

COLMERS SCHOOL
& SIXTH FORM COLLEGE

The Colmers Way

Curriculum Handbook

2026-2027

Curriculum Aim

Principles of Curriculum Design

Teaching and Learning Framework

Assessment and Feedback Policy

Home Learning Policy

Know More. Do More. Be More.

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The Colmers Way: Our Curriculum Intent

At Colmers, our values of **Achieving Excellence by Belonging Together and Challenging Mindsets** are at the heart of everything we do.

Our Colmers' curriculum is designed **to open minds and open doors for all our young people**. We believe our approach will help students **know more, do more and be more**.

- We will ensure that students achieve excellence by experiencing a curriculum that is **broad and balanced** for all.
- Students will acquire **powerful knowledge** and connect their learning over time so that their learning sticks: the better we understand what we learn, the more likely we are to remember it. Knowledge sticks to knowledge; the more we know, the more we can learn.
- **Literacy and numeracy** lie at the heart of our teaching to improve the life chances of all our students.
- Students will have the opportunity to achieve qualifications that **open doors to careers and future happiness** in the 21st Century.
- They will learn about **themselves, their communities and about Birmingham** - its rich history and its diverse and innovative present.

Every young person is on an individual journey during their time in school, a journey on which they will develop their **aspirations, character and mindset**. We aspire to all students **finding their niche and their passion**, so that they can establish a sense of **purpose and clear goals**.



We aim to help our students use and develop the powers that they have as learners: they are encouraged to be **active participants** in their learning so that they enjoy the challenges of using and applying their knowledge. Students should **develop learning habits** and a curiosity that nurtures a drive for **lifelong learning**.

As a community of life-long learners, we aim to inspire a **love of reading** in all aspects of our curriculum and via high quality, appropriately challenging texts.

We want their time with us to be filled with **treasured experiences** that help them know what is important and use that knowledge to achieve their ambitions.

The Principles of Curriculum Design at Colmers

What we teach and how we teach it needs careful planning and organising. Our curriculum design is completed by subject experts and highlights the powerful knowledge for students, how they will learn it and how they will be assessed on it. There are three components to curriculum design. These enable our subject teams to make our curriculum intent a daily reality in the classrooms.

1. Curriculum Overviews

These will:

- show a **coherent**, five-year (or seven-year for those subjects with Key Stage 5) journey for students per subject. There must be a **sense of progression** through the units of work, units are not to be interchangeable i.e. Unit 1 must be followed by Unit 2. Core knowledge/ concepts will be **sequenced** clearly with an understanding that students must learn these before they can move on.
- **align with the National Curriculum at Key Stage 3**, though it could well go beyond this if we feel that students would benefit from this.
- highlight the **educational trips and visits** to show where learning will be enhanced by wider experiences and cultural capital

2. Schemes of Learning-

These will:

- **reflect the Colmers Teaching and Learning Principles, Feedback Policy and Home Learning Policy.**
- include **learning objectives** and **learning outcomes** for each learning phase.
- identify the **big picture** that enables students to understand how new learning is connected to prior and future learning.
- explain the **powerful knowledge** that will be learned in the unit of work.
- identify and define the **key** and **foundational vocabulary** for each unit of work.
- outline how students are expected to **demonstrate what they know, understand and can do** through regular, deliberate practice. This will be through writing lengthy pieces of work or practical/subject specific alternatives.
- outline the **home learning** tasks that will enable students to deliberately practice at home.
- plan for **interleaving** and the **recall** of knowledge from previous topics/units.
- sequence ample time to allow students to **edit, upgrade and re-draft** their writing.
- sequence **frequent low-stakes tests** of knowledge and understanding so that **responsive adaptations** can be made to learning.
- sequence **unseen assessment tasks** that test the knowledge and skills students should have learned as they progress through the curriculum. At key stage 3 these assessments should not be GCSE question papers.
- include **feedback tasks** that provide planned opportunities to review and relearn.
- include planned activities for high attainers to **deepen their knowledge and understanding.**
- plan **scaffolded** approaches for low attainers so that they can access the curriculum
- highlight opportunities for students to develop **strength of character** and the 9 habits of success.
- highlight opportunities for links to be made to related **careers.**

3. Resource Banks

These will provide teachers with the range of resources **per topic/ unit of study** they need to plan lessons for their own classes.

These will include:

- **Do Now Activities** that recall previous knowledge or prerequisite knowledge.
- **Feedback slides** with answers provided to help our teachers' planning.
- **Definitions of key vocabulary.**
- **Definitions and Frayer models for Foundational vocabulary.**
- A bank of appropriately **challenging texts** for students to read, up to **800 words** per lesson.
- **Scaffolded resources** to enable all students to access the curriculum (**proactive adaptations**).
- A range of **exam questions** (KS4/ KS5) or deliberate practice questions/ activities **and answers**.
- **Low stakes, recall test questions and answers.**
- **Model written answers** and worked solutions for a range of abilities.
- Resources which enable pupils to review and reflect on their work. For example, 'RRR' lesson resources.
- Knowledge Organisers or '**Big Picture**' slides so that **the location of knowledge is shared** with students to aid retention and understanding.

Curriculum Implementation: Our Classrooms

The quality of teaching and learning in the classroom is the most significant factor in a child's progress. At the heart of excellent teaching are positive relationships. **"Nobody cares what you know, until they know that you care"**. There are a vast number of ways that a teacher can demonstrate that they care via **nurturing pedagogy**.

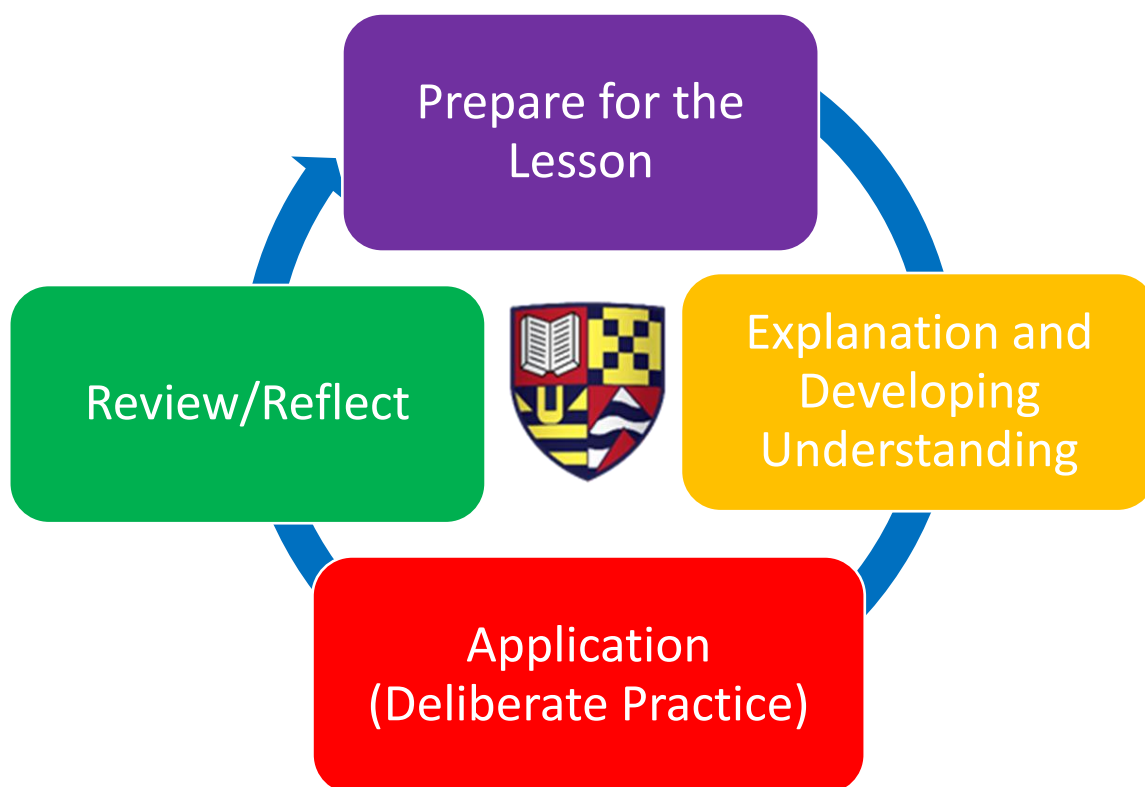
Every child, regardless of gender, ethnicity, economic background or SEND, deserves the very best we have to offer. Our philosophy of being **'relentlessly bothered'** echoes the fact that we must have the highest expectations of all students and of ourselves as teachers.

We believe that where Quality First Teaching is at its best, the balance of teaching and learning leads to **students working harder than the teacher**. Students are **active in their learning, think for themselves** and demonstrate **resilience and independence**. In a lesson at Colmers, students will be taking ownership of their knowledge, skills and understanding and be highly **cognitively active**.

The Colmers Way Teaching and Learning Principles

The diagram below depicts the key elements for teaching and learning at Colmers- it's 'The Colmers Way'. We believe this will help our students to know more, do more and be more.

Our 'Visible Consistencies' are our **non-negotiables**; the elements of a lesson that we expect to see in every lesson, every day.



Prepare for the Lesson

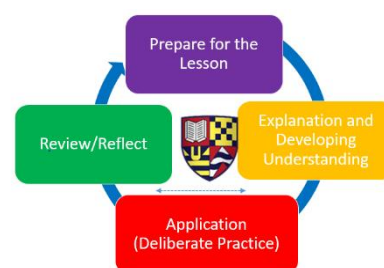
Many factors inform the planning of our lessons; to plan a successful lesson **we need to know our students** – what they already know and understand and how they learn best. This section of the Teaching and Learning Cycle is solely for the teacher. This is every consideration we make **before our lesson begins**, from knowing students' individual needs to understanding what the whole class still has not quite grasped and the teacher needs to reteach.

The Teacher will:

- Understand the **sequence of learning** and therefore how this lesson **links** to previous topics/ lessons or other curriculum areas
- Know the Learning Objectives/Assessment Criteria from NC/exam specifications
- Ensure lesson planning is **informed by the assessment of prior / recent learning** and likely **misconceptions**. This will include the use of **book looks** and information noted in the **Teacher's Feedback Book**
- Make use of the information available in their **Teacher Planning Folder**, including *SEND pupil passports, performance data/Class Logs and Class Charts seating plans that include PP, SEND and reading age information*
- **Plan a Do Now Activity** to encourage recall of previous knowledge in **silence**. In most lessons this will be a written task
- Prepare the **explanations** of core knowledge
- Prepare key questions and **define key vocabulary**. This will include **Frayer models** for any Foundational vocabulary
- In most subjects, **prepare high quality texts of up to 800 words** for most lessons
- Prepare **scaffolded** resources for low attainers and **stretch and challenge** resources for all
- Plan Extended Learning to be completed at home for review and reflection, for example SAM Learning tasks.

Visible Consistencies

1. The lesson starts with a **Do Now** slide.
2. The lesson plan is informed by prior learning and **contextual information**
3. Lesson resources that **scaffold learning** for low attainers and **challenge** all.



Explanation and Developing Understanding

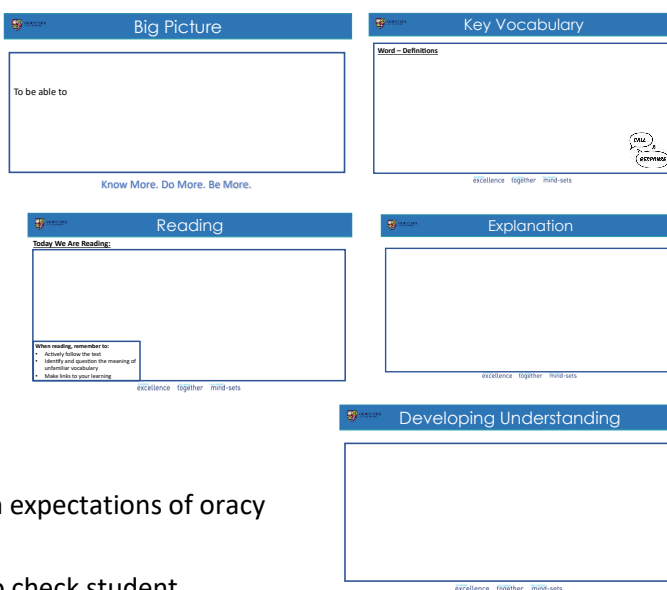
Being presented with new information and having time and structured space to make sense of it is key to learning. The teacher's expert, quality explanation of the subject is vital but simply giving that to the student will not have the desired impact. In this part of the Teaching and Learning Cycle, students must also be given the opportunity to get to grips with the knowledge and skills needed and develop their understanding.

The Learner will:

- Be able to locate their learning in a big picture
- Use key vocabulary in both speech and text
- Read up to 800 words from a high-quality text in most lessons
- Ask and answer a range of questions and take part in structured talk, for example during cold calling questioning or Turn and Talk
- Engage in a variety of tasks to develop their understanding of the content of the lesson
- Work through and resolve misconceptions
- Be able to think and talk about how they are learning

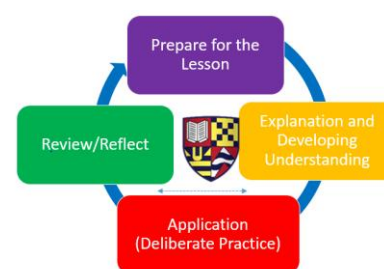
The Teacher will:

- Locate the learning in a big picture
- Explain new knowledge
- Define key vocabulary
- Model fluent reading
- Model problem solving
- Scaffold the work for those who need it
- Ask quality questions and address misconceptions
- Create a healthy sense of accountability, have high expectations of oracy and drive thought
- Undertake Assessment for Learning throughout, to check student understanding is secure and offer formative feedback.



Visible Consistencies

1. Teacher locates the learning in a **big picture** for the students.
2. Teacher and students define and use **key vocabulary**.
3. Everyone reads up to **800 words** together, with the teacher reading aloud.
4. Accountable questions and **cold calling**
5. **Relentless checking** of learning and no assumptions



Application (Deliberate Practice)

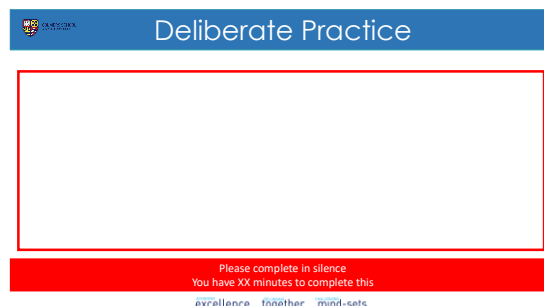
For learning to be at its most powerful, students must be given the opportunity to consolidate and secure their knowledge, skills and understanding. We also know that one of the most significant challenges students face is knowing how to express this knowledge and understanding in pressurised situations. The lack of **'exam stamina'** prevents many from achieving their full potential. In this section of the Teaching and Learning Cycle, students must develop that stamina and independence so that teachers can assess their learning accurately and students are better prepared for the demands of examination periods. Research shows that **frequent low-stakes testing** is the most beneficial way of achieving this and, when combined with regular extended writing tasks, students will make even better progress whilst developing crucial independence and resilience.

The Learner will:

- Complete frequent deliberate practice, usually in writing. This written work should be completed in full sentences and include key vocabulary
- Recall knowledge
- Have the opportunity to think deeply and work independently
- Use and apply knowledge to novel situations
- Key Stage 4 and Key Stage 5- answer exam questions in timed conditions
- Complete extended learning at home that helps them reflect and review on their learning, for example complete SAM Learning tasks.

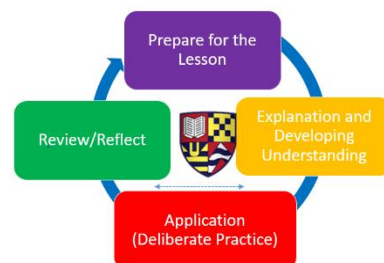
The Teacher will:

- Model success criteria for guided and independent practice-I Do, We Do, You Do
- Provide stretch and challenge activities for all
- Provide scaffolded learning materials for students who need them
- Circulate and assess learning during deliberate practice
- Give personalised, focused verbal feedback
- Set extended learning activities to be completed at home by students



Visible Consistencies

1. Teacher provides a **model** of success and **scaffolds**
2. Students complete **deliberate practice** tasks in full sentences that include key vocabulary **IN SILENCE**
3. Teacher **circulates** to assess learning and give feedback



Review and Reflect

Throughout the Teaching and Learning Cycle, students should be reflecting on their learning and have the opportunity to comment on, make improvements to and assess their own work. This process will enable the student to deepen and strengthen their knowledge and understanding. All reflection and reviewing should be completed in green pen.

The Learner will use their **green pen** to:

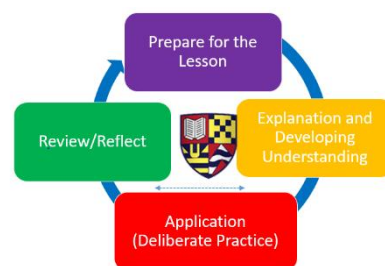
- Act on feedback from their teacher to improve their work
- Self-assess their work
- Create a **Reflection Log** at the rear of the exercise book or booklet to collate topic/subject foci and targets for progress
- Reflect on their own progress following Milestone Assessments in 'Review, Relearn, Retest' lessons

The Teacher will:

- Take every opportunity to talk with students about their learning and create clarity on development needs
- Model reflection – what have we done well? What do we still need to work on?
- At key **"Learning Checkpoints"** complete a **'Book-Look'** - look at a set of books to inform planning and to provide feedback to students
- Use the Teacher Feedback Book to keep track of the progress/ misconceptions of individual students and classes
- Show students how marks are awarded on milestone assessments/ exam questions
- Plan for feedback and response following a milestone assessment- 'Review, Relearn, Retest' lessons

Visible Consistencies

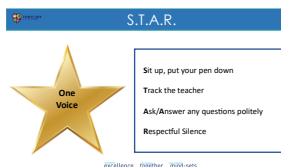
1. The teacher provides students with opportunities for review and reflect '**green pen**' work.
2. The teacher and students provide **verbal feedback** in the lesson.
3. The teacher completes a **'book look'** to inform future planning and feedback to students.



Colmers Way: Our Six Learning Habits

Here is a summary of the six learning habits that we instil in our students.

1. STAR



This is our shared approach to insisting on silence in our school.

We say 'STAR in 5...4..3...2...1'.

2. Pride in Presentation

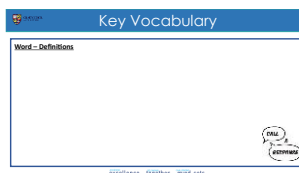
We expect our students, when using exercise books, to write a full title and date and underline these. We expect students to use subheadings for the different phases of their lessons, for example 'Do Now'. Students should write in blue or black pen and mark or improve their work in **green** pen.

3. Do Now



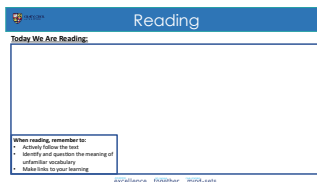
All lessons will start with a silent 'Do Now' activity that is clearly displayed as students enter the classroom. This task is likely to be a number of recall questions on previous learning and should be designed to be completed without teacher explanation.

4. Call and Response



Teachers will provide key vocabulary for the lesson/ topic and agreed, clear definitions. Students will be asked to repeat the key vocabulary verbally after the teacher. This key vocabulary will then be used in other elements of the lesson. For example, in the reading or deliberate practice.

5. Reading 800 words



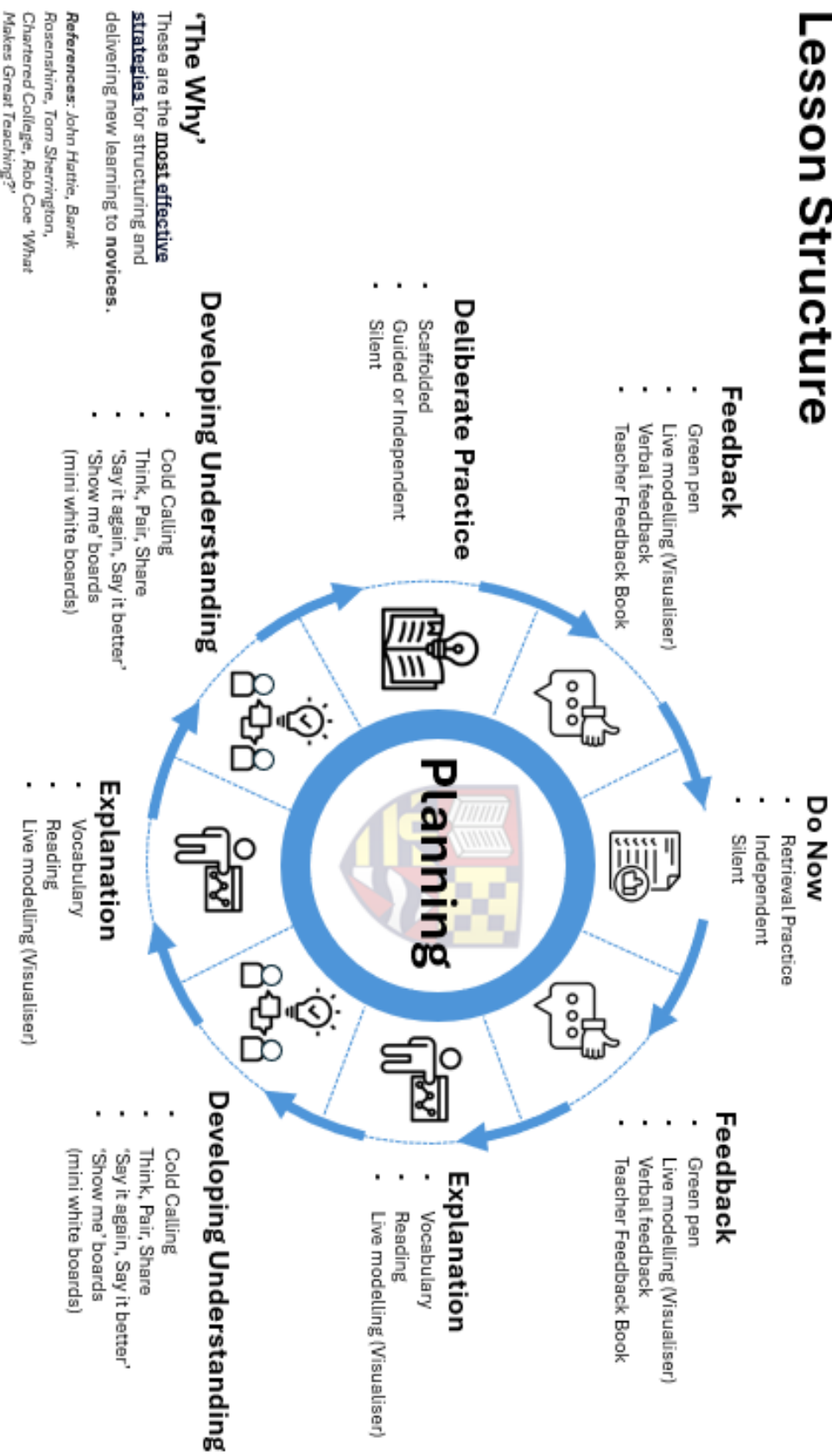
In most lessons, teachers will require students to read up to 800 words of a high-quality text. The teacher will read aloud while the students follow along with their reading ruler. The reading will be chunked with questioning to check the understanding of students.

6. Deliberate Practice



Students will be asked to demonstrate their learning by completing a silent, written (in most lessons) deliberate practice task. This will include the use of key/ foundational vocabulary applied to a question. This practice can be guided or independent. Teachers will circulate and offer verbal feedback in the classroom. Following a book look, teachers will feedback to the class on the quality of deliberate practice and offer suggestions for improvement.

Lesson Structure



The Colmers Way: Assessment and Feedback Policy

At Colmers assessment and feedback are central to high-quality teaching and learning. This policy sets out our shared understanding and approach to assessing pupil progress and providing effective feedback that supports all learners to achieve their full potential.

We believe that assessment should be purposeful, accurate and manageable, providing meaningful information that informs teaching, supports pupil progress and secures high standards. Effective feedback is timely, specific and actionable, enabling pupils to understand their next steps and take an active role in improving their learning.

This policy reflects our commitment to developing confident, independent learners by ensuring that assessment and feedback are consistent, equitable and rooted in best practice. It provides clarity for staff, pupils and parents, ensuring a coherent approach across the school that supports continuous improvement for every child.

The Principles of Assessment at Colmers:

- ✓ Assessment should serve learning, not just measure it. It should be used to **adapt teaching** and support pupil progress, rather than simply record outcomes.
- ✓ Formative assessment should be central to everyday classroom practice. Frequent, low-stakes checks for understanding provide insight into pupil thinking and inform responsive teaching.
- ✓ Assessment should provide actionable information. Evidence gathered must directly inform next steps in teaching and help pupils understand how to improve.
- ✓ Feedback is only effective if it moves learning forward. It should focus on the task, the process, or pupils' self-regulation, and provide specific guidance for improvement.
- ✓ High-quality teaching reduces the need for excessive feedback. Clear explanations, modelling and regular checking for understanding are foundational.
- ✓ Learning intentions and success criteria should be explicit. Pupils need to understand what success looks like in order to engage meaningfully with assessment and feedback.
- ✓ Assessment should make pupil thinking visible. Effective approaches reveal what pupils know, understand and misunderstand.
- ✓ Pupils should be active participants in assessment. Opportunities for self-assessment and peer assessment help develop independence and metacognition.
- ✓ Assessment should be proportionate and manageable. Time spent on assessment activities must have a clear impact on learning.
- ✓ A balance of formative and summative assessment is essential. Formative assessment drives day-to-day learning, while summative assessment provides periodic evaluation of attainment.
- ✓ Assessment should be valid and aligned with curriculum intent. It must reflect what has been taught and the knowledge and skills that matter most.
- ✓ Assessment should support equity and inclusion, ensuring all pupils can demonstrate their learning and receive appropriate support to succeed.

The Purpose of Assessment at Colmers:

Our Teaching and Learning cycle provides many opportunities for assessment:

1. **Prepare for the lesson:** highlights the importance of teachers knowing what our students know, understand and can do and using this knowledge to ensure that we plan appropriately challenging lessons and home learning for all students. Learning objectives will be clearly stated to students. Teachers will conduct Book Looks at key Learning Checkpoints
2. **Explanation and Developing Understanding:** Teachers will use a variety of models. They will ask and answer questions that assess the students' understanding and address misconceptions. Teachers will mostly use a breadth of accountable questioning methods and will always Cold Call, but they might also utilise other activities to provide insights.
3. **Deliberate Practice:** teachers will give students clear success criteria and provide personalised, verbal feedback as they circulate the classroom during guided and independent deliberate practice.
4. **Review and Reflect:** Students will be given the opportunity to respond to feedback from their teacher and give feedback to others. Teachers and students will assess their progress and reflect on their learning.

At Colmers School and Sixth Form College, our feedback will be:

Impactful

- ✓ Feedback should make a difference to how teachers teach and how students make progress.
- ✓ Future lessons will demonstrate that the teacher is aware of misconceptions and/or gaps in a learners' knowledge and that the teacher has planned learning tasks to support students in closing gaps and addressing misconceptions.
- ✓ Progress will be evident in future work.

Connected

- ✓ All feedback will be linked to learning
- ✓ Feedback will be linked to the skills, knowledge and understanding as set out by the National Curriculum and/or Exam Specifications.
- ✓ Feedback will be used to inform the planning of future lessons.

Our Visible Consistencies

Students will use **green pens** to improve their written work.

Teachers will use **red pens** to give written feedback on students' learning.

Students should have a reflection log in their exercise book or booklet.

Teachers should complete their Teacher Feedback Book at all key Learning Checkpoints and share the output with students.

A teacher should only write in a student's book if it is going to impact on progress.

***"Excessive focus on marking books mean that other things do not get done. Things that make a difference to learning, such as planning."** – Mary Myatt*

Marking everything, or writing lengthy comments in books, has little to no impact on learning. In an effort to manage teacher workload, we recognise that **time is better spent looking at work and providing feedback to students**, in a variety of ways, with the sole intention of adapting our planning to move the learning forward. This is the most effective way of enabling students to make progress.

At Colmers we believe that ***“feedback should be more work for the student than it is for the teacher”***, D Wiliam.

Students’ work will be of much better quality when they know it has been looked at and we must ensure that students’ work is checked for understanding and that students know that this has happened.

The Colmers Way- we prefer the following forms of assessment:

Verbal feedback: Teachers should circulate in the classroom and provide timely, personalised feedback that enables a student to improve their learning. They will also feedback from book looks regularly.

Book look: This will enable a teacher to have an overview of the quality of work completed by students in a lesson, identify common misconceptions and plan the focus of the next lesson. To be completed at key Learning Checkpoints.

Low stakes knowledge testing: These provide regular feedback to students and the teacher on recall practice.

Deep marking: Individual milestone assessments are marked by teachers using a clear mark scheme. Students are given time to reflect and improve their learning in ‘Review, Relearn and Retest’ lessons.

Subject Specific Feedback

Each faculty will devise their own version of **what successful feedback looks like** in their specific subject areas. This will be a regular focus in Curriculum Hour meetings where staff will develop their feedback practices and share best practice for their subject area.

Evaluative and Summative Assessments

- **‘Milestone’ assessments** are summative in nature and will provide accurate information on a student’s current attainment.
- Home Learning tasks are designed to support students in preparation for these assessments and are designed to set foundations of knowledge and mastery of skills.
- It is expected that all teachers within a subject or at a particular age phase will set the same, **unseen assessments** to ensure a consistent, robust approach.
- Subject leaders will ensure that **assessments are marked consistently** through standardisation and moderation procedures and staff training.
- All milestone assessments will be quality assured to ensure the features, scope and levels of challenge are in line with our agreed principles.
- Milestone assessments at Key Stage 3 will be marked out of 100 for English, Maths and Science but all other subjects will score as a percentage.
- Review, Relearn and Retest lessons must take place after a milestone assessment. Students must be given the opportunity to reflect on their strengths and weaknesses and demonstrate improvement.
- Following a milestone assessment ‘data drop’ class teachers will update their Class Logs and analyse the data with their subject leader in a Curriculum Hour designated for this purpose.

Quality Assurance and Professional Development

Any feedback in books should be for the student, not for the benefit of anyone else looking at the book. It should not be undertaken for any purpose other than to improve teaching and learning.

All types of feedback will be quality assured during the Faculty Review process. We recognise that feedback may not be evident in a book or folder – there is no need, for example, to write that verbal feedback has been given. This feedback will be evident from visits to lessons, in the work the students go on to produce and the way in which they are able to talk about their learning when asked.

Please refer to the [Page to View for the full calendar of Milestone Assessments and formal examinations](#).

The Colmers Way: Reporting

Intent and Aims

Academic reports are an important means of communicating a student's progress, achievement and development to parents, carers and students themselves. Their primary purpose is to provide a clear, accurate and holistic summary of achievement/progress across subjects, alongside information about attitudes to learning, attendance and conduct. Academic reports enable families to understand how well a student is performing against curriculum expectations and identify both strengths to celebrate and areas where further improvement is needed.

The aim of academic reporting at Colmers school is to support students in achieving their full potential by promoting reflection, accountability and meaningful dialogue between home and school. Reports provide students and families with valuable information about current attainment, progress over time and next steps for learning, helping them to set realistic goals and take ownership of future improvement. They also ensure that parents and carers are well informed about their child's educational journey, enabling them to provide effective support and work in partnership with the school to secure positive outcomes for every student.

Attitude to Learning (A2L)

We use the following terms to describe the attitude to learning of our pupils: Thriving, Committed, Inconsistent, Disengaged.

4. Thriving

The student typically:

- Sustains **high levels of attention during teacher explanation**, listening carefully and acting on instructions immediately
- Completes independent work to the **best of their ability** and always displays **pride in their work**
- Actively **engages with feedback and applies it independently** to improve work
- Shows strong **curiosity, thinking deeply** to increase understanding, often going beyond what is required
- Demonstrates **resilience and courage**, responding positively to challenge and difficulty
- Works effectively in **paired work**, supporting their partner with **compassion and respect**
- Is **inclusive**, valuing and responds thoughtfully to different perspectives
- Shows clear **ambition**, striving for high standards in all aspects of learning
- **Uses ambitious vocabulary confidently** in both verbal and written responses

3. Committed

The student typically:

- Maintains **good attention during teacher explanation**, with only occasional reminders
- Completes **independent work effectively**, though this may sometimes **lack attention to detail**
- **Responds to feedback** and is beginning to act on it more independently
- Shows **curiosity** and **deep thinking**, especially when encouraged
- Demonstrates **resilience and courage**, usually persevering with challenging work
- Works appropriately in **paired work** and shows **compassion and respect**
- Is mostly **inclusive**, considering the views of others
- Shows **ambition**, though may need encouragement to sustain it
- **Engages with reading when directed**, using it to support learning

- **Attempts to use ambitious vocabulary**, with growing confidence and accuracy

2. Inconsistent

The student typically:

- Pays attention to teacher explanation but is **prone to disengagement**
- Completes **independent work inconsistently** or without full effort
- **Responds to feedback irregularly**, not always using it to improve work
- Shows limited **curiosity or deep thinking** relying on prompts
- Struggles with **resilience and courage**, often giving up when work becomes difficult
- Participates in **paired work** but does not always contribute positively
- Shows **compassion and inclusivity inconsistently**
- Demonstrates emerging **ambition**, but with inconsistent effort
- Shows **limited engagement with reading** beyond what is required
- **Uses ambitious vocabulary inconsistently**

1. Disengaged

The student typically:

- Lacks **attention during teacher explanation** and misses key learning
- Rarely completes **independent work** to a standard in line with their ability
- Does not **engage with or act on feedback**, leading to limited improvement
- Shows little **curiosity or drive to develop understanding**
- Avoids challenge and lacks **resilience** or courage when faced with difficult challenges
- Does not engage productively in **paired work**
- Shows limited **compassion or inclusivity** towards others
- Lacks **ambition** and requires significant support to engage with learning
- Rarely engages with **reading to support learning**
- Does not attempt to use **ambitious vocabulary** in verbal or written work
- Typically fails to arrive at lessons equipped or on time

Progress Towards Target

We use the terms: On, Above and Below to describe student performance against target. in Key Stage 3 we use expectations against KS2 performance, in Key Stage 4 we use progress towards Target (EA8) grades.

Predicted grades: We use our in-house triage system to identify predicted grades at Key Stage 4. The triage system is completed after each data drop in Year 11.

Milestone performance: Milestone performance is always out of 100. In English, Mathematics and Science assessments are always out of 100 in other subjects the score is entered as a percentage.

Exam grade: Exam grades are calculated where an assessment has been completed, marked and moderated using official grades boundaries. They are presented as full grades e.g. Grade 6 or Level 2 distinction.

One-line summaries: One-line summaries have been added to reports to all parents and carers to understand the content and format of the assessment.

Parent and Carer Evenings

Parent and carer evenings play a vital role in strengthening the partnership between home and school. They provide a valuable opportunity for parents, carers and teachers to discuss a student's academic progress, attitude to learning, attendance, behaviour and overall wellbeing. Through open and constructive conversations, families gain a clearer understanding of their child's strengths, achievements and areas for development, while teachers benefit from the insights that parents and carers can provide about a young person's experiences, interests and needs outside of school.

In a comprehensive secondary school, parent and carer evenings help to ensure that students receive consistent support both at home and in the classroom. These meetings enable teachers to share information about curriculum expectations, assessment outcomes and strategies for improvement, allowing families to play an active role in their child's education. By fostering positive relationships and effective communication, parent and carer evenings contribute to improved student achievement, confidence and engagement, while reinforcing the shared commitment of school and home to helping every young person fulfil their potential.

Assessment and Reporting Cycle including Parental engagement points: 2026/27

Overview

This page outlines the assessment milestones, reporting points, and key events across the academic year for all year groups.

Year 7 (Y7)

Assessments

- Baseline Assessment – English: **w/c 14 September 2026**
- Baseline Assessment – Maths: **w/c 12 October 2026**
- Milestone 1 (Core): **w/c 23 November & 30 November 2026**
- Milestone 2: **w/c 5 May & 10 May 2027**

Reporting

- Report issued: **During MTFT (October)**
- Report issued: **19 January 2027**
- Final report: **22 June 2027**

Parental Engagement

- MTFT (Meet the Form Tutor): **October 2026**
- P&CE: **21 January 2027**

Year 8 (Y8)

Assessments

- Milestone 1: **w/c 19 October & 2 November 2026**

- Milestone 2: **w/c 8 March & 15 March 2027**

Reporting

- Report issued: **24 November 2026**
- Report issued: **20 April 2027**

Parental Engagement

- P&CE: **26 November 2026**

Year 9 (Y9)

Assessments

- GLA English & Maths: **w/c 16 & 23 November 2026**
- Milestone 1: **w/c 25 January & 1 February 2027**
- Milestone 2 (Core): **w/c 7 & 14 June 2027**

Reporting

- Report issued: **6 October 2026**
- Report issued: **9 March 2027**
- Final report: **6 July 2027**

Parental Engagement

- P&CE: **11 March 2027**
- Options Evening: **25 March 2027**

Year 10 (Y10)

Assessments

- Milestone 1: **w/c 2 & 9 November 2026**
- Milestone 2: **w/c 12 & 19 April 2027**

Reporting

- Report issued: **8 December 2026**
- Report issued: **18 May 2027**

Parental Engagement

- P&CE: **20 May 2027**

Year 11 (Y11)

Assessments

- Milestone 1: **w/c 21 & 28 September 2026**
- Milestone 2 – Winter Exams: **w/c 16 & 23 November 2026**
- Milestone 3 – Spring Exams: **w/c 22 February & 1 March 2027**

Reporting

- Report issued: **3 November 2026**
- Report issued: **5 January 2027**
- Report issued: **23 March 2027**

Parental Engagement

- P&CE: **7 January 2027**

Year 12 (Y12)

Assessments

- Milestone 1: **w/c 12 October 2026**
- Milestone 2: **w/c 18 January & 25 January 2027**
- Milestone 3: **w/c 7 & 14 June 2027**

Reporting

- Report issued: **10 November 2026**
- Report issued: **9 March 2027**
- Final report: **29 June 2027**

Parental Engagement

- P&CE: **12 November 2026**

Year 13 (Y13)

Assessments

- Milestone 1: **w/c 14 September 2026**
- Milestone 2: **w/c 4 & 11 January 2027**
- Milestone 3: **w/c 15 & 22 March 2027**

Reporting

- Report issued: **20 October 2026**
- Report issued: **9 February 2027**
- Report issued: **20 April 2027**

Parental Engagement

- P&CE: **October 2026**

The Colmers Way: Home Learning

Our approach to home learning at Colmers is evidence-informed and linked to our growing understanding of learning and curriculum design. **We want students to know more, do more and be more.** We emphasise the importance of home learning including assessment preparation booklets, where appropriate, to help build a culture in which powerful knowledge is consolidated and learning sticks. Outside of the milestone assessment cycle, students are set home learning in all appropriate subjects to support and consolidate learning.

Our approach to home learning:

- Aligns with our teaching and learning principles, modern technology, and student/parent-carer/teacher relationships.
- Is designed to **improve student outcomes** through developing the retention and review elements of learning, developing independent learning skills, resilience and improving work ethic.
- Is designed to be **flexible** enough to be used by all year groups, all subjects and across all courses.
- Is intended to **make best use of teacher time** through efficient mechanisms to support assessment and reduction of administrative burdens

Home Learning

Aims:

To improve the quality of learning students do away from the classroom to drive thought and build better learning habits to ultimately, improve outcomes and life chances.

Rationale

Home learning is most effective when its **purpose is clear, intentional, and aligned with curriculum learning**. This policy drives consistency across subjects and key stages by requiring staff to identify the *primary intention* of each home learning task.

Home learning is not only set routinely, but **deliberately**, to support learning, retention, independence, and assessment readiness. We recognise that quality and feedback is far more important than quantity and we will use what we have learnt about memory and cognitive science to set high quality home learning tasks.

Home learning is set with very clear purpose using a menu of intentions. See below.

Types of home learning: Menu of Intentions

- A. RETRIEVAL PRACTICE e.g. vocabulary test, create flashcards
- B. DELIBERATE PRACTICE e.g. basic skills practice such as a quiz
- C. DEVELOP learning e.g. some related wider reading or a practice exam in KS4
- D. IMPROVE areas of weakness e.g. post milestone reflection on areas of weakness, such as green pen a milestone
- E. PREPARE for a new topic ** use with post 16 only*

Effective home learning should enable students to:

- Consolidate and extend work covered in class or prepare for new learning activities
- Access resources not available in the classroom
- Develop research skills
- Work independently
- Show progress and understanding
- Feedback to teachers what they have understood
- Enhance their study skills e.g. planning, time management and self-discipline
- Take responsibility for their learning
- Engage parent/carer co-operation and support
- Create channels for home school dialogue

Students will be set home learning task on Class Charts and teachers will make explicit what the home learning activity is, what it is for and how students can access support. Teachers will also make clear how students will receive feedback.

RECOGNITION

Our expectation is that teachers will **“preview”** home learning prior to students completing it, in order to ensure access and clarity. They will also share with students what the feedback experience will look like. We also expect teachers to **“review”** home learning and ensure there is a meaningful debrief and feedback experience after the deadline.

High quality home learning and a good work ethos will be **publicly praised in class**. Completion of home learning should be recognised and regularly promoted, with teachers making explicit to students the intrinsic value of completing the work: for example, reinforcing that your learning will stick more if you practise and consolidate.

Credits will be used to recognise completed and high-quality home learning through Class Charts. For exceptional pieces of work, recognition can be given through a phone call with parents/ carers, a positive postcard, a referral to Head of Year / Senior Leadership Team / Headteacher and/or sharing work on social media.

CONSEQUENCES

Students will be expected to complete all home learning, whether it be on paper or online and will be given support to do so, if students fail to complete home learning, then support will be provided at lunch time in a faculty home learning support session. Students will be expected to attend these sessions to ensure that any gaps are addressed and students do not fall behind their peers.

Staff will log on Class Charts using ‘No Homework’ to communicate this to families and students.

ROLES AND RESPONSIBILITIES:

The role of the class teacher

The class teacher controls the direction of home learning and the nature of tasks undertaken.

The teacher will:

- Create a positive home learning culture
- Promote the intrinsic value of completing home learning
- Give full and comprehensive instructions appropriate to the class and students
- Set appropriate deadlines for the completed work and ensure that they are met
- Give appropriate feedback to the students in a timely fashion share insight gained in the Teacher Feedback Book
- Provide help and support where needed (outside of curriculum hours)
- Ensure that their marking of milestone assessments is moderated and recorded.

The role of the student

- To monitor the setting of home learning through the Class Charts, SAM Learning and MathsWatch
- To ensure that all home learning is completed and handed in to meet the deadline
- To attempt all work and give their best
- To inform the class teacher of any difficulties

The role of the Form Tutor

- To create a positive home learning culture by regularly reminding students of the importance of home learning, talking to students about home learning they have completed and supporting students with home learning issues.
- Assist students in organising their home learning including during the milestone assessment cycle when they are expected to complete booklets in all subjects.

The role of the Parent/Carer

- To support the school in the creation of a positive home learning culture
- To monitor the setting and completion of home learning through the Class Charts app
- To contact their child's subject/ form teacher where there are concerns or issues.