RATTON SCHOOL

# CURRICULUM, TEACHING AND ASSESSMENT POLICY

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**All our policies support our vision and are based on our core virtues.**

**Compassion – Respect – Creativity – Teamwork – Effort – Responsibility**.

**Developing Caring, confident, and creative students who achieve excellence.**

## **Contents**

**OUR CURRICULUM INTENT**

At Ratton School we aim to provide a school curriculum planned to be as comprehensive as the National Curriculum, but also a curriculum that is also ambitious for, and relevant to, all our students. Our curriculum has been thoughtfully sequenced to enable all students, including the most disadvantaged, to make significant academic progress across their five years at Ratton School.

Our curriculum is designed to support students to develop knowledge that will empower them to access the next stage of their education and successfully move into the world of work and to teach them the virtues that they will need to make good choices as citizens in a democratic society.

We believe that our core purpose is to develop our young people to become confident, creative, and caring students who achieve excellence in everything they do. Our school curriculum is designed to reflect this. Our ambition is that through our core curriculum domain, our virtues of Compassion, Respect, Creativity, Teamwork, Effort and Responsibility are taught alongside powerful subject knowledge to support young people to be the very best they can be in all aspects of their lives and to prepare them for the next steps in their lifelong learning journey.

**Introduction**

**The links between curriculum, teaching and assessment**
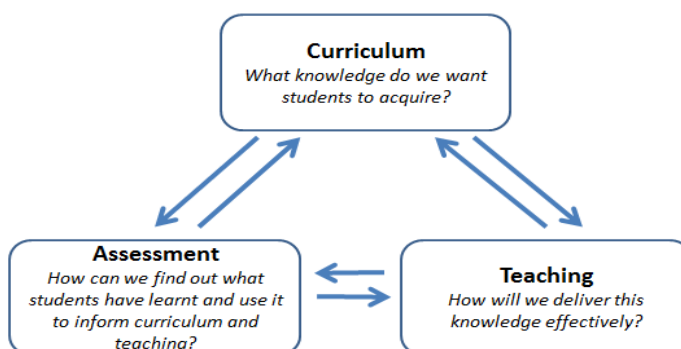


Curriculum, teaching, and assessment are inextricably linked.  When all three are aligned and of the highest quality, they facilitate effective learning for all students, irrespective of their starting points. In turn, this should translate into all students making good progress and achieving strong academic outcomes.  This gives students the best possible life chances.

The Ratton School Curriculum outlines the key knowledge that students need to learn over their time with us in order to be successful; this will then drive what and how we teach.  A

challenging curriculum requires students to think deeply about subject and lesson content. The level of challenge in the curriculum sets the level of challenge in our classrooms.

We deliver a curriculum that allows students to transfer knowledge in different subjects and contexts.  In order to deliver this, a deep understanding of the 'active ingredients' of teaching based on the best available research evidence is required. We use our Ratton School Classroom Practice model which is evidence based principles contextualised by subject areas to ensure the effective delivery of our curriculum.

Assessment is the bridge between teaching and learning, valid and reliable assessment informs our planning as teachers and leaders. Assessment involves all the means by which we gauge whether learning has taken place and allows us to judge progress accurately, diagnose weakness and build on strengths. It is an integral part of the learning process.

● Ongoing assessment: informal in class assessment, effective questioning and marking class work/home learning. This is used to inform teaching in the current lesson and in many cases the curriculum in future lessons

● Formal assessment at the end of the unit/academic year: standardised end of unit subject tests and end of year exams. This will inform the planning of future units where content needs revisiting and the curriculum review of the taught unit for future years, Assessment will involve and inform students. They have the right to a clear evaluation of their learning and will be taught to involve themselves in that process.

**Curriculum**

| Objectives |
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| **The curriculum should be challenging in its depth and breadth so that:** |
| • All students acquire knowledge that takes them beyond their experience and supports their personal development as well as their academic progress. <br> • All students are encouraged to appreciate the value of each subject and content of lessons. <br> • All students are well-prepared for terminal exams at the end of five years of study. <br> • All students are well prepared for ongoing and formal assessments <br> • All students build their academic background knowledge and cultural capital by acquiring tier two and tier three vocabulary. <br> • At each key stage, all students acquire and retain the knowledge required for successful transition the next key stage at the very least. |
| **Underlying Principles** |
| • Each subject area will have a long term and medium-term curriculum plan that identifies the knowledge to be taught and when it should be taught. However, we allow some flexibility for teachers to respond to the differing needs of their classes. <br> • The curriculum must be taught in a coherent and step-by-step sequence that allows for the incremental development of knowledge within each subject/topic. |

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| • When possible, each new unit of learning should build upon previous units. |
| • Broad and deep factual knowledge is usually the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis. |
| • Learning and performance should not be confused. Curriculum design should support real learning which requires durable changes to long-term memory. |
| • New tier two and tier three vocabulary should be incorporated into curriculum planning. |

**How do we achieve this?**

- Each subject has a written plan that clearly lays out the curriculum across the relevant key stages, so that the knowledge students are expected to acquire each academic year is made explicit. This knowledge should build cumulatively from year 7 to 11 in terms of its breadth and depth.
- Subject curriculum planning identifies the domains of knowledge and concepts that are central to the mastery of each subject.
- Regular retrieval practice and spaced practice should be built into the curriculum to help students form durable long-term memories.
- CPD and regular Quality of Education meetings must maintain an unrelenting focus on improving and evolving the curriculum and ensure that all teachers are developing their subject pedagogical knowledge.
- Each unit of work will be supported by a departmental plan that stipulates the knowledge -to-be-learnt. This must include relevant tier two and tier three vocabulary and should be used consistently across each department.
- <u>Homework</u> should be planned into the curriculum and consistently applied across teams.  It should provide students with the opportunity to revisit and/or apply the knowledge that they have been taught in lessons.
- Key curriculum documents must be centralised and made available for students, parents and carers.

Monitoring & Evaluation

- Curriculum Leaders and SLT links must be responsible for the quality-assurance of curriculum plans.
- Curriculum provision will be reviewed as a part of drop ins, link meetings through CPD for Curriculum leaders and Curriculum Area Reviews.
- Homework will be monitored by the Curriculum Leader
- Curriculum Leaders must regularly review and remap the curriculum, this process is ongoing.
- Each year, the curriculum must be formally evaluated and reviewed by Curriculum Leaders as part of their Curriculum Area Review.


**Teaching / Implementation**

Lessons at Ratton school are planned and sequenced underpinned by an expertise in learning. We aim to work with students, parents/ carers to develop a shared understanding of how young people learn and this is reflected in sequences of lessons with a focus on lesson delivery.

We ensure that all teaching and support staff have access to the highest quality training programmes to provide the most innovative and cutting-edge learning opportunities for every student.

Our teaching approach is based around our four strands of teaching. It forms the basis for all our CPD and has been developed from Rosenshine's Principles of instruction and Allison's Six Pedagogical Principles.

| Objectives |
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| Effective teaching leads to students acquiring, retaining and applying curriculum knowledge in the classroom and beyond. |
| **Underlying Principles** |
| Learning happens when students connect new knowledge to what they already know. To achieve this, teaching must involve:<br><br>Ratton School Classroom Practice – Planning for Teaching & Learning<br><br>**Delivery**<ul><li>Establish classroom routines</li><li>Deliver carefully planned lessons</li><li>Sequencing concepts and modelling</li></ul>**Questioning**<ul><li>Effective questioning</li><li>Class Discussion</li><li>Ensure thought and effort</li></ul>**Reviewing**<ul><li>Identify respond to student error</li><li>Feedback</li><li>Retrieval</li></ul>**Practice**<ul><li>Manage student behaviours</li><li>Ensure students practise independently</li><li>Explanation & Challenge</li></ul> |
| **How do we achieve this?** |
| **Delivery**<br><br>**Establish classroom routines** through entry routine, active listening routine, transitions, exit routines, PP FIRST, presentation and seating plans.<br><br>**Deliver carefully planned lessons** through lesson design, instructions, pace, communication, adaptive learning, literacy/oracy/numeracy and Microsoft/digital strategy. |

**Sequencing concepts and modelling** through small steps, modelling, scaffolds and homework.

<span style="color:purple">**Questioning**</span>

**Effective questioning** through culture for questioning, thinking hard, respond to student error, stretch & challenge and questioning strategies.

**Class discussion** through class discussion and group work.

**Ensure thought and effort** through use of questioning to generate thought, paired talk and ensure participation.

<span style="color:purple">**Reviewing**</span>

**Identify & respond to student error** through plan for error, build culture for error, gather student responses and respond to error.

**Feedback** through TICK time, anticipate error, circulate efficiently, give 1 to 1 feedback, examples that drive learning, public critique, explore error and redraft and improve work.

**Retrieval** through daily review and weekly and monthly review.

<span style="color:purple">**Practice**</span>

**Manage student behaviour** through behaviour steps, clear behavioural instructions, systems to celebrate behaviour and effort, redirect student behaviour and attention, positive narration and reset behaviour.

**Ensure students practise independently** through plan and manage independent practice, monitor independent practice, low stakes testing and practical subjects.

**Explanation & Challenge** through explanation and challenge.

The school use Steplab as a vehicle to train and support staff along with trained instructional coaches. Detailed training and support for our four strands is available to all.

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**Monitoring & Evaluation**

- Internal and external reviews that involve a combination of lesson observations, drop ins, carrying out student voice, data analysis and work sampling.

- Appraisal targets (Performance Development) and actions that are aligned to effective teaching practice.

- CPD that is consistent and have an unrelenting focus on subject knowledge and pedagogy development.

- Regular Curriculum Leader and departmental Quality of Education meetings

- Lesson drop ins by all teaching staff.

- Regular data capture and whole school analysis.

**Assessment / Impact**

| Objectives |
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| **On going and formal assessment is used to measure the acquisition of knowledge and serve teaching so that:** |
| • Leaders and teachers at all levels know the gaps in student knowledge and can adapt their leadership, intervention, planning and practice accordingly. |
| • Students know the gaps in their own knowledge and can adapt their study accordingly. |
| • Students have a clear understanding of how to improve their current and future learning. |
| • Students do not forget the feedback provided by the assessment. |
| • Leaders and teachers at all levels have a clear picture of how students are performing and can intervene appropriately. |
| Underlying Principles |
| • Assessment operates on two layers:<br>    ○ On going assessment which assesses small chunks of the curriculum to find out what students know and understand to inform teaching and planning.<br>    ○ Formal Assessment – less frequent assessment of larger chunks of the curriculum to provide reliable information about student learning and performance.<br>• Assessment must be principally <u>formative</u> in nature as this will have the greater impact on learning.  Where formal assessments are used, the outcomes must be used to inform teaching, feedback* and learning.<br>• Assessment must support teaching and curriculum rather than drive it.<br>• Assessment must be mapped out over the year to support and inform the cumulative and sequential mastery of the curriculum.<br>• Assessment must be tailored to the subject and carried out with fidelity by all teaching staff in the department.<br>• Assessment must focus on the composite parts of complex procedures and not just the final outcome – i.e., with extended writing.<br>• Assessment must find a balance between reliability (consistency of outcomes and judgements within and across classes) and validity (provide teachers with the information they are looking for).  There is no perfect balance between the two.<br>• Testing causes learning; therefore, students will learn more when they are regularly tested.<br>• Assessment must provide useful and timely data for effective intervention at whole-school, subject and classroom level.<br>*Feedback does not only mean written marking and is inclusive of verbal feedback; whole-class feedback; adaptations to teaching; live-marking or any other method fit for purpose. |

| How do we achieve this? |
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| • To ensure validity and clarity of purpose, subjects/teams retain control over the shaping of their assessments which will be consistent across a subject. |
| • All written feedback will be on purple paper or stickers to ensure students can easily refer to what they need to do to make progress. |
| • To ensure reliability and fidelity of formal assessment, subjects/teams standardise the conditions of delivery and moderate the accuracy of judgements do derive a %. This way, consistent inferences can be made. Ideally mock exams would not be marked by the class teacher to reduce unconscious bias. |
| • There should be sufficient formal assessments (identified on departments own assessment and feedback policy) to inform data capture and tracking points throughout academic year per year group. However, these should not be at the expense of teaching a broad and deep curriculum. |
| • There should be regular retrieval practice to improve the retention of knowledge and concepts. For example, low-stakes quizzes, multiple-choice questions, short answer questions and completing blank knowledge organisers. |
| • Teachers give formative feedback on formal assessments. This could include individual and/or whole-class feedback. All children should be given time to act on feedback. |
| • On going assessment happens in every lesson though teacher questioning, verbal feedback, live marking, peer and self - assessment. These are used to inform future planning. |

| Monitoring & Evaluation |
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| • Assessments must be regularly evaluated by the curriculum leader and line manager to check reliability, validity and fidelity. |
| • Subject/team tracking must provide leaders and teachers with actionable and portable data. |
| • Data capture points must be used to monitor academic outcomes. |
| • Assessment data should be used to inform the actions and of teachers and aid predictions |
| • Assessment must be evaluated and reviewed each year. |
| • Quality Assurance will demonstrate that the principles are in use and embedded. |

Selected Bibliography

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Making Every Lesson Count: Six principles to support great teaching and learning, Shaun Alison and Andy Tharby