly disadvantaged students, where all can reach their full potential.

• We are committed to planning teaching and learning activities that will promote learning, engage learners and make learning enjoyable.

• We are committed to monitoring provision for learning, including management structures, at whole school, department and pastoral team level to ensure that we provide the most effective support for learning for all students and groups of students.

• We are committed to supporting the progress of all students and groups through the use of data regarding prior attainment to set personalised targets; and robust and regular internal assessment to monitor progress towards these targets, intervening where necessary.

• We are committed to working with other colleagues to continually improve the quality of our provision for learning.

• We are committed to identifying and maximising opportunities for learning in a variety of learning contexts outside the classroom.

• We are committed to working with our students so that they are meaningfully involved in their learning experience and can understand the point of their learning, are aware of where they are in their learning journey and understand clearly their strengths and areas for development.

• We are committed to providing learning opportunities that will develop in our students the skills and qualities that will allow them to grow as autonomous learners and prepare them for life-long learning.

• We are committed as reflective practitioners in a community of learners to reviewing our practice and to identifying professional development opportunities that will help us to do this.

• We are committed to establishing, maintaining and developing a clear baseline expectation of what a good lesson in St. Anthony's should be like.

• We are committed to having classroom practice assessed against known criteria by line and senior managers so that good practice can be identified and disseminated and areas for improvement addressed.

• We are committed to using our resources effectively so that we can make the best provision possible for quality teaching and learning to take place.

• We are committed to adapting our practice in line with changing expectations and new local and national initiatives which will further enhance existing provision.

• We are committed to taking every opportunity to develop literacy, numeracy and communication skills.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Our policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets;

- the academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement;

- proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND);

- all courses provided for students below the age of 19 lead to qualifications, such as GCSEs and A-levels, are approved by the Secretary of State;

- the school implements the relevant statutory assessment arrangements;

- it participates actively in decision-making about the breadth and balance of the curriculum;

- pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.2 Head Teacher

The Head teacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;

- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;

- they manage requests to withdraw students from curriculum subjects, where appropriate;

- the school's procedures for assessment meet all legal requirements;

- the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;

- the governing board is advised on whole-school targets in order to make informed decisions;

- proper provision is in place for pupils with different abilities and needs, including children with SEND.

3.3 Role Descriptions SLT

Head Teacher

• Strategic leadership of the Catholic life of the school
• Strategic Lead – standards, curriculum, achievement and progress
• Reporting to all those who externally evaluate the work of the school
• Academy improvement planning and self-evaluation – whole school
• Representing the academy at key internal and external events
• Policy and practice development linked to all aspects of academy life
• Reporting to all those who externally monitor the life of the school regarding all aspects of academy life
• Information to stakeholders regarding all aspects of academy life
• Contribution to Academy Senior Leadership Team and Academy Leadership Group

Diocesan standards:
• Collective Worship
• Catholic Life of the Academy
• Curriculum R.E.

OFSTED standards:
• Achievement
• Behaviour and Safety
• Quality of Teaching
• Leadership and Management

NLE (National Leader of Education)
Trustee of Schools North East
Secretary Roman Catholic Diocese of Hexham and Newcastle HT Group
City of Sunderland HT Group
Director of Beacon Teaching Alliance working with TS staff
Leading Edge leadership working with Beacon staff
Working with Trustees, Governing Body and all sub-committee members,
Working with the School Improvement Partner
Working with the Catholic Education Service (CES), Roman Catholic Diocese of Hexham and Newcastle (RCDHN), Hexham and Newcastle Catholic Partnership (HNCP), and local Monkwearmouth (MP) Catholic Partnership
Working with local authority and ANT's (All North Teaching Schools) with TS leads
Working with the E.F.A (Education Funding Agency), DfE (Department of Education) etc.
Working with Accountants, Auditors, Budget, Resources, Finance, Academy Financial Handbook,
Financial management standards and Governors Financial Handbook etc.
Buildings, capital projects, insurance etc. working with architects, contractors, EFA etc. working with SLT and Governors.
Legal issues working with governing body and external agencies.
Development, and maintenance of, of the school site working with SLT and Governors
Admissions and Admissions Appeals (annual and in-year) working with the Chair, Governors and administrative staff within school, Diocese and LA
Appointment of staff, staffing structures, HR/Personnel, employment references etc. working with governing body.
Performance Management working with the Deputy Head Teacher.
Health and Safety working with SLT.
Governance working with the Clerk.
Policy development and delivery working with policy holders and administrative staff.

Deputy Head Teacher

• Strategic leadership of the catholic life of the school.
• Strategic leadership – standards, curriculum, achievement and progress.
• Reporting to all those who externally evaluate the work of the school.
• Academy improvement planning and self-evaluation – curriculum.
• Representing the academy at key internal and external events.
• Policy and practice development linked to area of responsibility.
• Reporting to all those who externally monitor the life of the school regarding area of responsibility.
• Information to stakeholders regarding area of responsibility.
• Contribution to Academy Senior Leadership Team and Academy Leadership Group.
• Deputising for Head Teacher.
Health and Safety working with SLT.

OFSTED standards:
• Achievement
• Behaviour and Safety
• Quality of Teaching
• Leadership and Management

Diocesan standards:
• Collective Worship
• Catholic Life of the Academy
• Curriculum R.E.

Strategic lead whole school data – progress, achievement, student data systems, targets etc.
Information to students and parents re. progress and achievement working with staff eg. strategic leadership of reports to parents, achievement and progress data etc.
Information to parents about the curriculum and key transition points
Monitoring and Evaluation visits, work scrutiny etc. plan and delivery with LG
Appointments and staffing working with Headteacher, Governors and Clerk to Governing Body.
Governors sub-committees – associate member
Information to staff e.g. handbook and calendars, working with
SLT HR/Personnel with Headteacher
Staff attendance return to work/reviews working with Headteacher
Linking with EVC, T and L Co. and all other staff re, diary, CPD, visits, cover etc.
The supply budget and deployment of supply staff.
Curriculum design and development review and monitoring at all key stages Spiritual, moral, social and cultural education – curriculum provision
Curriculum intervention – academy intervention groups
Strategic leadership of C.I.A.G. and P.H.S.E.
Sixth Form admissions and progression working with pastoral staff
Post-16 links with St. Aidan's re. curriculum and joint arrangements
Oversight of ICT working with Headteacher, Consultant and ICT Technicians

Deputy Head Teacher

• Strategic leadership of the Catholic life of the school
• Strategic Lead – pastoral care and progression
• Reporting to all those who externally evaluate the work of the school
• Academy improvement planning and self-evaluation – pastoral care and progression
• Representing the academy at key internal and external events
• Policy and practice development linked to area of responsibility
• Reporting to all those who externally monitor the life of the school regarding area of responsibility
• Information to stakeholders regarding area of responsibility
• Contribution to Academy Senior Leadership Team and Academy Leadership Group
• Deputising for Head Teacher
•. Oversight of Health and Safety working with Headteacher, Consultant and other SLT members.

OFSTED standards:
• Achievement
• Behaviour and Safety
• Quality of Teaching
• Leadership and Management

Diocesan standards:
• Collective Worship
• Catholic Life of the Academy
• Curriculum R. E.

Whole school data – progress, achievement for vulnerable groups
Intervention for vulnerable groups
Information, meetings etc. to students and parents and external agencies re. vulnerable groups
Pupil premium budget
Monitoring and Evaluation visits, student voice etc. plan and delivery with Leadership Group
Governors sub-committees – associate member
HR/Personnel with Headteacher
Staff attendance return to work/reviews working with Headteacher
Academy mission and spiritual development – working with Chaplains and all staff
Charities and volunteering programmes/opportunities.
Strategic lead for Child Protection, Safeguarding and Looked After Children.
Records and reports linked to vulnerable children, leading team attendance at meetings linked to vulnerable children e.g. 100+ current "complex case" files
Reports and record keeping re. meetings linked to Child Protection, children "in need" etc. Liaising with all external agencies, partners etc. regarding the above.

Senior Assistant Head Teacher

• Strategic leadership of behaviour and attendance
• Academy improvement planning and self-evaluation – behaviour and attendance
• Policy and practice development linked to area of responsibility
• Reporting to all those who externally monitor the life of the school regarding area of responsibility
• Information to stakeholders regarding area of responsibility
• Contribution to Academy Senior Leadership Team and Academy Leadership Group
•. Health and Safety working with SLT

Whole school data – attendance and behaviour
Intervention for vulnerable groups working with Deputy Head
Information, meetings etc. with students and parents and external agencies
Monitoring and Evaluation visits, student voice etc. plan and delivery with LG
Oversight of property/facilities working with Headteacher, Consultant, Premises/Technical staff and other SLT members.

Working with strategic lead for Child Protection as Deputy Designated Person re.
Safeguarding and Looked After Children
Records and reports linked to area of responsibility, leading team attendance at meetings linked to vulnerable children with Deputy Head e.g. 100+ current "complex case" files
Reports and record keeping re. meetings linked to area of responsibility

Liaising with Key Stage Directors
Liaising with all external agencies, partners etc. regarding the above
Ensuring staff clarity re. role of tutor, duties, systems and processes, pupil planners etc.
Working with SLT and governor sub-committees regarding behaviour and discipline
Arranging fixed term exclusion letters, arrangements etc. working with the Head Teacher

4. Curriculum Implementation

St Anthony's is a Roman Catholic Academy where RE is a timetabled subject and the Mercy ethos pervades the entire life of the school. All pupils in every year group take part in a daily Act of Worship, prayers in class, liturgy, assembly, opportunities for retreat/reflection, etc.

Key Stage 3

At KS3 we aim to provide a balanced, broad, differentiated and appropriate curriculum is secured for each pupil in ability bands, or mixed ability groups. We ensure that there is continued preparation for Key Stage 4, Advanced level study, Further and Higher Education and working life.

The National Curriculum is delivered in all ten foundation subjects at KS3, and the entitlement to a balanced, broad, differentiated and appropriate curriculum is secured for each pupil in ability bands, or mixed ability groups.

On joining the school, pupils are placed in one of seven mixed ability form groups. They are also placed in one of three bands, Walsingham, Fatima and Lourdes. This is based upon KS2 scores, primary school teacher assessments, reading age tests and all other information available from primary schools and other reliable sources. Students are taught in these bands for science, modern foreign languages, geography and history and RE (Religious Education).

English and Mathematics are taught in sets from Y7 to Y9 based upon the three bands. History, geography, science, RE and MFL (Modern Foreign Languages) are also taught in sets based upon three bands. In Y7, 8 and 9 music, technology, food, art, PE (Physical Education), CEIAG (Careers Education Information Advice and Guidance) and computing lessons are all taught in mixed ability groups.

In KS3 a key part of the CEIAG programme is devoted to individual student guidance with regard to option choices and progression routes. Students get one hour a week in years 7,8 and 9. Within part of Year 7 and 8 lessons, "reading for pleasure," is incorporated within the first 15 minutes of the lesson.

Within each key stage personal, social and health and economic education (PHSE) is delivered each day via the tutor during 11.00-11.20am tutor time. It is also delivered within the CEIAG, Science, Technology and Physical Education and RE programmes. Sex and relationships education is delivered in Year 9 as a module within PE and also within RE and Science education. This team is led by a PHSE co-ordinator. The PE Department also deliver education regarding, "growth mindsets" ie. developing talents.

In addition to class music lessons, individuals within small groups are taught piano, voice, guitar, percussion, strings, woodwind and brass. Parents contribute to this service and the academy contributes for tuition for pupils in receipt of pupil premium. Associated Board Music examinations and London College of Music Musical Theatre examinations are available.

In addition to class PE lessons, individuals and small groups work towards certification in individual sports e.g. skiing certificates, gymnastics awards or similar.

Key Stage 4

At KS4 we aim to provide a balanced, broad, differentiated and appropriate curriculum for each pupil in ability bands and mixed ability groups. We ensure that there is continued preparation for
Advanced level study, Further and Higher Education and working life.

The KS4 curriculum is made up of "core" subjects including:
- RE;
- English and English Literature;
- Mathematics;
- PE;
- Science: Core Science, Additional Science or separate sciences (Biology/Chemistry/Physics)
- MFL (a small cohort will study Photography in place of MFL);
- Technology (a choice of material area is provided either Food Technology or Product Design. Within Product Design a choice of Textiles or Product based work is available);
- Careers Information Advice and Guidance, Citizenship, Sex and Relationships Education, Drugs Education and Finance education;
- Within the key stage 4, PHSE is delivered each day via a tutor in the 11.00-11.20am tutor slot with Sex and Relationships Education being delivered in Year 10 and 11as a module within PE, and also within CEIAG, RE and Science;
- Geography and/or history are "core" subjects for E-Baccalaureate students. E-Bacc students, consequently, have one available "option" choice.

In addition, all students build their learning portfolio by choosing at least one of the
following optional GCSE subjects:
- Art and Design
- Computer Science
- Second Modern Foreign Language – French/Spanish
- Geography
- History
- Music
- PE

All courses run subject to sufficient numbers of students opting for these courses.

We also offer vocational courses in:

- BTEC First Award in Child Development;
- Cambridge National Certificate in Enterprise & Marketing.

Key Stage 5

St Anthony's and St Aidan's Catholic Sixth Form website (www.aaasixthform.com) sets out the courses offered and a summary of the specifications, course entry requirements and possible careers. The sixth form timetable is the outcome of a highly proactive strategy, which has at its core, guided student subject choice. Curricular breadth was achieved without sacrificing subject teaching time. The curriculum includes a weekly RE course for all students and weekly CEIAG lessons for all students. It also offers a work experience programme for those who require it and CORE Mathematics for those studying numerate subjects. GCSE English and Mathematics are also offered for those who have not achieved at least a grade 4 at GCSE. Alongside the curriculum an extensive and diverse enrichment opportunities are provided. We offer over 35 subjects in sixth form and the website www.aaasixthform.com should be consulted for more information.

Those students studying A levels with a high mathematical content eg. Geography/Geology/Biology/Chemistry/Physics/Psychology/Economics/Computing must also study an additional qualification. This may be AS/A2 Mathematics or a Certificate in Mathematical Studies (Core Mathematics).

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- able and talented pupils;
- pupils with low prior attainment;
- pupils from disadvantaged backgrounds;
- pupils with SEND;
- pupils with English as an additional language (EAL) and
- vulnerable pupils.

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our equality statement. SEND policy, Pupil Premium policy, EAL advice and guidance etc.

6. Measuring Curriculum Impact

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects.

Effective monitoring and evaluation of the work of the Academy is of vital importance to the successful development of the school. It is important for all members of the school community to know that:

- all school policies are being put into practice;
- current practice is effective;
- policies are effective in realising the school aims and
- new developments and ideas are improving the work of the school.

Monitoring, reviewing and evaluation have been built into the day to day life of the school using a wide range of monitoring and evaluation techniques. Much staff monitoring of is built into the school's Performance Management system. However, there are clear links between the PM system and the overall monitoring and evaluation process in the school which includes learning walks, student voice, work scrutiny, lesson observation, data monitoring etc.

Effective monitoring and evaluation requires active participation of all staff in the life of the school. It is led by the Senior Leadership Team. SLT monitoring and evaluation is informed by the Extended Leadership Team, Pastoral Teams and Subject Teams.

Monitoring, review and evaluation must take place within all management structures within the school.

Meeting monitoring and evaluation deadlines should be at the forefront of staff priorities. Post-holders must ensure that at least one week's notice is provided to teams when information is required.

Academy Review 2018-19

As part of our on-going monitoring and evaluation the SLT undertake an annual review to prepare all staff for external evaluation and as part of our on-going self-evaluation.

Term 1 – All Key Stages but with an emphasis on KS5
Term 2 – All Key Stages but with an emphasis on KS4
Term 3 – All Key Stages but with an emphasis on KS3

The Schedule of Monitoring and Evaluation 2019-2020

Monitoring/Reviewing/Evaluation Process	Detail	By Whom	By When
1. Examination Results Analysis (Whole school)	GCSE, AS & A Level, vocational results	MMc(DH)/VT(Exam)	On receipt
	End of KS3 results	MMc(DH)/SL's	On receipt
	ASP	MMc(DH)	On receipt
	FFT	MMc(DH)	On receipt
	CEM Centre	MMc(DH)	On receipt
	Reading Age tests Yr7-9	MMc(DH)	On receipt
	Monitoring cohort (students operating below TG- target grades)	AKSL/AH(SENCDo) KSL/ML(DH)/FC(SAH)	On receipt
	Specific cohorts e.g. CLA, ethnic minorities, EAL, SEN, FSM, EMA, G and T etc.	AH (SENDCo)	On receipt
2. Examination Results Analysis (Subject Level Analysis)	Subject level analysis KS4 and KS5 results	SL/Subject Co-ordinator/Lead Teacher	Mid-September
3. Analysis of take-up rates/retention/destination	KS4 courses	MMc(DH)	January
	Post-16 Courses	HAS(DSF)/MMc(DH)	January
	Return rate to sixth form	HAS(DSF)/MMc(DH)	September
	Progression to HE/Employment post 18	HAS(DSF)/MMc(DH)	September
	Progression to FE/Employment post 16	AJ(CIAG)/MMc(DH)	September
4. Supportive reviews/data analysis/class level data/residuals	Internal	ML(DH)/MMc(DH)	Annually
5. Presentation of development plans to SLT (with medium and long term planning)	Department/Years/LT	SL's KSL's LG	June
6. Coaching meetings (if a member of staff requires support)	Departments/Years/LT	SLT	As arranged by SLT

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7. Checking handbooks	Departments Year teams	MMc(DH) ML(DH)	July
8. Action points of meetings	Departments Year teams	MMc(DH) ML(DH)	Within three days of meeting (incl. names of staff present).
9. Student Work and planner scrutiny	Check pupils' work as part of PM Check pupil planners Planned Scrutiny termly in all Key Stages	PM Observation Team/SLT Teacher/Tutor/AKSL/KSL/ LG	Annually Lessons/Tutor time With lesson
	with emphasis on Term 1 KS4 Term 2 KS5 Term 3 KS3 Subject Specific Term 1&2 KS5/KS4/ KS3	LG SL	observation Random Systematic completed by Easter
10. Staff planning records	As part of PM and Work Monitoring in each Key Stage	PM Team Leader/SL	Random selection termly
11. Staff assessment records	As part of PM and Work Monitoring in each Key Stage	PM Team Leader/SL	Random selection termly
12. Lesson observation/Learning Walks/Annual Reviews/Drop-ins	As part of PM SLT Monitoring Observation on NQT's As part of annual reviews	PM Observation Team/SLT Leadership team SKW(NQT Tutor) SLT/LG/JW(T&L).	Annually Termly Annually Annually

13. Key Assessment Results Analysis	Subject level analysis of key assessments	SL//Subject Co-ordinator/Lead Teacher	1 weeks (5 working days) after key assessment deadline
14. Key Assessment Results Analysis Overview	Overview of key assessments	MMc(DH) and relevant SL as required	3 weeks after key assessment deadline
15. Analysis of "on report" stats	Reasons for "on report" Numbers of pupils "on report"	AKSL/KSL to SLT	Continuous
16. Analysis of serious misdemeanours	Numbers of occurrences & type of occurrence	ML(DH)/FC(SAH) to SLT	Continuous
17. Behaviour Support Plans/Governors sub-co meetings regarding behaviour and attendance	Reasons for action Numbers of pupils	ML(DH)/FC(SAH) to SLT	Termly
18. Parent Questionnaire	Attitudes towards Academy	ML(DH)/LG Use of Survey Monkey and VLE(new format 2107)	As required
19. Student Questionnaire	Attitudes towards Academy CEM Durham University	ML(DH)/LG Use of Survey Monkey and VLE(new format 2107) MMc(DH)/LG	As required
20. Staff Questionnaire	Attitudes towards Academy	ML(DH)/LG Use of Survey Monkey and VLE(new format 2107)	As required
21. Senior Management Discussion	General	SLT	Continually
22. General Observation	Around the Academy	SLT	Continually
23. LT Link	Examination results review Development plan check	LG Link to SLT LG Link to SLT	September January May
24. SL Group Termly Review/Monitoring Visits	Monitoring all aspects	SLT/LG/JW(T&L)	Termly
25. YL Group/ SL Group Student Voice	Monitoring aspects of pastoral care and curriculum provision	ML(DH)/MMc(DH)	Termly
26. Progression Routes	Annual Review	KSL/AJ(CA)/(HS)DSF	September
27. Performance Management	On Going	Team Leaders to MS (HT)	All Year

HT   = Head Teacher
DH   = Deputy Head Teacher
SAH   = Senior Assistant Head
AH   = Assistant Head
PM   = Performance Management
SL   = Subject Leader
KSL   = Key Stage Leader
SENDCo   = Special Educational Needs and Disabilities Co-ordinator
AKSL   = Assistant Key Stage Leader
SLT   = Senior Leadership Team
LG   = Leadership Group (SLT plus Extended Leadership)
DSF   = Director of post-16 education
Exam   = Examinations Officer
T&L   = Teaching & Learning
R&D   = Research & Development
CA   = CIAG Co-ordinator KS3&4

Subject leaders and curriculum leaders monitor the way their subject is taught throughout the academy by looking in detail at:

- examination results analysis;
- Key Assessment results analysis;
- Teacher Assessed Grade Analysis;
- Subject leaders and curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed;
- Student work and planner scrutiny;
- Staff planning records;
- Staff assessment records;
- Performance Management Observations.

This policy will be reviewed yearly, or sooner if required, by the Governors, Head Teacher and Deputies. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures that can be found either on our website (policies relevant to students, staff and the public) or the Frog Learning Platform (policies for employees):

Able and Talented	
Acceptable Network, Internet Access	
Admissions Policy 17-18	
Admissions Policy 18-19	
Admissions Policy 19-20	
Admissions Sixth 17-18	
Admissions Sixth 18-19	
Admissions Sixth 19-20	
Annual leave	
Anti-bullying	
Anti-fraud and corruption	
Asbestos Management	
Assessment, Recording and Reporting	
Attendance Management (Staff)	
Attendance Policy (Pupils)	
Behaviour and Discipline	
Biometric Systems	
Bring Your Own Device	
British Values	
Capability procedure (Teachers/HT's)	
Career Break	
CEIAG	
Charging policy	
Child Prot/Safeguarding/"Prevent"	
Code of Conduct (Staff)	
Collective Worship	
Collection of children	
Credit Card	
Curriculum	
Data Breach	
Data Breach Report	
Data Privacy Impact	
Data Protection	
Disability Equality	
Disciplinary Procedure	
Drug Ed. and Incident Management	
e-safety	
Finance Handbook	
Flexible working	
Food	
Grievance (Staff)	
Health and Safety	
Healthy School/Workplace	

Holidays during term time	
Home-Academy agreement	
ICT policy (staff)	
ICT policy (pupils)	
Internal Whistleblowing	
Key Holding	
Lawful basis for processing data	
Leave of absence	
Literacy policy	
Lone working	
Looked after children	
Marking policy	
Managing allegations (staff)	
Medical conditions/Medicines	
Missing/uncollected students	
Maternity and Adoption	
New and Expectant Mothers	
Numeracy	
Parental complaints	
Pay Policy (staff)	
Peer on peer abuse	
Pension Discretion	
Performance Management	
Personal Information	
Photography	
PHSE/SRDE	
Positive Handling	
Privacy Notice (parents)	
Privacy Notice (pupils)	
Privacy Notice (staff)	
Progress on promoting equality of opportunity	
Provider access	
Pupil Premium	
Race equality	
Records Management	
Redundancy	
Reporting to Parents	
Reserves	
Respect and Good Manners	
Risk Management	
Safer Working Practices	
Safer Recruitment	
Smoke free workplace	
Social media (staff)	
SEND	
Special Category (High Risk) Data	

Staff Concerns
Student and Staff Awards
Sustainability
Tackling Extremism and Radicalisation
The 99 GDPR Articles
Terminology (GDPR)
Unreasonable complaints
Work life balance
Workspace policy