

The Rise School – Curriculum, Teaching, Learning and Assessment Policy

This policy merges and replaces:

153 – Assessment Policy

154 – Curriculum Policy

158 – Teaching and Learning

1. Objectives

1.1 The Rise School is primarily an academic environment rather than a therapeutic one. Teaching staff will plan the learning for the small classes of up to 10 pupils. They will be supported by trained teaching assistants (TAs) as well as input from occupational therapists (OTs), speech and language therapists (SaLTs) and behaviour specialists.

1.2 Staff will use evidence-based approaches, including School-Wide Positive Behaviour Support to promote social and academic success.

1.3 Our curriculum and assessment model aims to:

- Provide clear pathways from KS1-KS4, enabling access to KS5 opportunities
- Maximise the potential we have as an all-through school
- Meet age-related expectations
- Be necessarily more selective in scope due to the shorter school day than in mainstream schools and the necessary breaks taken for self-regulatory purposes.
- Ensure assessment will be purposeful, and skilfully used as, and to inform, learning opportunities

2. Legislation and guidance

2.1 This policy reflects the requirements for academies and free schools 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 in many subjects, including English, Maths and Science.

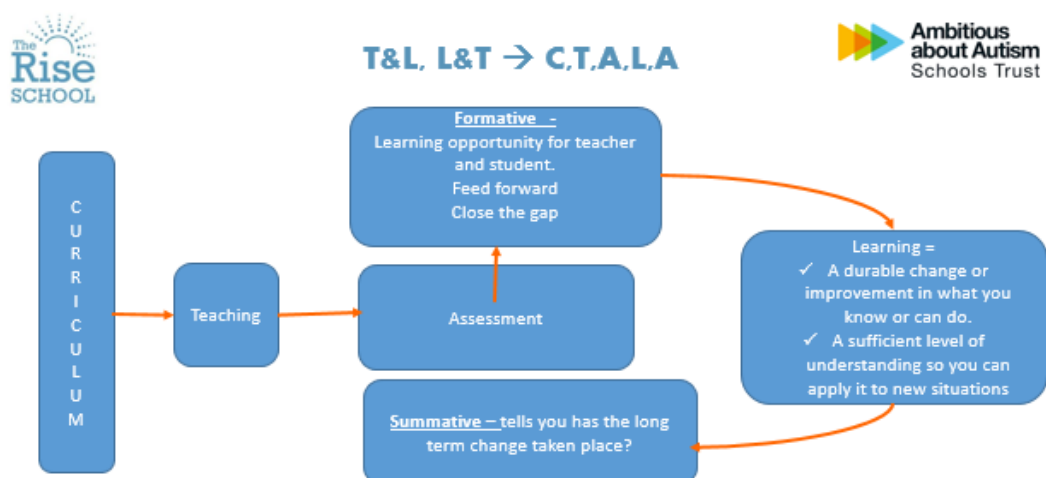
2.2 It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

2.3 It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

Policy Owner	Headteacher of The Rise School	Review Date:	April 2019
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3. Principles

Curriculum and assessment are inextricably linked and are integral parts of the teaching and learning process.



3.1 Curriculum Principles

The term curriculum relates to both the *range* of subjects that are offered at The Rise and the *content* delivered within each subject.

In terms of the range, the curriculum is divided into nine zones, each of which contributes to the development of the key skills (academic and personal) in order to be successful. Our social curriculum is a fourth “core” subject and is essential for the holistic development and wellbeing for our young people. The table shows how the number of lessons per week for each subject, in each curriculum zone for 2019-2020:

	Social Curriculum/ Personal Development	English	Maths	Science	Topic/ History	IT	Arts	Body
KS1 and KS2 (29 + 1 GT)	Fine Motor/Sensory Attention Autism 2 PSHE 1 Weaving Wellbeing	9	5	2	2	1	1 Music 1 Art	2 PE 1 Yoga 2 Swim
Y7-Y8 (29 + 1 GT)	2 Citizenship 2 Food Tech 1 Weaving Wellbeing	3 1 Bedrock Vocabulary	4	4	2* Some pupils access core subject boost lessons instead of History.	2	1 Music 2 Art	2 PE 1 Yoga 2 Swim
Y9 (29+1 GT)	2 Food Tech 2 Citizenship 1 Weaving Wellbeing	4 1 Bedrock Vocabulary	5	4	2	2	1 Music OR Art	2 PE 1 Yoga 2 Swim
Y10-Y11 (29+1GT)	2 Food Tech 2 Citizenship 1 Weaving Wellbeing	4 1 Bedrock Vocabulary	5	4 (5 for Y11)	3	4 (3 for Y11)	0	2 PE 1 Yoga No Swim in Y10/Y11

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Secondary pupils will study a suite of qualifications which will balance academic rigour with other important curriculum offerings such as the social curriculum, PE, swimming etc. We will enable pupils to achieve a suite of qualifications which includes GCSE, Level 2 certificates, Functional skills, Entry Level certificates and the Duke of Edinburgh Award.

Sex and relationship education is addressed at age-appropriate detail through PSHE. Spiritual, moral, social and cultural development, including the promotion of British values, is addressed via PSHE, assemblies and form time discussions.

In terms of curriculum content, the Rise delivers a centrally planned curriculum that builds coherently from KS1 – KS4. Teachers are expected to follow this curriculum which is set out in the long-term plans and the curriculum overview documents. Teachers devise individual lesson plans in order to achieve the learning goals set out in the curriculum overview.

3.2 Teaching and Learning Principles

The Rise School will have high expectations of and ambitions for all its pupils in all aspects of school life. It will not import low expectations of its pupils, particularly where these could be linked to previous inappropriate school settings, disrupted schooling or inadequate assessment.

3.2.1 Planning

All planning should be based on prior learning, differentiated to meet all pupils' needs and carefully sequenced to lead to progress.

3.2.2 Pupils' work

Pupils will be encouraged to maintain high standards when it comes to the presentation of their work – this will look different in different subjects.

3.2.3 Feedback

The Rise promotes the importance of regular feedback/feedforward to help a pupil make progress. This can take many forms including:

- Self and peer assessment (using answers, checklist criteria, key word lists, model examples)
- Teacher led feedback on WWW/EBIs - verbally or written
- Exemplar work shared with the class
- Analysis of whole class performance to inform future teaching
- 1-1 verbal feedback during the lesson.

Given the small size of our classes, the latter is expected to form a frequent part of the teachers' feedback repertoire.

3.2.4 The Learning Environment

The classroom should promote effective learning. We expect that all pupils will experience consistently high-quality learning environments:

- Working walls with information that is helpful for pupils on their current topics
- Quality displays celebrating the pupil's work
- Behaviour prompts and expectations
- All classrooms will be clean, tidy and uncluttered.

Corridor displays change every term.

3.3 Principles of assessment

In the creation of this assessment, tracking and reporting system, we intend to create a system that:

- Is functional for small cohorts

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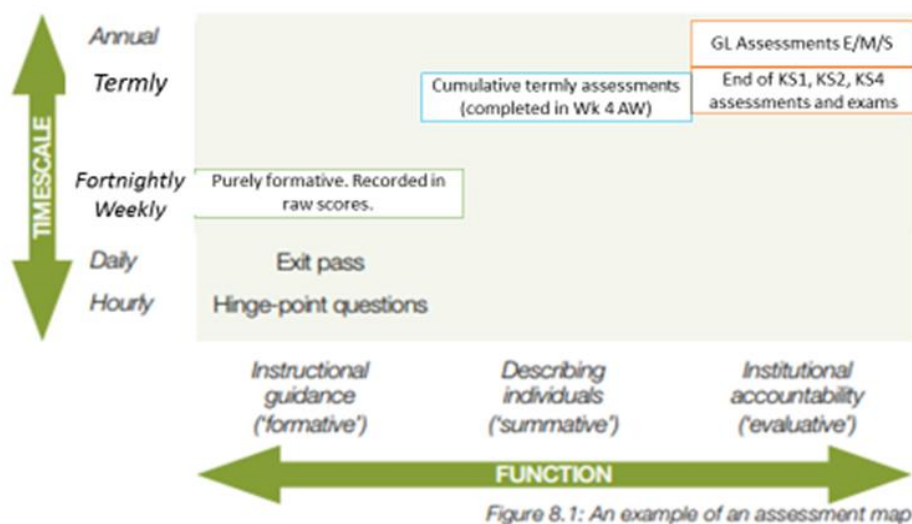
- Is in line with current educational thinking/research:
 - Flight paths are flawed (Tom Sherrington, <https://teacherhead.com/2018/06/18/how-can-we-measure-and-report-progress-meaningfully/>)
 - Objective tracking is flawed and very time-intensive (p107, Making Good Progress and James Pembroke, <https://www.tes.com/news/tes-magazine/tes-magazine/dont-drown-data>)
 - Formative and Summative assessments should be definitively split up (Making Good Progress)
- Is accurate (or honest about what it can't be)
 - The system must have internal integrity so that when pupils complete national, standardised assessments (GL/KS2/KS4) then the outcome is predictable/coherent
 - Issues of accuracy are prevalent in all schools (Pembroke, 2018) and could be exacerbated at The Rise (experience, small cohort, SEND cohort) and therefore we need to design a system that best mitigates this.
- Is sustainable (workload)
- Produces information that makes sense/useful to a range of stakeholders. Each stakeholder has different ways they engage with the system/information and different priorities.
- Uses a range of assessment tools (eg. BPI, Essential for Living (Essential 8) and Vineland Adaptive Scale) to provide a comprehensive baseline of barriers to learning which will inform pupils' ISPs.

4. Assessment approach

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment – including KS1 and KS2 SATS, GL assessments in English, Maths and Science, KS4 qualifications such as GCSE and other Level 2 qualifications.



The Rise Assessment Model



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Policy No.	158	Version No.	1.0

Feature of Assessment Model	Rationale
Weekly/fortnightly formative assessment	<ul style="list-style-type: none"> Removes the pressure/expectation that it will generate any sort of valid/long term inference. Focuses purely on UNDERSTOOD? REMEMBERED? INCREASED AUTOMATICITY? You can design to very precisely diagnose whether something has been remembered/understood: Eg: Match up ; Multiple choice ; Dictation; Spelling test; Quick quiz; Spot the mistake
Termly Summative + cumulative assessment	<ul style="list-style-type: none"> Support memory What have they LEARNT not what can they perform/do Collaboratively designed ahead of time Pace setting – match curriculum map Exemplar material generated
Yearly External GLS Progress Tests in English, Maths, Science.	<ul style="list-style-type: none"> The Rise has small teams Utilise external experience SATS/GCSE benchmarking External moderation – 1000s of students Yearly = enough time to see progress Over time we can use this to help up calibrate assessment difficulty/performance

5. Roles and Responsibilities, including monitoring

	Curriculum	Learning and Teaching	Assessment
Governing Body	Oversee that a robust framework is in place for setting curriculum priorities, which are ambitious, complies to its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement	<p>Ensure proper provision is made for The Rise pupils with their special educational needs and range of abilities.</p> <p>Monitors the improvement of L&T via the SEF review and implementation of the SDP</p> <p>Carry out focus visits to observe T&L in practise.</p> <p>Support the use of appropriate teaching strategies by allocating resources effectively</p> <p>Monitor pupil attainment</p> <p>Ensure that staff development and performance management policies promote outstanding quality teaching</p>	<p>Be familiar with, and ensure implementation of, statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils</p> <p>Hold school leaders to account for improving pupil and staff performance by rigorously analysing assessment data</p>
Head teacher	Ensure that all subjects which the school chooses to offer, have aims and objectives which reflect the overall aims of the school	Ensure that the school buildings and premises are best used to support successful teaching and learning	<p>Ensure that the policy is adhered to</p> <p>Ensure the school's procedures for assessment meet all legal requirements</p>

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	<p>Ensure the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board</p> <p>Involve the governing board in decision-making processes that relate to the breadth and balance of the curriculum</p> <p>Ensure Proper provision is in place for pupils with different abilities and needs.</p>		<p>Report to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years</p>
Deputy head teacher	<p>Review and update this policy biannually.</p> <p>Ensure the policy is adhered to.</p> <p>Manage requests to withdraw children from curriculum subjects, where appropriate</p>	<p>Lead the observation processes.</p> <p>Review and update "The Rise Way"</p> <p>Organise the sharing of termly reports with parents and parents' evenings.</p> <p>Ensure a high quality CPD provision for all aspects of C,L,T&A is in place.</p>	<p>Monitor standards in core subjects</p> <p>Analyse pupil progress and attainment, including individual pupils and specific groups</p> <p>Prioritise key actions to address underachievement</p>
Wider Leadership Team/Subject Leads	<p>Ensure that long term planning and medium term curriculum overviews are in place.</p> <p>Lead the review and adaptation of these documents.</p>	<p>Undertake regular supportive, ungraded observations.</p>	<p>Ensure that high quality summative assessments are in place.</p> <p>Monitor that formative assessment is taking place.</p> <p>Analyse summative assessment data and input into the school review process.</p>
Teachers	<p>Follow the centralised curriculum.</p> <p>Participate in the review and adaptation the centralised curriculum.</p>	<p>Deliver excellent, well planned engaging lessons that support progress.</p> <p>Respond to snapshot feedback and proactively improve practice.</p>	<p>Follow the assessment procedures outlined in this policy</p>
Parents	<p>Ensure their child has the best attendance possible</p> <p>Ensure their child is equipped for school with correct uniform and kit.</p> <p>Inform the school if there are matters outside of school that may affect a child's performance or behaviour</p> <p>Promote a positive attitude towards school and learning</p> <p>Fulfil the requirements set out in the home/school agreement.</p>		

6. Continuing Professional Development

The Rise is a research-engaged school.

- Senior and middle leaders are expected to engage with the developments in assessment through reading widely (books, blogs), attending conferences and CPD opportunities and then curate the key findings for teachers. Teachers are encouraged to be equally proactive in developing their understanding of assessment.
- This takes place via our weekly L&T bulletin, L&T platform, staff library, and reading that takes place in fortnightly training-focused teacher meetings.
- The overall responsibility for the quality of CPD is with the Assistant Head Teacher of Teaching, Learning and Assessment.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

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Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

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