

# TEACHING, LEARNING AND ASSESSMENT POLICY

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Dec 2024		New Policy			





## Aims

In line with our Federation Development Plan and with the ethos of the school we aim to deliver a curriculum that supports **academic equity** for all of our students. We do this because:

- We aim to reintegrate students into the mainstream setting – either into a new placement or a successful return to the child's original school.
- We feel that the students have a right to be taught a similar curriculum to that in mainstream schools.
- Some of our students transfer to specialist provisions and also need to access the National Curriculum.

Through our teaching we aim to:

- Meet the academic needs of our students.
- Focus upon the individual needs, talents and interests of our students.
- Equip students with the skills necessary to enable them to transfer back to school successfully.
- Enable students to become confident, resourceful, enquiring and independent learners.
- Foster student's self-esteem and help them build positive relationships with others.
- Develop student's self-respect and encourage students to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and in so doing, to promote positive attitudes towards other people.
- Enable students to understand their community and help them feel valued as part of their community.
- Help students to grow into reliable, independent and positive citizens.
- Prepare our students for a mainstream learning environment – in order to facilitate reintegration.
  - Prepare our students for appropriate choices at post 16 and become lifelong learners.
  - Provide clear guidance on our approaches to formative and summative assessment
  - Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
  - Clearly set out how and assessment practice will be monitored and evaluated



## Effective Learning

At BPRU, we acknowledge that our students may have had difficult school experiences, sometimes to the detriment of their learning. Students need sensitive support with clear boundaries in order to prepare them, wherever possible, to return to mainstream education. In order to support students' learning, we recognise that students learn in different ways and we understand the need to develop strategies that allow all students to learn effectively.

We offer opportunities for students to learn in different ways These include:

- Investigation and problem-solving
- Research
- Group/paired/whole class/individual work
- Use of ICT facilities
- Fieldwork & visits related to the curriculum
- Debates, role-plays and oral presentations
- Outside agencies working with the students
- Creativity and construction of ideas
- Participation in physical activities
- Learning styles
- Thinking skills
- Vocational learning

## Classroom Climate

Our students who have had disrupted and fragmented school experiences need to feel secure and safe. We achieve this through a school day that is comprised of routines and predictable changes. Students know what to expect and when. We make **reasonable adjustments** to suit the needs of our students, to support the successful delivery of the curriculum we will ensure that our students:

- Work to a daily, well-structured timetable
- Encounter a purposeful and orderly classroom climate which encourages a high level of interest
- Work within a clear and consistent framework of values
- Are protected by firm boundaries of behavioural expectations
- Experience supportive relationships with staff and peers.
- Have access to adequate resources.



## Effective Teaching

When teaching we:

- Plan lessons with clear **Intent**
- Inform students of the **Intent** (objectives) of the lesson by displaying them clearly.
- Focus upon motivating students and build upon their skills, knowledge and understanding of the curriculum
- Use a variety of teaching methods/ styles to suit the needs of the students
- Base our teaching upon the knowledge of the child's level of attainment through baseline assessments
- Differentiate the task in order to cater for each child's level of ability and ensure that there is **reasonable adjustment** to suit their needs
- Evaluate all lessons in order to modify and improve teaching and learning
- Establish good relationships with students and their parents / carers.
- Deploy support assistants and the learning mentor as effectively as possible
- Ensure that classrooms & communal areas are attractive, stimulating and well organised
- Ensure that classrooms have the necessary resources needed in order to meet the needs of the curriculum
- Ensure that all lessons fit in clearly with medium- and longer-term plans so that there is a clear rationale of the learning taking place.
- Ensure that all tasks and activities are safe – including trips. All visits – no matter how local - are planned used EVOLVE Risk Assessment showing that the lead teacher has considered all aspects of the proposed visit.

## Curricular Areas

We have built a curriculum around five key principles for our students. These principals focus on building character and life skills enabling each individual to make the best of themselves, both academically and personally.

Our focus on academic subjects ensures that students are able to move on to the post-16 opportunity of their choice. All students study English, Maths, Chemistry, Art, PE, Cooking, PSHE, and Forest Schools. The aim is for students to be entered for a qualification for all of the subjects — whether at GCSE or foundation level. If a student arrives at the PRU with enough prior learning, they can be entered for other GCSEs already studied such as GCSE RE and the Humanities subjects. (See Whole School Curriculum Map in the Appendix).



The subjects outlined below form our Core offer for all students:

Subject	Qualifications offered
Maths	Functional Skills (EL3-L2) L1/ L2 Number & measure GCSE
English	Functional Skills (EL3-L2) GCSE English Language GCSE English Literature
Science	GCSE Biology
PE	GCSE PE
Art	Arts Award GCSE
Food	BTEC Home Cooking Skills L1/L2
Forest Schools	N/A
Personal Social Development	N/A
Curriculum Enrichment Activities	N/A

Some students will have the opportunity to complete further qualifications at one of our Alternative Providers.

## Breadth and Balance

We plan to provide for students' individual educational, social, moral, spiritual and cultural needs as well as addressing their social, emotional and behavioural difficulties. Our curriculum is broad and balanced and follows the National Curriculum as closely as possible. We recognise that whilst students need lots of routines and structured activities, they also need to refine their social and organisational skills – opportunities for this are planned for in the Whole School Curriculum. We recognise that due to issues such as social, emotional and behavioural difficulties in school and previously unaddressed learning difficulties; some students arrive lacking basic academic skills. This is addressed through careful assessment and planning. Staff recognise that certain key areas of literacy and numeracy need to be regularly revisited and reinforced. On entry we assess and obtain key baseline data per subject and reading ages. Curriculum Schemes of Work are planned each half term in advance and are adapted if needed for particular students.

Please refer to the Website for current curriculum related documents:

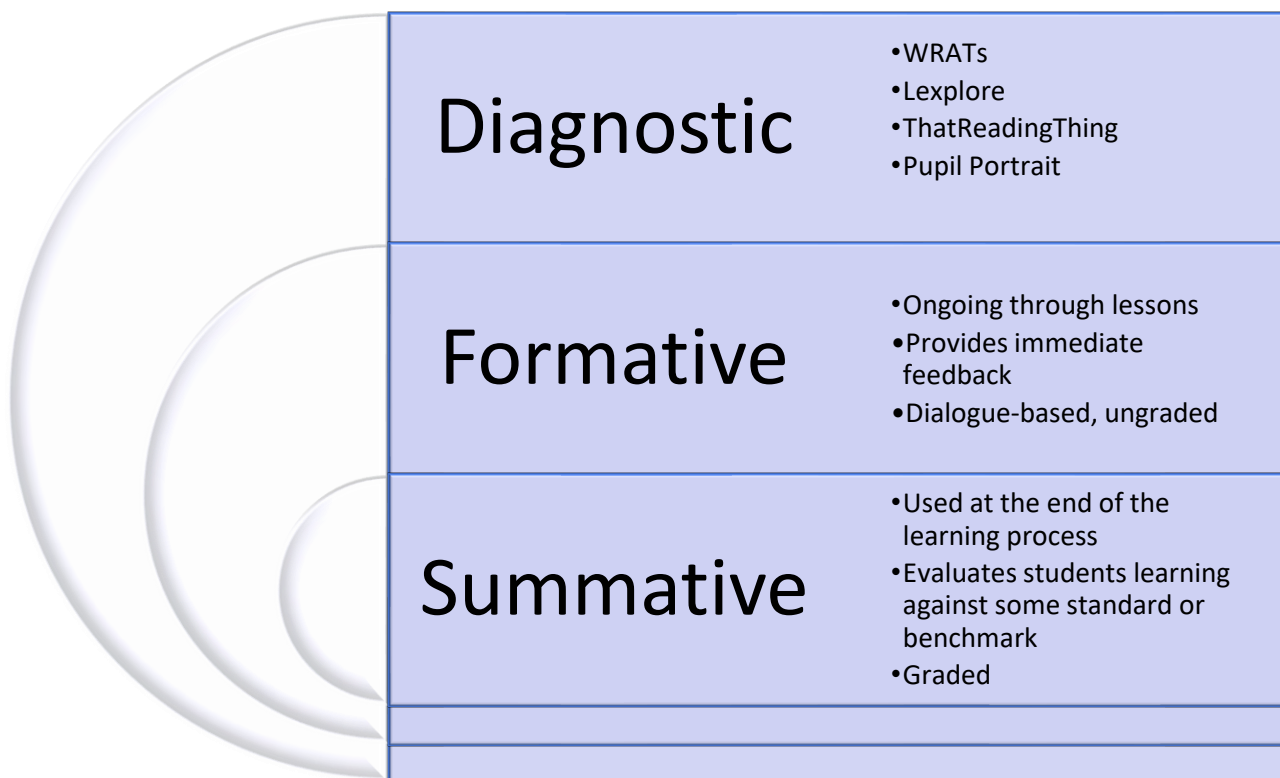
- Subject Road Maps (Overview of each subject learning pathway)
- Subject Intent Implement Impact document

Students can experience a high number of trauma and adverse childhood experiences (ACEs). Our experience in trauma means that we are able to support students with their behaviour, which has previously acted as a barrier to learning, along with providing understanding around this trauma, enabling students to take control of their future. We provide a holistic and tailored environment around each young person, with a strong emphasis on supporting and understand each students' emotions. We scaffold emotional support, along with education in order for every individual to achieve and build a successful future.



## Approaches to Assessment

Types of assessments we use at Burton PRU to assess & capture learning:



At BPRU we see assessment as an integral part of teaching and learning, our 3 approaches enable us to place each young person on the most appropriate **pathway** to success and positive destinations.

### Formative Assessment

- Formative assessment allows teachers to identify how students are performing on a continued basis - we use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- Formative assessment allows students to measure their knowledge against the required outcomes of the curriculum objectives, along with identifying a plan to bridge any gaps.
- Formative assessment provides a broad picture of learning for parents/carers, proving information on strengths and weaknesses and what they need to do to improve.

When each young person arrives at BPRU, they complete a 2-week induction programme. This allows each student to settle in, whilst getting to know and trust the staff as well as navigating their way around a new and different environment. During the induction programme, staff carry out baseline assessments using exam questions & other subject specific testing: WRATs, Lexplore, and ThatReadingThing. This allows us to gain a good understanding of where we need to begin their holistic learning journey with us at BPRU.



## **Summative Assessment**

- Summative assessment allows staff to monitor performance of students, provide interventions, identified via half-termly student progress meetings, allowing us to provide each young person with opportunities for sufficient progress and attainment.
- Summative assessment allows teachers to evaluate learning at the end of each topic, unit or period and the impact of their own teaching.
- Summative assessment allows Parents/Carers to stay informed about the achievement, progress and wider outcomes for their child.
- To support both students and staff, there is joint moderation across the Federation.

## **National standardised summative assessment**

National Standardised Summative allows BPRU to:

- monitor the performance of students' cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- understand national expectations and assess their own performance in the broader national context
- Support students and parents/carers to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of; GCSEs, BTEC, Functional Skills, Arts Award and vocational qualifications at the end of Key Stage (KS) 4.

## **Reporting to parents/carers**

On a regular basis, keyworkers will speak to parents/carers to provide an update of their child's time at school, this includes both behaviours and academic progress. We work closely with parents/carers to ensure that there is consistency and positivity.

We will sometimes ring parents daily; this generally happens when the student becomes disengaged or their well-being may be a concern. We work closely with parents/carers to identify what support the students and the parent might need. This may include support from Early Help or a counselling support.

Parents are invited in for Students Review Day (PRD) at least twice a year – generally in Dec and July. If parents wish to come in sooner and discuss their child, we are always happy to welcome this.

When we hold our Students Review Day (PRD), parents/carers come into School and have appointments with education staff to discuss; progress in behaviours, academic achievement and career paths. During these meetings we also take the opportunity to discuss attendance, along with celebrating the students. We welcome the families professional support workers and other agencies to attend with the family too – in this way we can all work closely together to help the child and their family achieve social and academic success.



Academic reports are sent out at least twice a year (generally Dec and July) but dependent on the school holiday dates may include a third report around Easter. There will be one full written report and two data reports. This includes progress tracking and advise on what their child needs to do to progress.

## **Inclusion**

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, resilience and independence. We will have the same high expectations of all students. For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to students starting points, and take this into account alongside the nature of students' learning difficulties.

## **Training**

All staff use Arbor to record baseline assessments which then supports the prediction of grades. Each half-term assessments are completed and lead by each subject teacher with the Head of School.

Each staff member has a performance management meeting, and ongoing support. It may be identified during these meetings that further training is required. The senior leadership team (SLT), monitor and support with the development of schemes of work, ensuring that all classroom staff have a high expectation of all students. The SLT complete learning walks, observations, staff meetings and student progress meetings. Baseline assessments and tracking also feed into the school's quality assurance cycle which is completed by the Head of School each half term. This provides a clear picture of the school and areas of development.

Each staff member has access to The National College CPD programme to continue to up-skill if and when required. Staff will also work closely together to share good T&L practice and work with colleagues across the Federation.

## **Roles and responsibilities**

### **Management Committee**

Governors are responsible for:

- 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 students' progress and attainment



- Monitor the effectiveness of this policy and hold School Leaders to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented
- Monitoring that school staff are receiving the appropriate support and training on students assessment, to ensure consistent application and good practice across the school.

## Head of School & Executive Head Teacher

The Head of School and EHT are responsible for:

- Ensuring the policy is adhered to
- Monitoring standards in all subjects of the curriculum offer – which will change trying to meet the needs of the students.
- Analysing students' progress and attainment, including individual students and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of students' progress and attainment, including current standards and trends over previous years in termly KPI reports and final Exams Analysis overviews.
- Making sure arrangements are in place so teachers & classroom staff can conduct assessment competently and confidently, including training and moderation opportunities etc.

## Subject leaders

Subject leaders at our school 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
- Drive improvement in their subject/phase, identifying 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
- Share ideas, resources and good practice
- Meet the expectations set out in in our school policies found on the school website



Subject leaders are expected to have in place the following documents for their subjects to demonstrate the student learning journey:

- Roadmap outlining the learning journey
- Intent, Implementation and Impact document
- Discreet schemes of learning for Ks3 and KS4

Lessons should include a combination of whole-class, group and individual teaching.

Clear routines are used throughout the school and understood by all pupils and staff.

Adaptation and scaffolding, appropriate to individual needs, should support learning in all classes.

Opportunities to improve literacy and numeracy are provided throughout all lessons and evidenced in planning.

## **Teachers**

Teachers & other classroom staff are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice
- Ensure that the learning environment is safe and ready for students to use as well as supporting learning

## **Students**

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, 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 learners
- 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 in our school policies found on the school website



## **Parents and carers**

Parents and carers of students at our school 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

## **Monitoring**

This policy will be reviewed yearly by the Head of School and Executive Headteacher. At every review, the policy will be shared with the staff and then the Management Committee. All teaching staff are expected to read and follow this policy. The SLT & EHT are responsible for ensuring that this policy of practice is followed and adhered to.

The SLT will monitor the effectiveness of assessment practices across the school, through:

- Learning Walks
- Observations
- Book trawl
- Moderation
- Students' progress meetings
- Progression
- Staff meetings
- DfE or SCC guidance

## **Collecting and using data**

BPRU use Arbor MIS to securely hold data. Baseline assessments are implemented for all students on arrival at the PRU and further assessments take place each half term. Arbor tracks each young person's learning journey and identifies if the student the progress being made.



## Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. BPRU recognises that AI has many uses to help students learn, but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork - all AI-generated content must be properly attributed

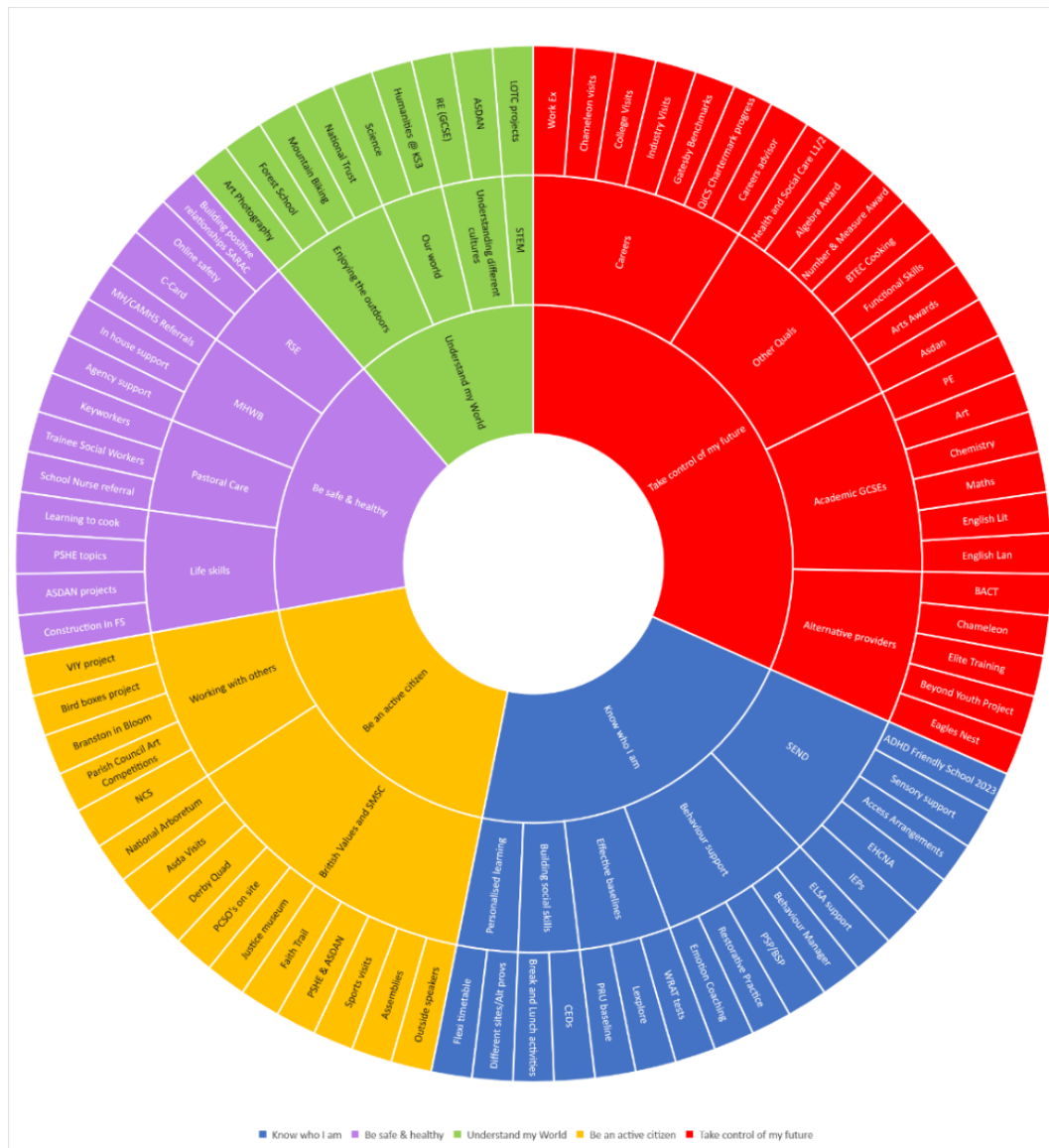
## Links with other policies

This assessment policy is linked to:

- SEND policy
- Behaviour Policy
- Remote Learning Policy
- Exams' policies
- Induction pack for Parent/Carer



## Whole School Curriculum Map



Our focus on a broad and balanced curriculum, including a variety of academic subjects, ensures that students are able to move on to the post-16 opportunity of their choice. All students study English, Maths, Chemistry, Art, PE, Cooking, PSHE, and Forest Schools. The aim is for students to be entered for a qualification for all of the subjects —whether at GCSE or foundation level. If a student arrives at the PRU with enough prior learning, they can continue to study their options subjects from their previous mainstream school.

Students arrive with a variety of different needs— with SEND, mental health and wellbeing concerns, attachment and trauma, medical issues, safeguarding difficulties or histories of poor attendance being just some of the challenges our student face. As a result, we have built a curriculum which offers students opportunities for learning about themselves, while challenging them to make academic progress, preparing them to take their place in society.



**Know who I am:** This principle is focussed on students recognising the importance of understanding themselves in order to make progress. We ensure that all students are assessed on entry to provide accurate baselines ensuring that we offer the most appropriate curriculum while identifying any underlying issues, such as SEND. Behaviour management focuses on relational and restorative practice, followed up through individual work with our behaviour support officer and other staff. This work allows students to explore issues such as anxiety, managing stress—encouraging students to take responsibility for their behaviour and work. Forest Schools and ELSA sessions offer students guided self-reflection time. We encourage social skills through use of social activities at break and lunch times, as well team building, personal challenge and aspects of SMSC through our Curriculum Enrichment Days. Through the PSHE programme students gain vital learning about themselves—their own values and beliefs.

**Be safe and healthy:** Student learn how to keep themselves safe both through lessons and opportunities. Our PSHE curriculum is supported by cross-curricular learning as well as offering the PSE ASDAN qualification examining topics from Online Safety to Personal Finances. On site students have access to MHWB support through our own staff and the Mental Health Support Team, supported by resources such as Tellmi and referrals to appropriate agencies. We are able to offer further support through trainee social workers. Students are taught RSE through our PSHE programme supported by the science curriculum and other agencies such as the school nurse, SARAC and C-Card programme. Students gain life skills such as learning to cook through Cooking and Forest Skills; Health and safety using tools in Forest Schools, Science and Cooking; and healthy lifestyles through Cooking and PE.

**Be an active citizen** - Students are challenged to be the best of themselves through building their cultural capital. While British Values are discussed in PSHE, they are demonstrated through active participation in our CIAGS programme, CEDs, PE activities and volunteer work. Students have the opportunity to work on projects such as the VIY project working alongside members of the community. Assemblies and outside speakers are used to impart important messages and encourage students to see themselves as part of the community both at Burton PRU and in their local and national areas. Students are offered the opportunity to take part in local competitions through Art and AQA Unit Award Scheme sessions.

**Understand my World** – The PRU encourages students to recognise their place in the wider world and see it as a place of opportunity. We aim to foster an interest in the world through engaging students in activities they may not have previously accessed, as well as exploring different places, cultures and faiths. Different cultures are celebrated through our ASDAN course, humanities and CED visits such as the Faith trail. Our links with the Careers Hub enables students to access STEM learning in a variety of ways.

**Take control of my future**—At Burton PRU we aspire to enable our students to become the best they can be. There is a strong focus on the academic curriculum, offering our students the opportunity to engage in positive post-16 destinations. All students have the chance to take five GCSEs, with a potential to achieve thirteen qualifications overall. We recognise that some students are more suited to vocational subjects and as such our students can access further qualifications through our Alternative Providers. We commit to giving the students every opportunity we can. Our on-site careers advisor works with students to identify routes to further education, employment or training. Our CEDs support this in Year 11 with visits to further education establishments as well as offering opportunities to explore their own interests.