



# Teaching, Learning and Assessment Policy

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## 1. Aims & General Information

At Rushden Academy we have three key aims: -

- ✓ **Aspire:** Pupils are taught to aim high, to appreciate the world of work and to hold onto dreams and ambitions. We do this through our successful learning for life events and through our enterprise and careers activities. We set high expectations in lessons and throughout school. We nurture a can-do attitude where it is okay to make mistakes, as long as you learn from them and build resilience and independence
- ✓ **Explore:** Pupils are encouraged to discuss their work, to share ideas and listen to other people's views. Pupils explore their own heritage and that of other cultures, so they have a diverse and rich understanding. Pupils actively explore and evaluate their strengths and take action to improve. The curriculum provides opportunities to develop explorative skills, for example to formulate questions, to analyse concepts and justify decisions. Pupils apply their skills to debating, presenting, and performing so that learning is not only enjoyable but active.
- ✓ **Succeed:** Pupils are expected to set goals, to do the best they can through hard work and determination so that they achieve their goals. Pupils build their knowledge and skills throughout key stage 3 so that they can accelerate their progress in year 10 and year 11 in preparation for their next stage of learning.

## 2. High Quality Planning, Teaching and Learning

The Rushden Academy strategy for improving the quality of teaching and learning ensures teachers plan, teach, and mark to a high standard.

### 2.1 Teachers Plan:

Teachers must surpass the Teacher Standards and plan lessons that:

- Meet the needs of the pupils
- Begin with retrieval starters for a crisp start to the lessons
- Have clear learning objectives
- Set the context of the learning so that pupils know how the learning is connected
- Revisit work to build on prior knowledge and understanding

- Allow pupils time to have sustained practice and apply their skills, knowledge and understanding
- Are engaging with challenging questions to check pupils understanding
- Have precise modelling so pupils know what quality work looks like
- Provide scaffolding to support pupils reach the same goal but with extra help
- Ensure that Total Participation Strategies are used to formatively assess all students, every lesson
- Incorporate activities that promote discussion about the subject matter being taught
- Allow time for 'target time' where pupils address incorrect work and re-practice
- Allow time for pupils to read in lessons
- There is a literacy & numeracy focus where possible. These elements are made clear to pupils during the lesson. Teachers should use the numeracy across the curriculum handbook to ensure that teaching methods are correct and in line with the maths faculty's expectations. With regards to literacy, teachers must ensure pupils develop their oracy and are confident with using tier 2 language (words not ordinarily used in speech, but common in text) and tier 3 language (subject specific)

### **2.2 Teachers Teach:**

Teachers must surpass the Teaching Standards and deliver consistently good lessons based on their curriculum intent documents.

- Teachers lead by example and good working relationships are nurtured through respect, praise and reward
- Seating plans are used for all groups with pupils strategically placed to ensure the best learning outcomes
- Teachers are aware of the pupils learning needs, their disadvantages, prior attainment and reading ages
- Teachers must meet and greet pupils
- Teachers use a range of teaching techniques to engage learners
- Teaching assistants must be guided by teachers so that they can support the pupils effectively

High quality teaching is always underpinned by excellent subject pedagogy and knowledge. Detailed knowledge of one's subject, relevant examination specifications, appreciation of what pupils already know and what they will need to know for their next stage are crucial. The teaching approaches that best support learning are carefully considered in individual subject areas as they carefully plan how they will implement their curriculum intent.

Teaching is enhanced by carefully planned and bespoke professional development programmes which focus on improving the quality of teaching. All staff engage in and take responsibility for their professional development with a wide range of internal and external courses, see CPD Policy.

### **2.3 Learners Learn:**

The learning should motivate the pupils. We aim for pupils to be curious learners who have opportunities to work collaboratively and ask insightful questions.

Pupils are expected and encouraged to:

- Learn from their mistakes to develop resilience and a 'can-do' attitude
- Reflect on their work to find the ways and means in which to improve their work, to connect ideas, to know more and remember more.

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- Remember their work through sustained practice
- Participate in their learning journey, to take responsibility for their learning and explain what they are learning and how this connects to previous learning.
- Apply their knowledge and understanding to new situations.

Pupils are shown how to be the best learner through assemblies, pastoral time, during Learning for Life Events and strategies are continually being reinforced in lessons with staff modelling high expectations. Where pupils are struggling to learn we have a range of support mechanisms including bespoke work in the hub, with the Ethos Team, or with Think for the Future depending on where the issues lie.

### 3. Behaviour Expectations *Please refer to the Behaviour Policy for further information.*

The high standard of behaviour is maintained by consistent reinforcement of the Team Rushden Values: Being Smart, Respectful, Hard-Working, and Resilient Team Player,s are demonstrated by staff whenever they interact with pupils, and this includes in the classrooms.



### Team Rushden

Smart	Respectful	Hard-working And Resilient	Team Players
<p><b>WE VALUE:</b></p> <ul style="list-style-type: none"> <li>• Making smart decisions</li> <li>• Wearing our uniform with pride</li> <li>• Keeping the school environment smart</li> <li>• Smart work, smart presentation and being fully prepared for learning</li> </ul>	<p><b>WE VALUE:</b></p> <ul style="list-style-type: none"> <li>• Diversity and difference</li> <li>• Respecting each others' opinions</li> <li>• Treating others how we want to be treated</li> <li>• Good manners as they cost nothing</li> </ul>	<p><b>WE VALUE:</b></p> <ul style="list-style-type: none"> <li>• The opportunities given to us</li> <li>• Independence and working out problems ourselves</li> <li>• Challenge to enable change</li> <li>• Never giving up</li> </ul>	<p><b>WE VALUE:</b></p> <ul style="list-style-type: none"> <li>• Others and what they can offer</li> <li>• Working together and encouraging everyone's contribution in order to achieve our aims</li> <li>• Co-operation and collaboration</li> <li>• Supporting and encouraging each other to do well</li> </ul>

The staff demonstrate this in the classroom by:

- Having clear high expectations
- Adopting clear routines and effective working habits
- Being consistent and following policy
- Having infectious enthusiasm for their subject
- Developing positive working relationships
- Rewarding and praising pupils

## 3.1 Pupils are expected:

- To enter a classroom in an orderly fashion, get themselves organised for learning and begin the retrieval starter
- Not to eat in lessons
- Not have their phones out unless directed by the teacher to be used as a T&L tool
- Not have headphones on unless directed by the teacher to be used as a T&L tool
- Not wear outdoor clothing in classrooms
- Not to leave the lessons for the toilet, unless they are in possession of a pass, or in extreme circumstances
- Not talk over others or disrupt the learning of others.
- To leave the teaching room tidy

## 3.2 Presentation of pupils' work:

- Write the date and title at the beginning of every piece of work and underline it
- Rulers must be used for underlining
- Always write in black pen
- Use a pencil for drawings and diagrams
- Ensure that there is no graffiti on any part of your work
- Rough work in the back of books
- Worked examples should be framed in a red box

## 3.3 Teachers will:

- Check and challenge to ensure that pupils are ready to present in terms of correct uniform, equipment and reading book
- The teacher will ensure the quality of pupils' written work ie. presentation is the best it can be

## 4. Marking & Feedback:

The regularity and nature of marking (marking cycles):

- Every pupil should receive feedback that is in line with your faculty feedback policy. As a minimum expectation, and ensuring that the workload for staff is sustainable, pupils will receive formal, written feedback each term in line with the PR schedule. In BTEC subjects, feedback will be in line with the subject's assignment calendar
- All assessment points should be marked by the teacher in a timely fashion in line with the ARR calendar expectations
- Pupils' classwork and homework should be marked by the teacher or pupil using clear criteria. Peer assessment is the preferred method of marking classwork, and where possible, assessment that can be submitted electronically should be used for homework.
- Teacher marking should be completed in green pen and where required moderated in red pen.
- Peer and self-assessment should be done in red pen
- Teachers should provide 'Target Time' in which the pupils respond to the feedback from the teacher and make any necessary corrections
- Once the work has been marked it should be returned promptly to the pupils

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- Teachers should address literacy mistakes on all work, not just work that is detail marked. Marking for literacy should include correcting the use/misuse of capital letters, addressing punctuation and grammar mistakes and correcting spellings errors for commonly used words and key subject vocabulary. As long as it is guided and then quality assured by the teacher, peer and self-assessment activities are encouraged, however, it should be completed in green ink
- Where there is evidence of poor presentation there should be evidence on the piece of work that the teacher is aware of this and has addressed it with the pupil

### 5. Homework:

#### 5.1 Non-core subjects:

- Each subject will set homework as per schedule (see below) in years 10 and 11 only.
- The length and regularity of the homework will depend upon the year group and ability of the class. It will increase as pupils' progress up the year groups
- This could be retrieval questions, problem solving, pre-learning, exam questions, revision for assessments etc.

#### 5.2 Core subjects:

- Each subject will set homework according to their department policy but this should be a minimum of six times per half term.
- The length of the homework will depend upon the year group and ability of the class. It will increase in length as pupils' progress up the year groups
- This could be retrieval questions, problem solving, pre-learning, exam questions, revision for assessments etc.

	<b>Sept 2022 - Number of pieces of homework per half term</b>
<b>All years - Maths, English and Science</b>	6
<b>Year 10 – All other subjects</b>	6
<b>Year 11 – All other subjects</b>	6

#### 5.3 Tracking completion of homework:

- Updated on GO4Schools or Google Classroom by teachers and monitored by HOFs
- For pupils regularly not completing their homework, parents will be emailed explaining the importance of homework and an idea of the missed homework across all subjects
- Homework completion will be rewarded by awarding Achievement Points on Go4Schools.

## 6. Set changes during the academic year:

### 6.1 Years 7 -10:

Set changes should only take place after each PR unless there are exceptional and unavoidable circumstances. After PR1, PR2 and PR3, all proposed set changes should be handed to the Curriculum VP by the Monday of the last week of term. SLT will then look to see if there are any patterns across the school and to approve the changes. The set changes will then be passed to data/admin to implement for the first day back after the holiday.

### 6.2 Year 11:

Set changes should be kept to an absolute minimum and should normally only be needed for a change to the exam tier of entry. Teachers and HOFs should aim to have groups settled by the end of year 10 to allow for the building of relationships and continuity of learning and progress.

Whenever a set change happens, the Head of Faculty/Year should inform the parent(s) and pupil(s) by email or phone call. Data/admin will reprint timetables for the last Friday of the term for distribution during form time that afternoon. During the year for exceptional circumstances, HOFs/HOYs will need to get the timetable from data/admin and give it to the pupil.

Any exceptional circumstances for set changes need to go through the Head of Year, Head of Faculty and then to be approved by Curriculum VP. Data/admin will not be able to move pupils without staff following the correct procedures.

## 7. Monitoring Teaching and Learning

- We rigorously monitor and evaluate teaching and learning to ensure it is of the highest standard using a variety of techniques:
  - Department reviews
  - Lesson dips/observations
  - Checking lesson planning techniques
  - Pupil feedback
  - Work scrutiny
  - Leaders discussions
  - Questionnaires
  - Performance management meetings
  - Internal & External data analysis
  - QA from the Local Governing Body
  - QA from the Tove Learning Trust (TLT)
  
- We use a variety of resources to support teaching & learning:

- The Teachers' Standards
  - Teaching, Learning & Assessment Policy
  - Performance Management (PM) Targets
  - CPD Programme
  - Bespoke Support Programme
  - Team teaching / modelling
  - TLT Advisors
- We use the feedback from the monitoring and evaluation to:
    - Improve teaching
    - Improve learning
    - Share best practice
    - To inform PM Targets

### **8. Assessment:**

- Assessment is an ongoing process that helps pupils embed and apply knowledge
- Assessments also help to develop resilience and recall
- We recognise the limitations of assessment and therefore aim to avoid its misuse and overuse
- Throughout lessons teachers regularly check understanding using a variety of techniques which include:
  - Questioning and answering
  - Spontaneous verbal feedback in lessons
  - Marking of assignments
  - Testing
  - Pupil/teacher dialogue
- Teachers record assessment data on Go4Schools as per department policy
- Pupils are encouraged to participate in the assessment process by:
  - Self-evaluation
  - Self-marking
  - Peer marking
- There are 3 formal assessment points per year as per the published Assessment, Recording and Reporting (ARR) Calendar which can be found on the school website. This is based primarily on a formal assessment carried out in the classroom under exam conditions. However, periodically mock exams are carried out in accordance with public exam rules and regulations.
- Departments will develop or update portfolios of pupils' work that will provide examples, across the range of attainment for the purpose of standardising assessments

- Subject moderation brings greater rigour to the assessment process resulting in greater shared understanding of the qualitative judgements attached to quantitative data. This enables teaching expectations to be raised, where necessary, and consistency to be improved
- The school adheres to DfE requirements, including the school workload reduction toolkit, in assessment, recording and reporting and make use of data supplied by the DfE and other such bodies where appropriate
- The school encourages all pupils to actively participate in assessment processes
- Pupil progress is reported to parents via Go4Schools along with the Attitude to Learning score (see appendix). The Parent Consultation Evenings will be an integral part of the reporting cycle
- School leaders evaluate and form actions from recorded assessment data as part of their feedback to staff and line managers. This is part of the Assessment Intervention Process
- Information on target setting can be found in the ARR guidance (appendix 1)

### 8.1 Assessment Intervention Process

#### **Pupils are expected to:**

- Make corrections to their work and learn from their mistakes
- Re-apply learning to new questions
- Self-reflect and set themselves targets
- If selected for bespoke intervention to work with the mentor to improve

#### **Staff are expected to:**

- Reflect on the progress of their pupils, to look for any obvious patterns/issues and rectify them, this could be misconceptions/common errors
- Re-teach certain aspects & provide further questions
- Allow pupils time to self-reflect and improve their understanding

#### **Subject Leaders are expected to:**

- Refer their team to the Department Assessment Policy
- Analyse the performance of PP, SEND, prior attainment and gender
- Evaluate the strengths and areas to improve and work with their team accordingly
- Set teacher targets with specific intervention pupils
- Review periodically the Performance Management Targets of their team
- Ensure the Department Improvement Plan mirrors the agreed actions and every half term evaluate
- Following the 3 Progress Points, provide summary Evaluation Report to Data Leader

#### **Data Lead & Team are expected to:**

- Provide a summary of the PR data to HOD / HOY / SLT after every PR point
- Provide a list of Intervention pupils (E&M) for HOY & leaders of E&M and arrange data meetings with HOY & leaders of E&M to discuss mentoring programmes
- Provide summary reports to SLT and LGB every assessment point
- Review impact of the intervention work and report to SLT and LGB

#### **Senior Leaders will:**

- Work with those they line manage to address the areas to improve, the impact of the interventions & the support with strategies

#### **The Trust and the Governors will:**

- Review the School Improvement Plan and challenge the schools progress towards the targets

## 8.2 Examination Access Arrangements – Refer to Exams Policy

When carrying out any formal assessments prior to assessment points teachers/leaders are to seek advice from the SENCo for SEND pupils who are entitled to examination access arrangements

This policy was approved by the board on: March 2023

Signature of LGB Chair:

A rectangular box containing a handwritten signature in black ink. The signature is a stylized cursive 'T' followed by a long, sweeping horizontal stroke that tapers to the right.

Name of LGB Chair: Tim Foster

Date of renewal: March 2024

## APPENDIX 1

**ARR at Rushden Academy – Target Setting**

When pupils start in the academy, they are given an end of Key Stage 4 target based on KS2 baseline data. This is now the scaled score for Maths and English Reading and ranges from 80 to 120. They are also given an ability band. If the students do not sit KS2 assessments then the academy will use CAT testing to create target grades using FFT aspire.

<b>KS2 Year</b>	<b>Current Year</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>2016</b>	<b>Y11</b>	<b>80-94</b>	<b>95-104</b>	<b>105-120</b>
<b>2017</b>	<b>Y10</b>	<b>80-95</b>	<b>96-106</b>	<b>107-120</b>
<b>2018</b>	<b>Y9</b>	<b>80-96</b>	<b>97-107</b>	<b>108-120</b>
<b>2019</b>	<b>Y8</b>	<b>80-96</b>	<b>97-107</b>	<b>108-120</b>
<b>2020</b>	<b>Y7</b>	<b>no score</b>	<b>no score</b>	<b>no score</b>

The target is generated by FFT Aspire and is a standard based on the new GCSE 1 – 9 system with 9 being the highest possible grade. All pupils have been given an aspirational flight path based on this final target, which means that we are able to track their progress at any point during the 5 years. Pupils who have been given a target of a 9 at the end of key stage 4 would be expected to achieve a grade 5 at the end of year 7. Those with a target of a 5 at end of KS4 would have an end of year 7 target of a grade 1. FFT does not generate BTEC targets in the same way that it does for GCSEs and so comparable GCSE subject targets are used which can then be amended with the discretion of the Head of Faculty for that subject.

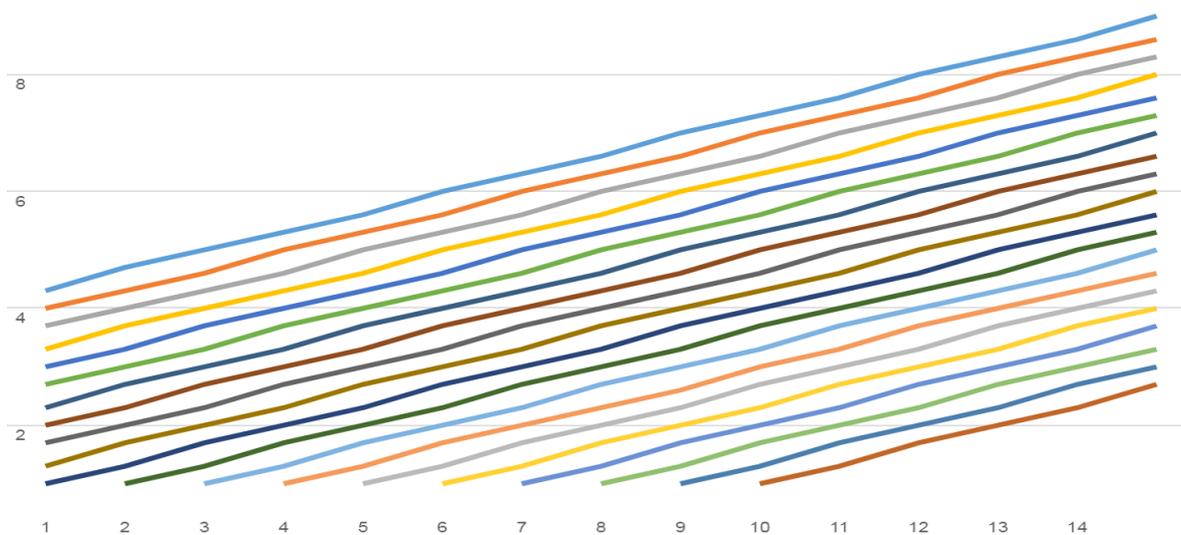
Science (combined Trilogy) fine tune the targets that are generated by FFT as they only produce a single grade and outcomes are double grades that can be mixed e.g. 4/5. The Head of Science will look at baseline data and other targets for Science generated by FFT to inform this and will generate a double grade target which will not be fine graded.

It is possible that pupils in years 7 and 8 who have a lower end of key stage 4 target will not join the GCSE flight path until later in KS3. If this is the case, staff will be reporting P1 which means progressing towards grade 1. It is our aim to get all pupils onto the GCSE flight path as quickly as possible.

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Flight Paths Based on FFT Aspire (5%)

Assessment Point / GCSE Standard



Assessment Point

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
4.3	4.7	5	5.3	5.6	6	6.3	6.6	7	7.3	7.6	8	8.3	8.6	9
4	4.3	4.6	5	5.3	5.6	6	6.3	6.6	7	7.3	7.6	8	8.3	8.6
3.7	4	4.3	4.6	5	5.3	5.6	6	6.3	6.6	7	7.3	7.6	8	8.3
3.3	3.7	4	4.3	4.6	5	5.3	5.6	6	6.3	6.6	7	7.3	7.6	8
3	3.3	3.7	4	4.3	4.6	5	5.3	5.6	6	6.3	6.6	7	7.3	7.6
2.7	3	3.3	3.7	4	4.3	4.6	5	5.3	5.6	6	6.3	6.6	7	7.3
2.3	2.7	3	3.3	3.7	4	4.3	4.6	5	5.3	5.6	6	6.3	6.6	7
2	2.3	2.7	3	3.3	3.7	4	4.3	4.6	5	5.3	5.6	6	6.3	6.6
1.7	2	2.3	2.7	3	3.3	3.7	4	4.3	4.6	5	5.3	5.6	6	6.3
1.3	1.7	2	2.3	2.7	3	3.3	3.7	4	4.3	4.6	5	5.3	5.6	6
1	1.3	1.7	2	2.3	2.7	3	3.3	3.7	4	4.3	4.6	5	5.3	5.6
P1	1	1.3	1.7	2	2.3	2.7	3	3.3	3.7	4	4.3	4.6	5	5.3
P1	P1	1	1.3	1.7	2	2.3	2.7	3	3.3	3.7	4	4.3	4.6	5
P1	P1	P1	1	1.3	1.7	2	2.3	2.6	3	3.3	3.7	4	4.3	4.6
P1	P1	P1	P1	1	1.3	1.7	2	2.3	2.7	3	3.3	3.7	4	4.3
P1	P1	P1	P1	P1	1	1.3	1.7	2	2.3	2.7	3	3.3	3.7	4
P1	P1	P1	P1	P1	P1	1	1.3	1.7	2	2.3	2.7	3	3.3	3.7
P1	P1	P1	P1	P1	P1	P1	1	1.3	1.7	2	2.3	2.7	3	3.3
P1	P1	P1	P1	P1	P1	P1	P1	1	1.3	1.7	2	2.3	2.7	3
P1	P1	P1	P1	P1	P1	P1	P1	P1	1	1.3	1.7	2	2.3	2.7
	End year 7			End year 8				End year 9			End year 10			GCSE target Grade

Our assessment, recording and reporting system is based on GCSE grades and, whilst we are not expecting pupils to access full GCSE questions from the outset, we do start to introduce the style and command words used in their year 11 exams.

**The assessments generated within faculty will need to be cumulative in nature and not 'stand-alone'. They will assess what has recently been taught and also 'retest' historic content in the same way that the final exams will in year 11. As we move towards the final exams the pupils will be well practised in the demands of the exam room and the need to recall material from earlier in the course.**

Performance in their assessments will indicate how close they are to their flight path and progress towards their final GCSE grade. At each assessment point pupils will be broadly on target, below it or in exceptional circumstances above it (the targets are aspirational). Whilst we are continually looking forward to potential outcomes at KS4 we will typically be looking for progress towards an end of year target which the pupils have on the front of their exercise books.

PE in years 7 and 8 do not use flight path targets in the same way, but track progress according to a development, competency and mastery scale. This will give pupils and staff an indication of how well a pupil is likely to do if they embark on a key stage 4 qualification in this area. MFL and performing arts also use a similar approach.

Some vocational subjects in KS4 do not use a 1 – 9 scale and instead use pass, merit and distinction. These targets are set based on equivalent GCSE targets (FFT).

In order to monitor in-year progress, it has been necessary to split the grades into lower, middle and higher categories which will appear on reports as L, M and H. In order to achieve their target grades pupils will need to make 4 standards of progress during the 5 years in the academy.

The residual that you, and parents will see on Go4Schools is the current distance from the end of year target. We would expect pupils to have a negative residual during the year which gets closer to target as the year progresses. All pupils are expected to make progress at a rate of around 1 standard per year. We need to be fully aware of the targets that are set and carry out focused intervention and support as necessary following assessment and capture points.

It is also important to carefully consider the spread of ability in your groups and to have carefully identified the 'firsts'.

### **Attitude to learning**

At the same time as entering assessment grades into go according to the ARR calendar, staff will also make any entry for ATL which is based on a 1 – 4 scale (1 – Independent Learner, 2 – Compliant Learner, 3 – Passive Learner and 4 – Reluctant Learner). This will be reported to parents in the same way as assessment grades and will be used as another tool to identify intervention strategies particularly by pastoral staff.

Independent Learner	<ul style="list-style-type: none"> <li>I am motivated and engage with all tasks set in lessons.</li> <li>I complete all work with high levels of care and attention.</li> <li>I always take care when presenting my work, following the guidelines given.</li> <li>I take on board all feedback given to me to further my learning journey.</li> <li>I am determined to succeed and have the resilience to never give up.</li> <li>I always arrive fully prepared for lessons.</li> </ul>
Compliant Learner	<ul style="list-style-type: none"> <li>I engage with the majority of tasks set in lessons but could contribute further.</li> <li>I complete most of my work carefully and listen to the guidance given to me. Sometimes my work could be more detailed.</li> <li>I take pride in my presentation but sometimes need reminders about expectations.</li> <li>I usually take on board feedback to support my learning journey.</li> <li>I am keen to succeed but could do more to challenge myself.</li> <li>I usually arrive fully prepared for lessons.</li> </ul>

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Passive Learner	<ul style="list-style-type: none"><li>● I tend to sit back in lessons whilst others around me contribute to tasks.</li><li>● I attempt the work set but it can lack depth or doesn't follow the guidance given.</li><li>● I need reminders about my presentation and organisation.</li><li>● I often don't take on board the feedback given to me, which limits my progress.</li><li>● I may need prompting to focus in lessons and complete tasks to a higher standard.</li><li>● I sometimes forget the equipment I need for lessons.</li></ul>
Reluctant Learner	<ul style="list-style-type: none"><li>● I appear disengaged in lessons and do not always listen to the teacher or others.</li><li>● I need prompting to start the work or stay on task.</li><li>● My attitude to learning doesn't follow the school's expectations, which negatively affects my progress and the progress of others.</li><li>● My work doesn't follow presentation expectations.</li><li>● I don't respond to the feedback given to me.</li><li>● I rarely have the correct equipment needed.</li></ul>