

CURRICULUM, TEACHING, ASSESSMENT & LEARNING POLICY

The Blessed Edward Bamber Catholic Multi Academy Trust believes that all children and young people are gifted and talented in their own unique ways. Each is capable of being successful in their learning. The Trust will strive for excellence within its curriculum, teaching and learning, supported by assessment processes, to enhance pupils' life choices.

The Trust will remain true to its Christian roots by prioritising the development of the whole child as part of an education for wisdom through which our young people will be enabled to make enriching choices in their lives, for themselves and others.

The hallmarks of our pupils will be:

- Their respect for people, particularly those who are disadvantaged, and the environment (ethical);
- A depth of knowledge and understanding and a love of and desire for further learning (intellectually curious) and
- The ability to benefit society through their positive contribution (praxis: social justice & civic responsibility).

We believe high quality:

Curriculum

- Is broad, balanced and appropriate.
- Is vertically integrated, to ensure progression, and focused on the big ideas and concepts that underpin subject understanding or development within the phase.
- Is coherent within Early Years becoming increasingly rigorous as pupils progress from Key Stage 1 to 5.

Teaching

- Is improved by informed collaborative planning and evaluation.
- Is enhanced by teachers' strong subject pedagogical knowledge.
- Must be based on high expectations of what each pupil can achieve.
- Requires the establishment of an orderly classroom environment.
- Is enhanced by professional development focused on improving progress and outcomes for pupils.

Assessment

- Must support teaching and promote learning.
- Must help close the learning gap between current and expected learning.
- Must be meaningful and manageable.
- Must raise aspiration and encourage pupils to work hard.

Learning

- Involves the systematic development of knowledge.
- Requires pupils to think hard about what they are learning and respond with perseverance to feedback.
- Requires learners to take responsibility for becoming increasingly independent and interdependent.
- Is enhanced through enriching relationships.

EVALUATION

Evaluation Criteria	Evaluation Strategy
<ul style="list-style-type: none"> ➤ A KS2 value added score consistently in the top 25% of primary schools nationally. ➤ A Progress 8 score above/well above secondary schools nationally. ➤ All A-level subjects to have a positive value added ALPS (Grade 5) residual. ➤ Staff receive high quality professional support to help develop teaching and learning. ➤ Pupil Voice questionnaires shows good/outstanding grade for related elements. 	<ul style="list-style-type: none"> ➤ Use of performance tables & ISDR to provide statistical data ➤ Use of performance tables & ISDR to provide statistical data ➤ Level 3 Value Added data and ALPS Report ➤ Records of relevant CPD and teacher-leader data analysis meetings ➤ Analysis of pupil/student voice questionnaires (Kirkland Rowell)

Definitions:

The following definitions are used throughout this policy

Balanced	Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.
Rigorous	Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.
Coherent	Makes explicit connections and links between the different subjects/experiences encountered.
Vertically Integrated	Focuses on progression by carefully sequencing knowledge; provides clarity about what “getting better” at the subject means.
Appropriate	Looks to avoid making unreasonable demands by matching level of challenge to a pupil’s current level of maturity/knowledge.
Focused	Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.
Relevant	Seeks to connect the valued outcomes of a curriculum to the pupils being taught it; provides opportunities for pupils to make informed choices.

References:

Coe, R. et al (2014) What Makes Great Teaching? Review of the Underpinning Research

William, D. (2013) Principled Curriculum Design. SSAT (The Schools Network) Ltd

MAIN PRINCIPLES

The curriculum will be broad, balanced and appropriate. This will be achieved by:

- A balanced curriculum – promoting intellectual, moral, spiritual, aesthetic, creative, emotional and physical development – will be available to all pupils within the Trust covering a broad range of subjects and experiences.
- Teachers using their professional expertise and experience to set high expectations and challenge whilst ensuring curriculum content is in the zone of proximal development for pupils.
- The systematic development of literacy, in particular reading and vocabulary acquisition and understanding across all key stages.
- Year 9 pupils will be allowed limited choice within disciplines; maintaining a broad academic core of study – studying fewer subjects in greater depth - and balanced curriculum.
- At Key Stages 4 & 5, allowing increased relevance through pupils’ informed choices that allow for a greater depth of study with more limited breadth and balance.

The curriculum will be vertically integrated, to ensure progression, and focused on the big ideas and concepts that underpin subject understanding or development within the phase. This will be achieved by:

- Informed collaborative planning and evaluation using common processes to ensure the systematic development of pupils’ factual, conceptual, procedural and metacognitive knowledge.
- Sequencing of the key conceptual frameworks, models, laws and works within the subject including identification of common misconceptions or key stages of development within the phase.
- Use of assessment to exemplify and assess progress; the standards expected at each stage of a pupil’s journey through the curriculum.

The curriculum will be coherent within Early Years; becoming increasingly rigorous as pupils progress from Key Stage 1 to 5. This will be achieved by:

- Developing Early Years provision with coherent planned experiences for children to ensure their personal, social and physical development; speech, language, communication and literacy development and understanding of mathematical concepts including concept of number.
- Building on the outcomes of Early Years; in Key Stage 1 pupils will develop their literacy and mathematical knowledge and engage with a broad subject based curriculum.
- Increasingly focus on the intra-disciplinary habits of mind that define subjects within their disciplines.

THE BLESSED EDWARD BAMBER CATHOLIC MULTI ACADEMY TRUST TEACHING POLICY STATEMENT

MAIN PRINCIPLES

Teaching is improved by informed collaborative planning and evaluation. This will be achieved by:

- The use of a common planning process involving defining excellence, pre-planning assessments for learning milestones & end points and structuring & sequencing the teaching programme into coherent learning pathways.
- The systematic development of pupils' factual, conceptual, procedural and metacognitive knowledge as mutually supportive distinct dimensions of knowledge.
- Providing directed and leadership time for staff to meet and collaboratively plan and evaluate schemes of learning.
- Using assessment data, feedback to teachers, research and experience to plan and evaluate the impact of schemes of learning and pedagogy to inform practice.

Teaching is enhanced by teachers' strong subject pedagogical knowledge. This will be achieved by:

- Teachers primarily focussing on the key conceptual frameworks, models, laws and works within the subject.
- Including the teaching of common misconceptions and how pupils tend to approach, think about and learn the subject in discussions during the collaborative planning of schemes of learning.
- Continually striving to improve, through recruitment, professional development and leadership systems and processes, the quality of class room instruction particularly the efficacy of questioning, scaffolding, modelling and feedback to pupils.
- Teachers actively responding to pupils' dynamic progress in learning through the assessment of prior, on-going and end of topic/module learning.

Teaching must be based on high expectations of what each pupil can achieve. This will be achieved by:

- Recognising intelligence is malleable and enhanced by high quality teaching, care, guidance and support particularly for pupils from disadvantaged backgrounds or who experience barriers to their learning.
- Significant teacher clarity around learning intentions and success criteria which represent next level challenge in the class room.

Teaching requires the establishment of an orderly classroom environment. This will be achieved by:

- All staff consistently applying the academy's Behaviour Policy.
- Leaders and teachers developing and implementing effective and efficient class room rules and routines.
- Teachers building positive, aspirational and supportive relationships with all pupils.

Teaching is enhanced by professional development focused on improving progress and outcomes for pupils. This will be achieved by:

- Providing feedback to teachers on key aspects of her/his pedagogy that is highly effective as well as aspects which require further development.
- Providing a range of extended professional development opportunities through which teachers will be able to focus meaningfully on a particular area of their professional learning and practice.
- Encouraging lesson study and "Making a Difference" projects with opportunity for in-class and peer learning underpinned by effective evaluation of impact on pupil outcomes.
- Directing time, including meeting time, for discussion of knowledge and common misconceptions within a subject and how these may best be addressed through subject based pedagogy.
- Ensuring leadership programmes have a focus on the leadership of learning.

THE BLESSED EDWARD BAMBER CATHOLIC MULTI ACADEMY TRUST ASSESSMENT POLICY STATEMENT

MAIN PRINCIPLES

Assessment must support teaching and promote learning. This will be achieved by:

- Ensuring periodic^{*1} interim and next year ready assessments^{*2} are pre-planned and exemplify the high standards expected in teaching and learning as defined by challenging success criteria.
- Ensuring these assessments and success criteria lead to the formation of clear learning intentions within each scheme of learning.
- Interim and next year ready assessments which are common across year groups/bands and cumulative across the year or key stage.
- The use of retrieval practice including regular low stakes assessments, supported by high quality knowledge organisers, to monitor and respond to pupils' on-going acquisition of knowledge^{*3}.
- The use of verbal and written feedback which requires pupils' to respond to improved their performance and standards of work.
- Using the analysis of an assessment to inform the further development of schemes of learning and future improvements in teaching.

Assessment must help close the learning gap between current and expected learning. This will be achieved through:

- Analysing assessments and acting on this information to close the gap between a pupil's current learning and the expected learning.
- Re-teaching and whole class or individual feedback which must be used by pupils to improve the quality of their work. These, class room based, close to the point of the assessment, actions will be supplemented by additional out of class support if required.
- Building time into schemes of learning to allow for whole class re-teaching and pupils' response to feedback.

Assessment must be meaningful and manageable. This will be achieved by:

- Developing assessments at a subject level to provide data, at a grain size appropriate to the subject and age of the pupils, which is capable of being analysed and acted on to improve teaching and learning.
- Leaders within the Trust's academies using teacher-leader data analysis meetings, following interim and next year ready assessments, as the main means of monitoring pupils' progress during the year.
- Ensuring a smart approach to marking and feedback which require pupils to think and work harder in responding to marking and feedback than it took teachers to produce it. Using self, peer and computer generated assessment and marking effectively.
- Each academy ensuring staff have the time and professional development, built into their annual calendar, to deliver the Trust's Assessment Policy effectively and efficiently.

Assessment must raise aspiration and encourage pupils to work hard. This will be achieved by:

- Setting targets as a range, at the upper end of what is achievable, which promote high aspiration and hard work by pupils in order to achieve them.
- Determining current grade assessment data^{*4} towards the end of Key Stages 1, 2, 4 & 5^{*5} at a pupil, subject and academy level. This will be reported to parents and directors.

Notes

*1 – Periodic means 2-5 interim assessments per annum plus one end of year next year ready assessment, in core and option subjects and 1-2 interim assessments per annum plus one end of year next year ready assessment for other subjects.

*2 – Next year ready assessments include national assessments at the end of Key Stage 1 & 2. National assessments may be broadened to include additional aspects which will ensure students are ready for the next stage of their education.

*3 – Knowledge is defined as factual, conceptual, procedural and metacognitive.

*4 - Current grade assessment data must be determined using one year’s complete assessment/ examination/test papers and/or controlled/teacher assessments, from a specific examination season, as used to determine the final mark/grade/judgement.

Where it is determined not to include a specific element in the assessment of the pupils, at that time, the overall mark/grade/judgement must be determined including the marks for the non-assessed element. Procedures as used by the assessment body to standardise and moderate the assessment of pupils’ work must be employed or as near as reasonably practical.

*5 – Towards the end of each key stage means the end of the academic year preceding the end of the key stage (Y1, 5, 10 & 12 – data submitted to the Executive Director by the 1st Friday in September of the following academic year) and twice during the final year of the key stage (Y2, 6, 11 & 13 – data submitted to the Executive Director by the 1st Friday of January and April).

THE BLESSED EDWARD BAMBER CATHOLIC MULTI ACADEMY TRUST LEARNING POLICY STATEMENT

MAIN PRINCIPLES

Learning involves the systematic development of knowledge. This will be achieved by:

- Informed collaborative planning of schemes of learning with knowledge built on prior attainment and gaps in learning addressed close to the point of teaching.
- All subjects taking responsibility for developing literacy with targeted intervention programmes implemented for those who have not make age related expectations
- The use of effective questioning, scaffolding, modelling and feedback to pupils, in the class room, to develop and advance their learning.

Learning requires pupils to think hard about what they are learning and respond with perseverance to feedback. This will be achieved by:

- All staff having high aspirations and expectations; wanting the best for every child and providing high challenge by teaching on the key conceptual frameworks, models, laws and works within the subject.
- Requiring pupils to think hard about what they are learning and be resilient, resourceful, reflective and reasoning when work is challenging.
- Requiring pupils to respond with commitment to challenges and verbal/written feedback to improve the standard of their work.
- Teachers and pupils work to improve a pupil's best performance in their learning; continually setting new personal bests.

Learning requires learners to take responsibility for becoming increasingly independent and interdependent. This will be achieved by:

- Providing targeted support for pupils with acute or chronic social or emotional difficulties to increase their resilience.
- Enhancing pupils' mental toughness through taught programmes, class room approaches and personalised support.
- Explicitly developing pupils' metacognitive skills; planning and decision making associated with goal setting and goal getting and the ability to cope with the stresses of implementation.
- Implementing consistently a Behaviour Policy that provides a learning environment in which whole class teaching, independent work and co-operative learning can occur effectively.
- Implementing consistently a Behaviour Policy and PSHE programme that promote the personal and social responsibilities pupils require to relate appropriately to others and work independently, interactively or co-operatively as required.
- Teachers setting home learning tasks which reinforce, extend or preview class room learning.
- Pupils willingly completing all home learning set and exploring areas of interest beyond the curriculum to deepen and broaden their knowledge.

Learning is enhanced through enriching relationships. This will be achieved by:

- Is enhanced through enriching relationships between pupils and staff which build people's confidence, commitment and ability to control both inside the class room and as part of extra-curricular provision
- Providing links with the World of business, industry and commerce, high quality Careers Education, Information, Advice & Guidance and authentic projects & challenges.