



Teaching, Learning, Assessment & Curriculum Policy

Governor Lead:

Curriculum Committee

Nominated Lead Member of Staff:

Academic Director

Status & Review Cycle:

Three-year

Last Review Date:

Nov 2018

Teaching, Learning, Assessment & Curriculum Policy

Aim:

To outline North Cestrian's approach to, and expectations for, teaching and learning and the means by which it strives to promote the school ethos and vision. [Independent, resilient learners who can thrive and go on to lead rich fulfilling lives.]

Principles:

- Teaching and Learning will be delivered via a set of high expectations and common practices called the Cestrian Way.
- Academic staff receive training, guidance and support, enabling them to contribute to the provision of outstanding teaching and learning practices – Cestrian Learning.
- Pupils are encouraged to behave in a manner that facilitates their learning, development and progression – Cestrian Behaviour.
- Senior staff will regularly review and adapt the school curriculum and practices to best meet the needs and aspirations of all its pupils.
- To ensure that all pupils can progress regardless of gender, race, first language, physical or intellectual ability.
- School will continually review the breadth of curriculum provision to meet the academic and pastoral needs of its pupils, while also recognising the key place of Maths, English and Science.

Practice:

- Pupils will be taught, and expected, to display high standards of behaviour in order to allow everyone to access and maximise learning time.
- Teachers will plan lessons that stimulate and challenge pupils to take responsibility for their own learning through setting clear learning outcomes and giving accurate, timely feedback.
- Cestrian Learning promotes recall of knowledge as the foundation from which higher-level skills can be developed and nurtured in lessons.
- Cestrian Learning promotes the need for pupils to be reflective learners who annotate and improve their own work using purple pen.
- Pupils will be provided with 'Knowledge Atlases' that encompass the key knowledge elements of the subjects being studied.
- Staff will set 'Prep' for every lesson. Pupils therefore learn the essential knowledge at home that is required for faster progression and development of higher-level skills in the following lesson.
- Senior staff will provide, and keep under review, appropriate Teaching & Learning guidance documents ("One Pagers") and associated CPD to enable teachers to best meet the learning needs of North Cestrian pupils.
- Staff are encouraged to work with other agents to develop their practice and promote effective learning.

North Cestrian Curriculum

The curriculum at North Cestrian is designed to provide the cohort with appropriate core academic subjects, a suitable choice of foundation subjects and full complement of wider educational opportunities. The curriculum is carefully planned to build knowledge and skills sequentially with opportunities for the effective transfer of literacy, numeracy and relevant contextual application.

- The core subjects of Maths, English and Science at KS3 account for nearly 50% of the curriculum. There is slight variation to enhance the progress in middle and lower abilities for Maths and English, whilst enabling extension opportunities in separate sciences.
- In foundation subjects there is a weighting towards EBacc subjects, including Computer Science.
- French and Spanish are offered in KS3 plus extra support lessons in English and Maths where required.
- In addition to English, Maths and Science GCSEs, the Key Stage 4 options system provides three options per pupil with a choice between 6 or 7 subjects in each pool. The pools are designed to allow all pupils the opportunity to study EBacc, Linguistics, STEM, Creative/Practical and Humanities.

Personal Development Lessons further broaden the curriculum via a sequenced, age appropriate, programme incorporating SMSC (Spiritual, Moral, Cultural, Social) themes, British Values, careers and wellbeing. Development time also allows for tutor support via assertive mentoring which enables pupils to set and achieve goals in both academic areas and positive behaviour choices.

The **extra-curricular** programme incorporates social, sporting and interest groups in addition to targeted academic support for the qualification classes in Years 9 and 11. A big emphasis is placed on the annual school production which showcases collaboration between the creative subjects.

Prep Support is offered each night to assist pupils in their learning of the knowledge needed for the next day's lessons. The proactive **SEND** team also provide bespoke support, within and outside lessons, for those pupils needing additional help accessing the curriculum.

Indicative Curriculum Model

		7	8	9	10	11		
EXTEND	Extra Curricular	Football, Netball, Volleyball, Zumba, STEM, Debating Club, Peripetetic Music lessons, Chess						
	Visits	Red Ridge, Theatre Trip	Spanish Experience	STEM Competition	Theatre Trip, Geography Field Trip, Spanish Trip			
	Academic	French			GCSE RS		Period 6 Intervention	
				Extra Science		Separate Science		GCSE Citizenship
Cestrian Learning & Cestrian Behaviour								
CORE	Welfare (5x 20 min per week)	Relationships: working with others, sexuality, marriage, social media (inc. sexting), bullying, exploitation, trafficking, discrimination, abuse (inc. FGM), equality, intimacy						
		Health & Welfare: Diet & exercise, emotional health, mental health, sexual health, emergency help						
		Living in the Wider World: Learning, world of work, aspirations, careers (Unifrog, strengths, achievements, job interviews, writing a CV, Personal Statements), religious tolerance, community cohesion, multicultural Britain, migration, extremism, Pollution, A Fair Trial, Freedom of Speech, Paying Taxes, Personal Development						
	Academic (Core subjects 50% time, Foundation subjects 50% time)	English			GCSE RS	English		
		English Literature				English Literature		
		Mathematics				Mathematics		
		Science				Combined Science		
		Spanish				3 subjects from option pools (access to Ebacc)		
		History				French		Spanish
		Geography				Geography	Geography	History
		RS				History	Business Studies	
		Computer Science				Art	BTEC Performing Arts	PE
		Performing Arts & Music				RS	DT	Food
		DT				ART	FOOD	Computer Science
Physical Education								
SUPPORT	Extra English			GCSE RS	Extra English			
	Extra Maths				Extra Maths			
	Prep Support							
	catch-up	English					Period 6 Intervention	
	Mathematics							
SEN SUPPORT								

Assessment & Feedback

Our feedback system is honest, fair, ambitious, appropriate and consistent. Assessment is designed to test learning, diagnose areas for development and show extent of progress, feedback is about how to improve. Assessment and feedback enable pre-emptive planning and the consideration of common misconceptions in order to accelerate progress.

Feedback is at the heart of teaching and learning. The purpose of feedback at North Cestrian is to provide pupils with **timely, concise and useful** advice in order to help them improve and make **rapid and sustained progress**. Much of the feedback that pupils receive will be given as part of their lessons and there is a clear expectation that pupils continually mark, annotate and hence improve their own work based on verbal feedback from their teachers. Pupils' are encouraged to share their achievements and improvements with parents who may then engage and support the feedback progress, including supporting any intervention strategies.

Summative assessments, in line with the data collections, should be modelled on GCSE exam questions in order to prepare students for their examinations at the end of KS4. Formative assessments throughout lessons secure knowledge using **Knowledge Maps** and identify next steps in pupils' learning. Hence, a culture of assessment as learning is created.

All staff apply the assessment and feedback policy and its application is quality assured by Heads of Faculty. Further standardisation and moderation of assessments and marking will occur within subject areas and may utilise best practice shared in the MAT.

Feedback from summative assessment is timely and utilises **deep marking** which feeds back on the knowledge, skills and techniques required for progress. Comments link to GCSE Assessment Objectives and use the language of the GCSE grade descriptors in order to familiarise students with the levels of progression in GCSE mark schemes.

Deeply marked assessments are sent home so that parents can observe and discuss the success and next steps required for further progress.

Formative strategies

Pupils understand that feedback is **provided continuously** and is not only written grades and comments on work in order to accelerate progress. In lessons formative feedback is embedded and an **immediate pupil response** (correction, development and improvement of their work in purple pen) to feedback is essential in securing progress. Teachers provide opportunities for this but pupils must take responsibility for maximising every opportunity to edit, redraft and perfect what they produce. 'DIRT' (**Dedicated Improvement and Reflection Time**) time is allocated during lesson time but there is an expectation that this should also be self-directed as part of a pupil's ongoing desire to succeed.

Strategies include structured peer and self-assessment activities, questioning, quizzing, verbal repetition and through the teacher's continued **feedback** to groups and individuals. Formative strategies also enhance the **culture of assessment as learning**. Further examples are given below.

1. Scoring of knowledge recall, improvement of spelling, clarity of language (SPaG)
2. Scoring of subject paragraphs, diagrams etc. using checklist criteria
3. Correcting from a model exemplar or knowledge organiser
4. Whole/class oral feedback on strengths and improvements
5. Class critique of pupil work using a visualizer or photocopied exemplars
6. Class scoring of pupil work using criteria
7. Multiple choice questions to explore misconceptions
8. Mini-whiteboards
9. Self-marking apps, IXL, Heggarty Maths, online quizzes e.g. Seneca Learning
10. Redrafting after purple pen improvements

In summary,

- Teachers mark summative assessments (green or red pen) and provide detailed feedback on performance, developments and enhancement needed (whole class feedback sheet).
- Pupils mark all formative work in class. Hence, feedback will predominantly be evidenced by pupils' actions (purple pen) based upon verbal and whole class feedback.
- Feedback strategies should incorporate the following in approximately the same proportion.

