

Teaching & Learning Policy

APPROVAL and REVIEW

Review date: **September 2018**

Approval needed by: **CTTC Governing Body**

Adopted: **September 2018**

Next Review date: **September 2019**

chaseterracetechnologycollege

(Part of the Stephen Sutton Multi Academy Trust)

Curriculum Policy

At Chase Terrace Technology College, we are committed to ensuring the best opportunities for all learners, regardless of background and socio-economic factors.

The curriculum provided at Chase Terrace Technology College is an enriching experience that builds a broad range of knowledge, skills and understanding.

Aims

We will:

- Provide a broad and balanced curriculum for all our students
- Satisfy statutory requirements, including lessons in Personal, Social, Health and Religious Education (PSHRE)
- Offer an inclusive approach to curriculum design to ensure appropriate and effective provision for specific groups, including: disadvantaged students; students with Special Educational Needs and Disabilities; and the most able
- Seek to improve our curriculum continuously, with the aim of being increasingly successful at meet the needs of every individual
- Seek to provide a wide range of extra-curricular activities and opportunities for 'out of classroom' learning.

Provision

Students follow a very broad curriculum in Years 7, 8 and 9, which includes: English; Mathematics; Science; French or German; Art; Design and Technology; Geography; History; Computer Science and ICT; Music; Drama; PE; and RE.

In Key Stage 3, there is a considerable emphasis on the strong development of literacy and numeracy to promote the key skills students need in all subjects. In year 7, all students follow the Accelerated Reader Programme and are expected to read at home for 25-30 minutes each day.

The transition to Key Stage 4 begins for students in Year 9 with core subjects (English, Maths and Science) starting GCSE courses. All students, for whom the range of English Baccalaureate courses are appropriate, are able to study this combination and are actively encouraged to give it serious consideration when making their option choices. Each student has an information, advice and guidance interview to prepare them for making these options choices in year 9.

All year groups follow a comprehensive programme of PSHRE and careers activities, which are organised through collapsed timetable arrangements, with students engaged in activities that explore themes such as: drugs and sex education and preparing for the world of work. Students also have a timetable of assemblies and tutor period activities that follow up on key issues, including: Anti-Bullying Week, LGBT and Hidden Disabilities.

We operate a two-week timetable with twenty-five lessons per week. The new Curriculum Plan for 2018-19 features an increase in time for English and Mathematics in Key Stage 4 in light of new GCSEs. The Plan for 2019-20 will follow the same pattern as 2018-19; any changes or updates made will be reflected in this document later in the academic year.

Each subject area publishes a curriculum plan that identifies the key areas taught for each year group throughout the year. The plan links closely to the assessment plan, so that parents and students can see what is being assessed, and when, in each curriculum area. These plans are available on our website and are updated annually.

Sixth Form Provision

Chase Terrace Technology College has a large and successful sixth form, offering a broad range of curriculum courses. There is a collaborative arrangement with the other four secondary schools in the Lichfield and Burntwood area to further increase course flexibility and choice. Sixth formers have their own common room, catering and study facilities. We see our core purpose as helping young people to become confident learners, who discover and develop their talents and prepare themselves for an ever-changing world.

Programmes of study are tailored to the needs of each student. Some will follow a programme of all A level courses and some may opt for a mixture of A level and BTEC qualifications. We try hard to maintain a large range of courses but in some circumstances, if numbers opting for a subject are low and therefore not financially viable, we reserve the right to withdraw the course being offered.

We consider the quality of relationships across the whole school to be critically important and work hard to provide a safe, secure environment in which all students can be happy and successful. Expectations are very clear at Chase Terrace and this creates a well ordered, respectful learning environment. Sixth Form students at Chase Terrace are excellent role models and ambassadors for the School and they all take on a leadership responsibility either in School or in the local community.

Roles and Responsibilities:

Governors

Ensure the effective and rigorous implementation of the policy

Senior Leadership Team

- Provide appropriate support, training and resources
- Monitor and evaluate the delivery and impact of the policy
- Enable middle leaders to hold others to account on the effective implementation of the policy in each lesson

Heads of Department

- Responsible for the co-ordination of the long, medium and short term planning of schemes of work, and curriculum plans, taking into account the aims and key features of the policy
- Ensure that there are appropriately challenging substantive tasks, each supported by Question Level Analysis and mark schemes
- Monitor the effectiveness of 'Quality First Teaching' in their curriculum area

Teachers

- Monitor and analyse data and assessment information using SISRA to ensure that teaching is well planned and differentiated
- Plan and deliver lessons in line with the department's curriculum plan
- Plan to assess, using substantive tasks, in line with the assessment plan, ensuring that these are marked in detail and analysed question by question for each student [Students should be supported in the use of the mark schemes when reviewing their work to support their learning]
- Re-teach areas of the curriculum that have been assessed and have not, as yet, met learning expectations for each student. Use appropriate resources in a timely fashion, as linked to the departmental assessment plan.

Teaching and Learning Policy

At Chase Terrace Technology College, we are committed to ensuring the best opportunities for all learners, regardless of background and socio-economic factors.

Teaching and learning is focused on 'Quality First Teaching' meaning that we aim to ensure that all students make appropriate progress and undertake challenging high quality work in every lesson.

All teachers have a responsibility to plan and deliver lessons, where teaching and learning is of the highest quality, with effective pace and challenge, meeting the learning needs of all.

Aims

We will:

- Ensure that there are consistently high quality teaching and learning experiences for all
- Provide a framework for teaching and learning, within which there is flexibility and scope for creativity
- Provide consistency of expectations
- Make explicit the entitlement, that all students have, of a good education
- Promote the core values of CTTC, as part of the Stephen Sutton Multi-Academy Trust
- Promote professional reflection and the sharing of good practice, through a variety of methods (including through the use of 'IRIS' classroom observation technology)
- Ensure that all teachers have the appropriate skills and are supported to provide the very best level of education for our students

The priorities for learning for 2018-19 are:

- Consistent use of Quality First Teaching across the school (including providing effective 'stretch, challenge and support for sixth form students)
- Effective assessment and feedback that includes Question Level Analysis, whereby well-designed assessments enable teachers to provide an analysis of each student's areas of strength and areas for development, linking into planned 're-teach' periods
- Consistently effective positive and constructive 'Behaviour for Learning' strategies

Features that are expected in lessons (not a 'limiting' list):

- A seating plan for each class, which identifies: key characteristics (including 'disadvantaged'), any particular learning needs, disabilities or medical needs; current level of achievement; and Expected Attainment Pathway (EAP) indicator.
- Clear, explicit learning objectives (which all students understand)
- Students are able to understand the purpose of what they are doing, i.e. the 'big picture'
- Modelling – teacher (and, as appropriate) student demonstration of 'what excellent looks like' and/or 'what learning looks like'
- Success criteria and mark schemes that are shared with students.
- 'Re-teach' time provided, following a review of assessments (with individual and shared focus areas generated from the Question Level Analysis of each assessment).
- Verbal feedback from teachers in each lesson [Written feedback is given if/as necessary but there is no specific requirement to provide written feedback in books]
- Written feedback is given after every substantive piece of assessed work, personalised for each student [See Assessment Policy for schedule and subject plans].
- Teachers use effective questioning techniques, allowing students sufficient time to formulate a response and ensuring that all are engaged and making progress through a 'no hands up' policy] Students can raise their hand to **ask** questions at any point, but will not be selected to **answer** in this way]
- Students identified as disadvantaged are asked at least one question in every lesson.

Roles and Responsibilities:

Governors

Ensure the effective and rigorous implementation of the policy

Senior Leadership Team

- Provide appropriate support, training and resources
- Monitor and evaluate the delivery and impact of the policy
- Enable middle leaders to hold others to account on the effective implementation of the policy in each lesson

Heads of Department

- Responsible for the co-ordination of the long, medium and short term planning of schemes of work, and curriculum and assessment plans, taking into account the aims and key features of the policy
- Support in the implementation of the Behaviour Policy, enabling teaching and learning to be of the highest standard possible
- Liaise with senior staff to review data and assessment information and support staff to use SISRA to monitor and analyse data for each class;
- Ensure that there are appropriately challenging substantive tasks, each supported by Question Level Analysis and mark schemes
- Monitor the effectiveness of 'Quality First Teaching' in their curriculum area

Teachers

- Monitor and analyse data and assessment information using SISRA to ensure that teaching is well planned and differentiated
- Plan and deliver lessons in line with the department's curriculum plan
- Plan to assess, using substantive tasks, in line with the assessment plan, ensuring that these are marked in detail and analysed question by question for each student [Students should be supported in the use of the mark schemes when reviewing their work to support their learning]
- Re-teach areas of the curriculum that have been assessed and have not, as yet, met learning expectations for each student. Use appropriate resources in a timely fashion, as linked to the departmental assessment plan.

At Chase Terrace Technology College, we place the utmost importance on the professional development of staff.

Training and CPD each year will focus on the key themes from the school improvement plan/SEF.

INSET is planned to support staff to engage with the school priorities whilst providing time to reflect and collaborate with colleagues within their triad groups. Staff also have capacity within this structure to be able to develop their own areas of interest and priorities.

We expect staff to work together in triads (groups of three teachers/TA's from cross-curricular teams) to develop a focus and produce an action plan for their group over each academic year.

Support staff have a programme of CPD bespoke to each of their roles. Where support staff have direct contact with students they are supported to, wherever possible, attend training for teaching staff.

Sixth form provision continues to be a whole school focus for teaching and learning. Staff are expected to include sixth form targets in their CPD action plan within their triad.

The purpose of this is to ensure that, as a staff, we are all more supported and as a school, we can direct training and resources more effectively as and when required. We plan for triads to continue to evolve in the future to further spread the good practice that is already going on here at CTTC.

CTTC uses 'IRIS' (classroom video recording technology) as a training tool to support the development of teaching and learning. The videos are not shared outside of the academy and are used for quality assurance and CPD.

Assessment and Reporting Policy

At Chase Terrace Technology College, we are committed to ensuring the best opportunities for all learners, regardless of background and socio-economic factors.

Assessment at Chase Terrace aims to support staff and students in strengthening ongoing learning and providing a profile of strengths and weaknesses that enables a strategic approach to further learning to take place.

Timetable for assessment

Every half-term (or, where the half term is very short, every 6/7 weeks), in each subject, students are given detailed feedback on a specific task / assessment. The format and style of these assessment pieces are specific to the department concerned, but, where possible, they are 'synoptic', assessing learning in a cumulative way and thereby allow progress across the course to be measured more reliably (and also providing a more secure preparation for terminal examinations).

The assessment calendar clearly defines the following:

- Data collection points – including any baseline assessments
- 'Reporting to Parents' dates
- Mock Exams
- SLT monitoring arrangements
- Parents' evenings

Where staff may, in exceptional circumstances, be unable to meet assessment deadlines, the senior team must be notified as soon as possible, in order to avoid delays in reporting.

Heads of Department define the following:

- Assessment dates
- Initial data collection points
- moderation dates

These are set before the start of the academic year to support staff and students in their planning and revision and are only revised through discussion with the Assistant Headteacher (Assessment and Progress).

Structure of assessments

The structure of the assessment pieces are decided by heads of department but must allow for Question Level Analysis to take place, in order that specific, targeted feedback can be provided to students on areas of strength and areas for development.

Example assessment pieces could be:

- A short test paper covering all subject knowledge previously taught (including previous years);

- A short essay
- A timed drawing exercise (art)

Whilst end of module tests are of value, they are not appropriate for the half termly assessment piece as they do not give an accurate representation of the child's strengths and weaknesses across the whole subject area.

Review of assessments

Following an assessment piece, the following timeline should be followed by all departments.

1. Assessment piece completed by students in class (NB: mock exams in Sports Hall)
2. Assessment piece marked and Question Level Analysis recorded on spreadsheet. This should be followed up in class with re-teaching of relevant content and personalised discussions with students.
3. Initial data entry
4. Departmental moderation. The moderation file should be kept by each Head of Department and updated after each assessment piece
5. Final Data entry (as per date in Assessment Calendar)
6. Reports sent out to heads of department, heads of year and SLT for review and liaison on the best intervention plan for identified students.
7. Line managers monitor and support intervention for key students.

Reporting to Parents

We recognise the key importance of engaging with parents and the value of support from home in ensuring that students achieve their full potential.

Reports are sent home to parents twice in an academic year with a third opportunity to feedback on progress being made available at Parents' Evening [See Appendix A for an example report).

The purpose of the reports is to inform parents of how their child is performing in relation to their KS4 Expected Attainment Pathway (EAP). We recognise that for students in years 7 and 8, this is a long time away and may include subjects that they will not choose to take at GCSE. However, we feel that for clarity, it is better to have one EAP which students are engaged with from the start of their education at Chase Terrace. These EAP's may, in discussion with parents and senior leaders, or in line with national changes to policy and outcomes, be adjusted.

Flight paths are in place in each curriculum area. These show an expected pathway towards the final EAP. Staff will share these flight paths with students to enable them to know, at any point in the year, whether they are on, or off, track.

As well as reporting on progress towards EAPs, staff also comment on 'attitude to learning', which encompasses all aspects of behaviour, readiness for learning, organisation and homework.

Where a child has a behaviour score of 4 or is deemed by staff to “require intervention” to stay on track for their EAP grade, then the member of staff is required to enter a comment to suggest ways in which that child may get back on track. These comments will link to the feedback generated from the Question Level Analysis of assessments. Staff are also expected to enter a comment for every disadvantaged student, regardless of whether they are on, or off, track.

Roles and Responsibilities:

Governors

Ensure the effective and rigorous implementation of the policy

Senior Leadership Team

- Provide appropriate support, training and resources
- Monitor and evaluate the delivery and impact of the policy
- Enable middle leaders to hold others to account on the effective implementation of the policy in each lesson

Heads of Department

- Responsible for the co-ordination of the long, medium and short term planning of schemes of work, and curriculum and assessment plans, taking into account the aims and key features of the policy
- Liaise with senior staff to review data and assessment information and support staff to use SISRA to monitor and analyse data for each class;
- Ensure that there are appropriately challenging substantive tasks, each supported by Question Level Analysis and mark schemes
- Ensure that staff within the department enter a comment for every disadvantaged student, regardless of whether they are on, or off, track.

Teachers

- Monitor and analyse data and assessment information using SISRA to ensure that teaching is well planned and differentiated
- Plan to assess, using substantive tasks, in line with the assessment plan, ensuring that these are marked in detail and analysed question by question for each student [Students should be supported in the use of the mark schemes when reviewing their work to support their learning]
- Re-teach areas of the curriculum that have been assessed and have not, as yet, met learning expectations for each student. Use appropriate resources in a timely fashion, as linked to the departmental assessment plan.
- Enter a comment for every disadvantaged student, regardless of whether they are on, or off, track.

Appendix 1

Curriculum Plan and Subject Offer

KS3

English language	English Literature	Accelerated Reader (English)
Maths	Science	Computer Science
Geography	History	RE – Philosophy and Ethics
French or German	Music	Performing Arts/Drama
Art	Design and Technology	Physical Education

KS4 GCSE Courses

English language	English Literature	Physical Education (Core)
Maths	Science Trilogy (combined)	Biology/Chemistry/Biology
Geography	History	Computer Science
French or German	D&T – Resistant Materials	ICT
Art	D&T – Food	RE – Philosophy and Ethics
Sociology	D&T – Textiles	

All students will study core subjects (in black) and are expected to take 3 option courses (in blue) in addition to their core provision.

KS4 BTEC/Tech Level Courses

Performing Arts/Drama	Business	Sport
Music	Health and Social Care	

KS5 A Level Courses

English Literature	Maths	Physics
Biology	Chemistry	History
Geography	Computer Science	Art
Psychology	Sociology	D&T Product Design
D&T Textiles	Philosophy and Ethics	

KS5 Level 3 BTEC/Tech Level Courses

Information Technology (IT)	Business Studies	Performing Arts
Health and Social Care		

Appendix 2

Science Flight Path

Example showing what a student would be expected to be working at any point in their school life in science. The KS4 exams column refers to the Expected Attainment Pathway (EAP) for each student. In science this is the average of the KS2 English and Maths grades.

KS4 Exams	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	KS4 Exams
8	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6=	6+	7=	8-	8=	8
7	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6=	7-	7=	7
6	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6
5	W9	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5
4	W3	W4	W5	W5	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4
3	W2	W3	W3	W4	W4	W5	W5	1-	1=	1+	2-	2=	2+	3-	3=	3
2	W1	W2	W2	W3	W3	W4	W4	W5	W5	1-	1-	1=	1+	2-	2=	2
1	W1	W1	W1	W1	W2	W2	W3	W3	W4	W4	W5	W5	1-	1=	1=	1

Appendix 3

STUDENT NAME: TUTOR GROUP:100

MONITORING REPORT Y10 SUMMER 2018

KEY STAGE 2 RESULTS:

KS2 English	KS2 Maths	KS2 Average
5.63	5.86	5.75

Attendance to date	Achievement Points
99.5 %	19

Core PE	Performance	Attitude to Learning	Comment
	In line with national expectations	1	

SUBJECT INFORMATION:

Subject	End of KS4 Target	Progress towards Target	Attitude to Learning	Assessment week data	Class Average	Comment/Intervention
Business Btec	Dist*	Secure	1	Dist	Pass	XXX has made excellent progress this year and is on track to achieve her target grade. Ruby has produced some outstanding work for her assignments and has shown an exemplary attitude to her learning.
English Language	8	Secure	1	70%	36%	
English Literature	8	Secure	1	60%	37%	