

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

This policy merges and replaces:

112c – Assessment Policy

110c – Curriculum Policy

116c– Teaching and Learning

It should be read alongside:

119c – Remote/Blended Learning

116c (2) – The Rise Sixth Form – Curriculum, Teaching, Learning and Assessment Policy

### **1. Objectives**

1.1 The Rise School is a specialist autism school. Our learners and young people follow the national curriculum at broadly age-related expectations. Teaching staff plan learning for the small classes of up to 10 learners. They will be supported by trained teaching assistants (TAs) as well as specialist input from the transdisciplinary team consisting of occupational therapists (OTs), speech and language therapists (SaLTs) and behaviour specialists (PBS team).

1.2 The Ambitious Approach underpins all our thinking and practice. It is an approach to education created by Ambitious about Autism to support children and young people with autism. It has been developed to provide high-quality education whilst affording dignity, respect, and compassion, in all aspects of our provision, including the consideration of mental health and wellbeing. The Ambitious Approach is based upon a person’s indisputable rights to be:

- Treated with dignity and compassion.
- Valued.
- Listened to.
- Supported to have the best quality of life possible.
- Empowered to make choices and decide on how they want to live their life.

We enact our Ambitious Approach and aim to ensure learners have improved quality of life during, and beyond, their time in school through:

- Our Curriculum.
- Curriculum Delivery, including School-Wide Positive Behaviour Support.
- Collaboration.

Dual pillars underpin our work: social and academic progress for all learners. This policy articulates our approach to our academic curriculum.

1.3 Our curriculum and assessment model aim 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.

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## 2. Legislation and guidance

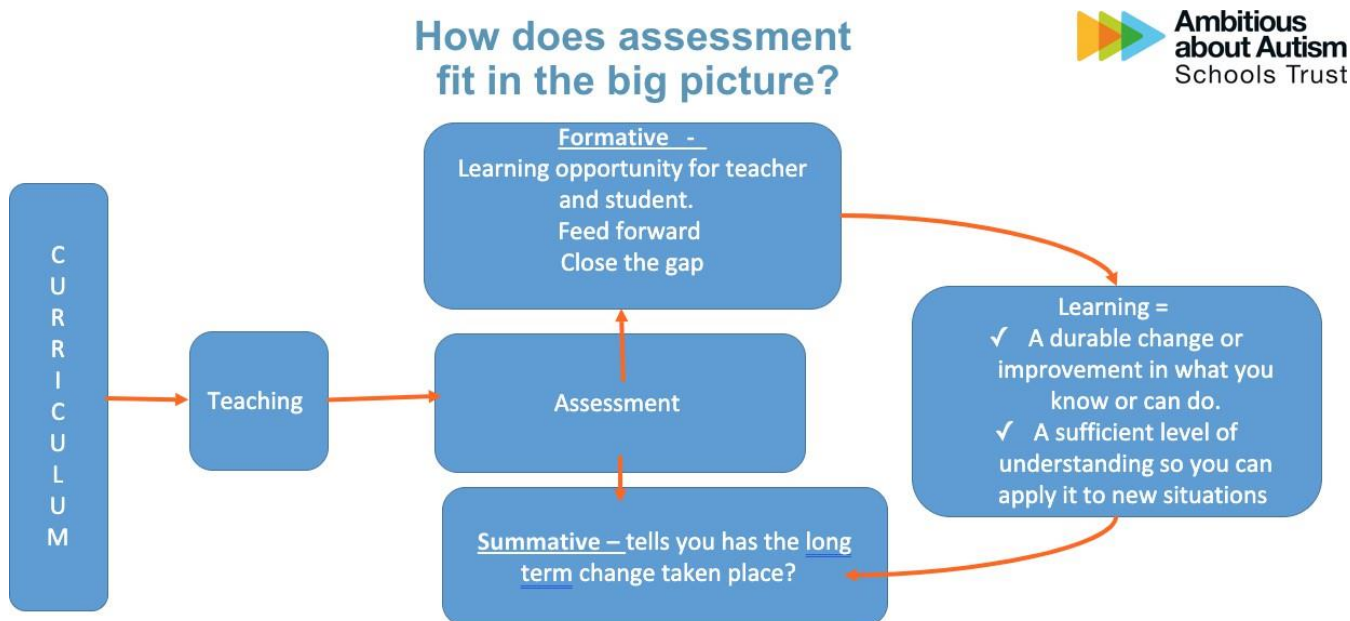
2.1 This policy reflects the requirements for academies and free schools to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow in many subjects, including English, Maths and Science.

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 (Learner Information) (England) Regulations 2005: schedule 1.

## 3. Principles

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



Inspired by blog by Leading Learner (Exec HT Stephen Tierney)

### 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) to be successful. Our social curriculum is a fourth “core” subject and is essential for the holistic development and wellbeing for our young people.

Secondary learners 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 learners to achieve a suite of qualifications which includes GCSEs, 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 Citizenship; Personal, Social and Health Education (PSHE); spiritual, moral, social, and cultural development including the promotion of British values, is addressed via Citizenship, PSHE, assemblies and form time discussions.

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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 to achieve the learning goals set out in the curriculum overview.

### 3.2 Teaching and Learning Principles

The Rise School has high expectations of, and is (ambitions) ambitious for, all its learners in all aspects of school life. We recognise that many learners may have significant gaps in their learning based on a turbulent previous experience in education.

#### 3.2.1 Planning

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

#### 3.2.2 Learners' work

Learners 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 learner 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 strengths/areas for development 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 learners will experience consistently high-quality learning environments:

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

Corridor displays are reviewed every term. Classroom environment checks are also conducted termly.

### 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.
- Is in line with current educational thinking/research.
- Is accurate (or honest about what it can't be) and has internal integrity so that when learners complete national, standardised assessments (GL/KS2/KS4) then the outcome is predictable/coherent.
- 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.

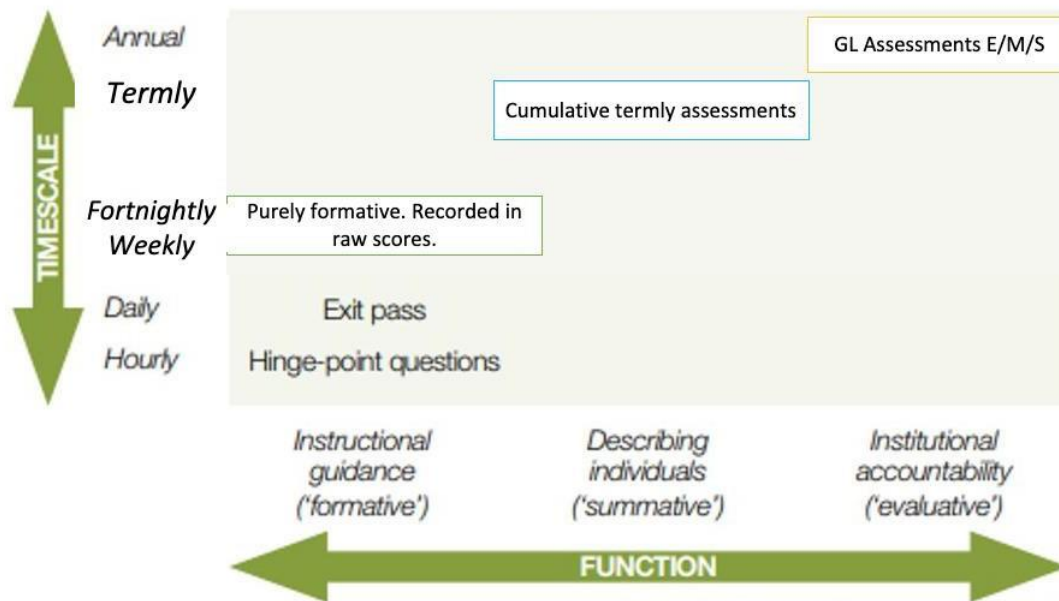
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- Uses a range of assessment tools (BPI, Essential for Living [Essential 8] and Vineland Adaptive Scale) to provide a comprehensive baseline of barriers to learning which will inform learners' ISPs.

#### 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



Dylan Wiliam, Principled Assessment Design

Figure 8.1: An example of an assessment map

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## 5. Role and Responsibilities, including monitoring:

	<b>Curriculum</b>	<b>Learning and Teaching</b>	<b>Assessment</b>
<b>Governing Body</b>	<p>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 learners to cover the requirements in learner's ECHPs</p>	<p>Ensure proper provision is made for The Rise learners with their special educational needs and range of abilities.</p> <p>Monitors the improvement of L&amp;T via the SEF review and implementation of the SDP</p> <p>Carry out focus visits to observe T&amp;L in practise.</p> <p>Support the use of appropriate teaching strategies by allocating resources effectively</p> <p>Monitor learner 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 learners</p> <p>Hold school leaders to account for improving learner and staff performance by rigorously analysing assessment data</p>
<b>Head of School</b>	<p>Ensure that all subjects which the school chooses to offer, have aims and objectives which reflect the overall aims of the school</p> <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 learners with different abilities and needs.</p>	<p>Ensure that the school buildings and premises are best used to support successful teaching and learning</p>	<p>Ensure that the policy is adhered to</p> <p>Ensure the school's procedures for assessment meet all legal requirements</p> <p>Report to governors on all key aspects of learner progress and attainment, including current standards and trends over previous years</p>
<b>Assistant head teacher</b>	<p>Review and update this policy annually.</p> <p>Ensure the policy is adhered to.</p> <p>Manage requests to withdraw children from curriculum subjects, where appropriate.</p>	<p>Lead the snapshot process to ensure QofE is quality assured.</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&amp;A is in place.</p>	<p>Monitor standards in core subjects</p> <p>Analyse learner progress and attainment, including individual learners and specific groups</p> <p>Prioritise key actions to address underachievement</p>
<b>Wider Leadership Team/Subject Leads</b>	<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>

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Teachers	Follow the centralised curriculum.  Participate in the review and adaptation the centralised curriculum.	Deliver excellent, well planned engaging lessons that support progress.  Respond to snapshot feedback and proactively improve practice.	Follow the assessment procedures outlined in this policy
Parents	Ensure their child has the best attendance possible Ensure their child is equipped for school with correct uniform and kit. Inform the school if there are matters outside of school that may affect a child's performance or behaviour Promote a positive attitude towards school and learning Fulfil the requirements set out in the home/school agreement.		

## 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 current best practice.
- The overall responsibility for the quality of CPD is with the Assistant Head of Teaching, Learning and Assessment.
- This takes place via subject association, staff library, and reading that takes place in fortnightly training-focused teacher meetings.
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## 7. Inclusion

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

Assessment will be used diagnostically to contribute to the early and accurate identification of learners' 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 learners. However, this should account for effort the learner puts in as well as the outcomes achieved.

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

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