



Huxlow Academy

Ambition • Respect • Pride

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Curriculum Policy

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Huxlow Academy

Ambition • Respect • Pride

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1. Our Core Curriculum Aims

1.1. This policy aims to provide guidelines for Academy staff around the Curriculum and establish clear criteria for best practice and consistency in its implementation. The Curriculum aims will be driven through our Academy values:

1.2. Ambition

- The curriculum is driven by knowledge and skills, extending opportunities for learning and developing mastery as students move through the Academy.
- To ensure the enacted curriculum promotes the retention of key learning in students' long-term memory.
- To ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- Enable students to access learning or work beyond Huxlow Academy through a knowledge-rich approach to learning.

1.3. Respect

- To develop independent students with resilience and desire to try their best in every context.
- A curriculum rich in opportunities to develop cultural capital, supporting young people to realise their talents, build resilience and grow into responsible British citizens.

1.4. Pride

- Through the pursuit of excellence, students exceed their potential at the Academy and beyond.
- To prioritise continually raising standards of teaching for learning in the school, to inspire and motivate students and staff.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To ensure that there is a consistent framework for approach that supports appraisal processes, monitoring, and evaluation.

2. Our Guiding Principles

2.1. At Huxlow Academy, the curriculum, in its broadest sense, is at the heart of all we do. Continuous and sustained improvement is dependent upon high quality teaching for learning, that is taking place in every classroom every day. Our goal is that all students experience a rich curriculum through effective learning sequences. We strive to create highly literate and numerate students, with the resilience to problem solve both inside and outside the classroom.

2.2. Successful learning at Huxlow is underpinned by highly effective preparation. This includes the classroom culture, routines, planning and tailoring of lessons. Teachers are supported in continually developing their practice through ongoing Professional Learning and Development, to ensure that they are effective practitioners with sound research-based pedagogy.

2.3. Pupils learn best at Huxlow Academy when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended

- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all students make mistakes and mistakes can help us learn

3. Legislation and Guidance

3.1. This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

3.2. 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](#).

3.3. This policy complies with our funding agreement and articles of association.

4. Curriculum Intent

4.1. Vision

At Huxlow Academy the curriculum is at the heart of our school, supporting pupils to achieve our mission of 'Thriving Through Excellence'. The curriculum is built on our core values of '**Ambition, Respect and Pride**' with the aim to develop exceptional young people who are equipped with the skills and knowledge to be successful, responsible global citizens.

We have developed a progressive and stimulating seven-year model, it is designed to provide an **ambitious**, broad and balanced experience for all pupils. The curriculum promotes multiculturalism & diversity and provides excellent opportunities for pupils to **respect** the inclusion of all in Modern Britain.

Our curriculum also provides new experiences for pupils to develop cultural capital through their subjects, through leadership opportunities and extracurricular pursuits. Pupils have opportunities to take **pride** in their achievements, to develop a love for learning and strive for mastery.

4.2. Organisation and Planning

- Our curriculum approach is led by each subject but is largely thematic. For example, in English and History Big Questions or Enquiry Questions underpin the curriculum.

- Our curriculum is reviewed regularly, to ensure it meets the needs of students moving through the Academy.
- There are standard expectations around the design, delivery and sequencing of each subject curriculum. All subjects identify key acquired knowledge and skills, the threshold concepts that ensure learning becomes embedded and meaningful. These are mapped across KS3 – KS5 as appropriate in a Curriculum Map. This highlights where the key knowledge and skills are sequenced in to ensure a spiral curriculum. Standard Curriculum Plans outline the curriculum lesson-by-lesson, including clear themes, learning outcomes and learning opportunities. Key vocabulary is also highlighted within the curriculum planning for all subjects.
- The curriculum has explicit teaching of Relationships, Sex and Health Education (RSHE).
- Spiritual, moral, social and cultural development (SMSC) and British Values are promoted throughout the academic and wider Personal development curriculum.
- Careers education is thread throughout academic subjects, PSHE and the wider Personal Development curriculum.

4.3. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Curriculum Implementation

5.1.1. At Huxlow Academy, we believe that effective learning is dependent on a seven-stage learning sequence. This sequence, known as the PREMADE sequence, is as follows:



1. Prepare

The first step in the PREMADE sequence is to prepare for learning. This includes understanding the curriculum, creating a good climate for learning, enforcing school rules, and building lessons that are tailored to the needs of the students within the classroom.

2. Retrieve

The second step in the PREMADE sequence is to retrieve prior learning. This can be done through interleaving and recall, and it should be a consistent start to the learning cycle.

3. Explain

The third step in the PREMADE sequence is to explain the key aspects of the learning. This explanation should be well-considered and chunked in a way that is easy for students to understand.

4. Model

The fourth step in the PREMADE sequence is to model the expectations, processes, and explanations. This helps students to understand how to use their acquired knowledge.

5. Attempt and Assess

The fifth step in the PREMADE sequence is to give students an opportunity to attempt and assess their learning. This can be done through a variety of activities, such as quizzes, tests, and projects.

6. Deliberate Practice

The sixth step in the PREMADE sequence is to engage in deliberate practice. This is where students are pushed to use and extend their understanding and abilities through sustained work.

7. Evaluate

The seventh and final step in the PREMADE sequence is to evaluate the lesson. This includes giving students feedback on their learning and adjusting the lesson plan as needed.

Implementation

All curriculum implementations at Huxlow Academy should be planned to use the PREMADE sequence. This will ensure that all students can learn effectively.

5.2. Prepare

5.2.1. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls, music rooms and ICT suites

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

Explain how this is done in your school, for example through:

- Rooms will be neat, tidy and orderly
- Appropriate support materials will be displayed whilst considering cognitive load
- resources for learning such as books, worksheets and other equipment will be accessible
- A considered seating layout create on go 4 schools that allows everyone to see the board and be supported

5.2.2. Tailored Planning

At Huxlow Academy, we believe that effective learning is dependent on tailored planning. This means that each lesson is planned specifically for the needs of the students in the class.

This includes, but is not limited to:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL (English as an Additional Language))
- Disadvantaged pupils
- Pupils that are more able

Strategies to achieve these would include:

- Knowing the class contextual information from Go 4 Schools
- Being aware of the targets of students within the group
- Using information stored within EDUKEY for students with SEND needs.
- Using support staff effectively to provide extra support
- Working with our SEN (Special Educational Needs) coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

See [SEND Policy 2022.pdf](#)

5.2.3. Behaviour Management and Engagement

Behaviour management will be effective and consistent using processes as outlined within the behaviour policy.

Classroom routines that include, but are not limited to, greeting students at the door, ensuring a register is taken within the first 5 minutes and using the Disruption Free Learning strategies all support a calm working environment.

At Huxlow Academy all lessons will be engaging to reduce levels of disruptive behaviour.

Principle	Key Element...	Ensures that...
Prepare		
P1	Effective learning routines	established to minimise wasted lesson time
P2	Relationships are well developed	Students and staff feel safe, supported, and empowered to learn.
P3	High Expectations of work, behaviour and attitude are in place	Students understand the connection between achievement and good learning attitudes and skills
P4	Classroom Environment is supportive for learning, with set seating plans	A purposeful learning environment - classrooms are tidy and create a positive learning environment

P5	All lessons are pitched high, using class data	Lessons are planned to use I.D.E.A (identify, Develop, Evaluate, Apply) to ensure that objectives are challenging and achievable for all students.
P6	Learning is challenging for the group	Students can demonstrate deeper learning through challenging and engaging lessons
P7	Lessons are engaging	Students enjoy learning and work hard
P8	All groups of students are supported	Everyone is enabled and challenged to reach their full potential
P9	Lessons are planned with the class needs and barriers considered.	Lessons are planned to ensure that the curriculum is accessible to all students, regardless of their individual needs or barriers.
P10	The curriculum sequencing is followed	The curriculum is sequenced in a way that builds on prior learning and ensures that students can progress through the curriculum at a pace that is right for them

5.3. Retrieve

5.3.1. Do Now Activity

Huxlow Academy lessons all start with a consistent PowerPoint slide which asks 4 retrieval questions of students as they enter the class. These are questions that relate to last lesson, last week, last term and last year, promoting the retention of key learning in students' long-term memory. See exemplar in Appendix 1.

5.3.2. Interleaving retrieval practice

Interleaving will be supported by the curriculum and ensure that learning is reinforced through retrieving and linking closely related topics.

Principle	Key Element...	Ensures that...
Retrieve		
R1	Retrieval practice at the beginning of a sequence of lessons	helps students to recall prior learning and activate relevant knowledge
R2	Spaced practise	Distributed practise of learning materials helps students to retain information more effectively

5.4. Explain

5.4.1. Chunking

At Huxlow Academy, the composite elements of teaching will be considered and chunked into information that will be explained to students at this stage.

5.4.2. Objectives and Outcomes

All teachers will explain the objective or big question of the lesson. This ensures that students start the learning informed of what the focus of the lesson is. Intended outcomes should be planned by the teacher to ensure that planning promotes progress. As a minimum, Identify, Describe, Explain and Evaluate verbs should be used.

5.4.3. Subject knowledge

The subject knowledge of staff will be strong and clearly demonstrated and will be the responsibility of the faculty leaders to support members teaching outside of their specialisms.

5.4.4. Tier 2 and Tier 3 Vocabulary introduction

Within the explain stage of the sequence, new terminology and keywords should be introduced and explained.

Principle	Key Element...	Ensures that...
Explain		
E1	Clearly defined outcomes	Specific and measurable learning objectives help students to understand what they are expected to learn and to track their progress
E2	Precise and concise explanations	Clear and concise explanations help students to grasp key ideas quickly and easily
E3	Teachers utilise clear subject knowledge	Teachers' deep understanding of the subject matter enables them to teach effectively and to answer students' questions accurately.
E4	Opportunities to make connections between concepts	Helping students to see the connections between different concepts helps them to develop a deeper understanding of the subject matter

5.5. Model

5.5.1. Promoting independence

At Huxlow Academy we recognise that modelling is the first step on the road to independence with students. As such it is an integral part of learning, and the outcome should be to ensure that independence within the sequence is attained. This may require the slow removal of scaffolding, use of feedback and writing frame to start with.

5.5.2. Outcome Focused

The modelling section of the sequence, should use material that will be like the deliberate practise stage of the lesson, supporting high levels of success and reinforcing the learning modelled. As such the outcome should be shown to students at the start of the modelling process, to ensure students know what they are trying to attain.

5.5.3. Tier 2 and Tier 3 Vocabulary implementation

Within modelling, the tier 2 and 3 language that was introduced at the explain stage of the sequence, should now be used to ensure that students are able to correctly deploy the terms.

Principle	Key Element...	Ensures that...
Model		

M1	Teachers model excellence and scaffold learning	scaffolding help students to develop their skills and understanding
M2	Vocabulary is taught explicitly	Explicit instruction in vocabulary helps students to learn new words and to understand their meaning in context

5.6. Attempt and Assess

5.6.1. Hinge Questioning

Huxlow Academy understands that for students to be able to work independently, staff will need to know when students are ready to move onto this stage of the learning sequence.

A short task or question that allows the teacher to decide through AFL if the class/individual is ready to progress to the next stage is to be used. This hinge question is a pivotal point where the teacher decides if more modelling and explanation is required before introducing the deliberate practise.

5.6.2. Cold Calling

Cold calling is a technique that is to be used within lessons at Huxlow Academy. This is to ensure that all students are silent and engaged during this stage of the lesson and that teachers can tailor their questioning to the students being asked. This should be used when checking understanding of a concept that has been taught.

Principle	Key Element...	Ensures that...
Analyse		
A1	Teachers use effective strategies, including cold calling	cold calling, helps to ensure that all students are engaged in learning
A3	Teaching adapts as needs emerge	Teachers' responsiveness to students' needs ensures that all students can learn and progress
A4	Live Marking	Immediate feedback on students' work helps them to identify and correct errors, and to improve their understanding

5.7. Deliberate Practise

Deliberate practise is a type of practise that is specifically designed to allow students to increase familiarity, fluency and depth in a taught area.

Promoting Independence

5.7.1. Scaffolding

Where students are not confident in completing deliberate practise, scaffolding should be used.

Scaffolding is a teaching technique that provides support to students as they learn new skills or concepts. It can be used in a variety of ways, including:

- Providing hints or clues.
- Breaking down complex tasks into smaller steps.
- Providing models or examples.
- Offering feedback and encouragement.

Scaffolding can be an effective way to help students learn new skills or concepts more effectively. However, it is important to note that scaffolding should be gradually withdrawn as students become more proficient.

The intention of scaffolding is that students reach the outcome of the lesson along with their peers.

5.7.2. High Levels of Success

Huxlow Academy recognises that one of Rosenshein's most important principles of instruction is that students should experience high levels of success. This means that students should be challenged, but not so much that they become frustrated. When students experience success, they are more likely to be motivated to learn and to achieve their full potential.

There are several things that teachers can do to help students experience high levels of success, including:

- Set challenging but achievable goals. When setting goals, it is important to make sure that they are challenging enough to push students, but not so challenging that they become frustrated.

5.7.3. Provide regular feedback and encouragement. It is important to provide students with feedback on their performance, both positive and negative. This will help them to identify areas where they need to improve and to stay motivated.

- Celebrate student successes. When students achieve success, it is important to celebrate their accomplishments. This will help them to feel good about themselves and to continue working hard.
- Provide opportunities for students to work at their own pace. Not all students learn at the same pace. It is important to provide students with opportunities to work at their own pace, so that they can all experience success.

By following these tips, teachers can help students to experience high levels of success, which will lead to improved motivation and achievement.

Principle	Key Element...	Ensures that...
Deliberate Practise		
D1	Opportunities to 'deliberately practise	Students can develop fluency and accuracy in their learning
D2	Homework is well-planned and effective	Homework that is well-aligned with the curriculum and that is appropriately challenging helps students to consolidate their learning and to extend their understanding.
D3	Learning is reinforced, through effective questioning and practice	Frequent and varied practice helps students to consolidate their learning and to commit it to long-term memory

5.8. Evaluate

5.8.1. Feedback and Response – Check, Reflect and Act on Feedback (CRAFT)

Feedback is an essential part of learning. It helps students to identify areas where they need to improve and to make progress. There are several different ways to provide feedback, including:

- Formative feedback: This type of feedback is given during the learning process. It helps students to identify areas where they need to improve and to make progress.
- Summative feedback: This type of feedback is given at the end of the learning process. It helps students to assess their overall performance.

When students receive feedback, it is important for them to reflect on it and to act on it. This means thinking about what the feedback means and how they can use it to improve their work.

5.8.2. Self and Peer Assessment

Self and peer assessment are two important forms of assessment that can help students to learn and to improve their work. Self-assessment is when students assess their own work. Peer assessment is when students assess the work of their peers. Self and peer assessment can be a valuable tool for learning. It helps students to develop their own critical thinking skills and to learn how to give and receive feedback. When students are involved in the assessment process, they are more likely to be motivated to learn and to improve their work.

There are several different ways to conduct self and peer assessment. One common way is to use a rubric. A rubric is a scoring guide that lists the criteria that will be used to assess the work. Students can use the rubric to assess their own work and to provide feedback to their peers.

5.8.3. Effective Plenaries

These must come at the end of a learning sequence, and the objectives and outcomes should be used to check that the learning has covered and resulted in what was planned.

To be effective, plenaries should be well-planned and organised. The teacher should have a clear purpose for the plenary and should make sure that all students have a chance to participate. The teacher should also be prepared to answer questions and to provide feedback.

Plenaries can be a valuable tool for learning. They provide students with an opportunity to learn from each other and to get feedback from the teacher. When plenaries are well-planned and organised, they can help students to understand the material and to improve their learning.

Principle	Key Element...	Ensures that...
Evaluate		
EV1	Formative and summative assessment used effectively	The use of formative and summative assessment helps teachers to track students' progress and to identify areas for further learning
EV2	A defined plenary	A clear and concise summary of the lesson helps students to consolidate their learning and to identify the key points
EV3	Self and peer assessment is promoted in lessons	Encouraging students to assess their own work and to provide feedback to their peers helps them to develop their metacognitive skills and to become more independent students
EV4	Time is given to read and respond to feedback	Giving students time to read and respond to feedback helps them to understand how to improve their work

6. Home learning

At Huxlow Academy, homework is viewed as a valuable part of a student's learning. We believe that effective homework can strengthen support and extend our student's development in a subject. It is an integral part of our learning cycle.

Completing homework helps to ensure that students maximise on their learning experiences, it develops self-**respect**, **pride** in their work and shows **ambition** to succeed.

Homework helps to develop independence, supporting students to **thrive through excellence**.

6.1. The Purpose of Homework

The core purpose of homework is to extend and deepen understanding through 3 key mechanisms

- Practise – ensuring that something is repeated, developed, and consolidated, this includes reading and spelling.
- Pre-learning – Where a specific aspect of a lesson is required to be learnt to support the attainment in a sequence of lessons.
- Apply – using aspects learnt within lessons and applying it to new scenarios or projects.
- Recall – an integral part of our teaching for learning cycle, this mechanism ensures that learning is revisited, deepened, and stored better into the long-term memory.

6.2. How homework will be set

Teachers will set homework through 'Go 4 Schools'. Students will be able to check their homework and deadlines by going into 'Go 4 Schools'. Parents can check the homework that has been set through their parental login for 'Go 4 Schools'.

6.3. Time to be Spent Completing Homework or self-directed study

Based on current good practice and previous DfE (Department for Education) guidance, we endeavour to follow this guidance on the amount of time that we would advise our students to spend on their homework or self-directed study.

These guidelines are listed below:

- Year 7 & 8: Approximately 45 minutes per day
- Year 9: Approximately 90 minutes per day
- Year 10 & 11: Approximately 120 minutes per day

Students may be expected to undertake a variety of homework activities. These activities will differ depending on the teacher and subject. We would also like to highlight that the guidelines may include self-directed study time which we would encourage our students to undertake on a weekly basis to target and embed their individual gaps in knowledge or skill. Effective learning strategies which students could use during their self-directed study time can be seen below:

6.4. Expectations and Support

Teachers are expected to:

- Set homework that is appropriate for the age and stage of students;
- Set time aside during lessons for homework to be fully explained and questions answered;
- Set homework that aligns with the faculty and whole school homework policy;
- Allow enough time for the homework to be completed to an excellent standard.

- Provide additional support with homework if requested by the student or parent - for example, paper copies of resources;
- Provide timely and effective feedback. This may involve providing the opportunity for peer assessment or individual reflection on their progress.

Students are expected to:

- Listen to homework instructions in class and check 'Go 4 Schools daily for homework set and deadlines;
- Complete homework to the best of their ability and hand it in on time;
- Communicate appropriately with the class teacher if they are having any difficulties with the work, well before the deadline.

Parents can support by:

- Discussing homework with their child to help and encourage them;
- Checking their child's homework when it has been completed – insist on high standards of presentation and remind them about pride, ambition and respect.
- Notifying the school of any issues or problems that may prevent the completion of homework.

7. Marking and feedback

7.1. Effective Feedback

At Huxlow Academy feedback is successful if students can articulate:

1. What are they doing well in a subject?
2. What do they need to do to improve work in a subject?

If students can answer these questions accurately, using subject-specific detail feedback is effective.

Effective feedback needs to be understood and accepted and to be actionable so that students can use it to secure improvements.

Feedback plays a vital role in securing students' learning, supporting them to know how to deepen knowledge and understanding or improve performance

Research suggests that quality feedback contributes to improving the rate of learning in one year by 50%. Quality feedback enables a student to identify gaps and misconceptions in learning and supports them to address these.

7.2. The Teacher Standards state that Teachers must;

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how these impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

7.3. At Huxlow, effective feedback ensures;

Ambition: A focus on the right knowledge. Teachers mark primarily for misconceptions, not mistakes. Mistakes should be marked in lessons by students when verbal feedback is given.

For example, a list of questions that are right or wrong should be corrected by students in the lesson as the teacher goes through them. Whereas a misconception that underpins a detailed answer will require feedback from the teacher to help the student to improve.

Pride: A high standard of presentation. All student work should;

- Have the date and title underlined with a ruler
- Handwriting should be clear and legible
- Blue or Black ink only should be used for pieces of work
- Diagrams must be in pencil
- Worksheets are neatly glued in

Respect: Where students have produced pieces of work that show a lack of effort, teachers insist students redo it shortly afterwards. Students who routinely hand in work that is subpar are sanctioned appropriately.

7.4. Literacy: Teachers guide students into taking a responsibility for expressing themselves accurately in writing. It is appropriate for lesson or homework time to be devoted to correcting their mistakes. This should focus on tier 2 and 3 language that is subject specific. Ensuring key terms are spelt and used correctly.

7.5. Marking Non-Negotiables for Feedback at Huxlow Academy

Feedback must contain:

7.5.1. Specific teacher feedback

- Formative/diagnostic marked pieces of work, with built-in Directed Improvement and Reflection Time for students to act on feedback at least once each half term or once per subject topic. Teacher comments mark in green pen.
- Feedback that focuses on evaluation and judgement of students' understanding and learning with appropriate guidelines for progress, in line with the learning outcomes for the lesson.

7.5.2. Literacy and presentation marking in lessons that should include:

- Ensuring students are fulfilling the school criteria for presentation (as outlined in below in the Pride section above).
- Ensuring literacy corrections are evident using the guidance below as a minimum where no subject specific codes exist.

C	Capital letter missing or in the wrong place.
P	Punctuation missing or in the wrong place.
//	Start a new paragraph
~~~~	This does not make sense (underline).

<b>Sp</b>	Spellings to correct (e.g., insisting students Look-Cover-Write-Check) or as a whole class (e.g., a whole class spelling test)
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- 7.5.3. Peer and self-assessment/reflection in purple pen.
- Students use purple pens to write in diagnostic comments. Where necessary, teachers provide additional scaffolding (sentence starters.)
  - Where students have not assessed themselves or others correctly, they receive further written or oral feedback from the teacher to correct their misconceptions.
  - Teachers give students regular opportunities to work out, with appropriate scaffolding, what they are doing well and what they need to do to improve. Time is built into lessons for this
- 7.5.4. Strategies such as live marking, whole class feedback sheets, crib sheets and verbal feedback should be used where effective, to support teaching workloads. Students must however be able to articulate the answers to
- What are they doing well in a subject?
  - What do they need to do to improve work in a subject?

See Assessment, Marking and Feedback procedure

## 8. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Each subject area sets their own summative assessments during an assessment window.

### 8.1. Assessment for Learning

Judgements made from formative assessments and analysis of summative assessments should be used to inform teaching as well as assess student progress. In the classroom, effective Assessment for Learning strategies are used to motivate, assess what students know and secure deeper learning. AFL (Assessment for Learning) enables the teacher to address misconceptions rapidly.

Effective strategies include:

- Cold calling- making all students 'think' as well as informing the teacher about student learning.
- Think-pair-share- structured discussion to encourage students to rehearse ideas.
- Mini-whiteboards- gaining whole class responses
- Probing questions – clear, precise questions promoting students to connect ideas and rehearse knowledge
- Process Questions – focus on the how, using metacognition to encourage students to 'think hard'
- Quizzes
- In class marking – circulating to check a small number of written responses per student



## 8.2. Reporting

- 8.2.1. At KS3 and KS4 students receive 3 reports throughout the year, along with a report explanation sheet for each year group.
- 8.2.2. RATE (KS3-4) data is based on assessments conducted in lessons. Moderation happens after each assessment cycle to ensure fairness and objectivity.
- 8.2.3. Effort, Behaviour and Homework are graded from 1 (being excellent) to 4 being poor. Effort is used to show a student's attitude to a subject and covers issues such as punctuality to lessons, being well prepared and working in a focused way. Behaviour is used to indicate how a student behaves in lessons in terms of following the school's routines, expectations as well as the school's ethos.

Homework indicates whether homework is completed to a high standard and/or handed in on time.

- 8.2.4. Predicted Grades: This is how a student is likely to perform with consistent effort, hard work and dedication. It should be noted however, that the predicted grade is based on various factors including controlled assessment (where appropriate), effort, quality, teacher assessment and more.
- 8.2.5. At Key Stage 5 the priority is on early intervention. This starts with an initial ATL (Attitude to Learning) submitted by teachers in early October to establish attitude and allow for early intervention.
- 8.2.6. Progress Points 1-3 are data drops for all KS5 students. These involve collecting current and predicted grades, as well as individual exam paper grades.  
P1 based on at least two class assessments relevant to the academic stage of the year  
P2 based on a mock exam in Y13 and assessments for Y12  
P3 Y12 end of year exams and Y13 predicted

See [Assessment, marking and feedback procedure](#)

## 9. Monitoring and Evaluation

- 9.1. We will monitor teaching and learning in our school to make sure that all our pupils make the best possible progress from their starting points.

School leaders, heads of department and the teaching and learning mentors will monitor and evaluate the impact of teaching on pupils' learning through:

- 9.2. This will be completed through:
  - Performance Management Observations in Term 1 and Term 4
  - Termly book scrutinies focussing on marking and feedback
  - Pupil progress meetings and department review documents
  - Learning walks
  - Student voice
  - Departmental deep dives
  - Developmental Department Drop-ins
  - See TOVE appraisal Policy in conjunction with the Monitoring and Evaluation Procedure

## 10. Roles and responsibilities

Teaching and learning in our school are a shared responsibility, and everyone in our school community has an important role to play.

This is how we will always create the above conditions for pupils' learning:

All teaching and support staff are expected to meet the expectations set out in following linked documents;

- [SEN/SEND policy](#) and [information report](#)
- [Assessment, marking and feedback procedure](#)
- [Home-school agreement](#)
- Monitoring and Evaluation procedure
- [CIAG Policy – updated by 30.9.23](#)
- [RS procedure - updated by 30.9.23](#)
- [More and Most Able procedure - updated by 30.9.23](#)
- [Literacy Policy – updated by 30.9.23](#)
- [Behaviour Policy](#)

### 10.1. Teachers

Teachers at Huxlow Academy will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Use the PREMADE learning sequence to plan and deliver effective lessons
- Actively engage parents/carers in their child's learning, including the sharing of success, requesting parental support if necessary, and clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress at parents evenings, through data drops and more frequently by email or telephone if this is deemed necessary to support their progress.

### 10.2. Support staff

Support staff at Huxlow Academy will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they have understood expectations for learning
- Promote independent learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as students

### 10.3. Heads of Department (HoD)

HoD Huxlow Academy will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills

- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

#### 10.4. Senior leaders

Senior leaders at Huxlow Academy will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Ensure the curriculum is broad, balanced and well-sequenced across all subject areas and Key Stages.
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support a high-quality curriculum with effective teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

#### 10.5. Headteacher

The Headteacher at Huxlow Academy will ensure that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions  
Proper provision is in place for pupils with different abilities and needs, including children with SEN

#### 10.6. Pupils

Pupils at Huxlow Academy will:

- Take responsibility for their own learning, and support the learning of others
- Always meet expectations for good behaviour for learning, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident students
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behaviour for life policy and the home school agreement.

#### 10.7. Parents and carers

Parents and carers of pupils at Huxlow Academy will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

#### 10.8. Governors

Governors at our school will:

- Ensure a robust framework is in place for setting curriculum priorities and aspirational targets

The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum  
Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## 11. Review

This policy will be reviewed every year by the Deputy Head teacher in charge of the Curriculum. At each review, the policy will be shared with the full governing board.

## 12. Links with other policies

This policy links with the following policies and procedures:

- [SEN/SEND policy](#) and [information report](#)
- [Assessment, marking and feedback procedure](#)
- [Home-school agreement](#)
- Monitoring and Evaluation procedure – updated by 30.9.23
- [CIAG Policy – updated by 30.9.23](#)
- [RS procedure - updated by 30.9.23](#)
- [More and Most Able procedure - updated by 30.9.23](#)
- [Literacy Policy – updated by 30.9.23](#)
- [Behaviour Policy](#) - being updated



Signed: _____  
Chair of Academy Improvement Board

Date: 5 July 2023  
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