

Elements Academy

**Curriculum Policy**

**March 2024**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **Summary** | Curriculum Policy | | | |
| **2** | **Responsible person** | Renata Llukaj | | | |
| **3** | **Accountable ELT member** | Vicky Woodrow | | | |
| **4** | **Applies to** | Elements Academy | | | |
| **5** | **Trustees and/or individuals who have overseen development of this policy** | NA | | | |
| **6** | **Headteachers/Service Heads who were consulted and have given approval (if applicable)** | Victoria Woodrow | | | |
| **8** | **Ratifying committee(s) and date of final approval** | Executive Leadership Team | | | |
| **9** | **Version Number** | 2 | | | |
| **10** | **Available on** | **Every** | **Y/~~N~~** | **Trust Website**  **Academy Website**  **Staff Portal** | **~~Y~~/N**  **Y/~~N~~**  **~~Y~~/N** |
| **11** | **Related documents**  **(if applicable)** | Curriculum plans | | | |
| **12** | **Disseminated to** | Elements Academy | | | |
| **13** | **Date of implementation (when shared)** | March 2024 | | | |
| **14** | **Date of next formal review** | March 2025 | | | |
| **15** | **Consulted with Recognised Trade Unions** | N/A | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Version** | **Action** | **Summary of changes** |
| March 24 | 2.0 | New Policy | New policy |

**Contents**

|  |  |  |
| --- | --- | --- |
| **Section** | **Description** | **Page** |
| 1. | Key Aims | 3 |
| 2. | Aim of Curriculum | 3 |
| 2. | Principles of curriculum | 3-7 |
| 3. | Curriculum intent statement | 8-9 |
| 4. | Purpose of assessment | 7 |
| 5. | Principles of assessment | 7 |
| 6. | Assessment approaches | 7 |
| 7. | Feedback and marking | 8 |
| 8. | Collecting and using data | 14 |
| 9. | Academy expectations of pupils | 14 |
| 10. | Reporting to parents/carers | 14 |
| 11. | Training | 14 |
| 12. | Roles and responsibilities | 15 |

# Key Aims

This policy aims to:

* To ensure that all our learners have access to a personalised curriculum model that is broad, balanced and relevant to the stage of learning of each pupil.
* Structure of the curriculum provides opportunities for pupils to access core subjects, develop skills for life and experience vocational alternatives to the traditional academic subjects.
* Ensure that pupils are given every opportunity to develop their spiritual, moral, social and cultural understanding and gain a deeper understanding of British values, preparing them for life outside of school in a diverse and modern Britain.
* Establish a consistent and coherent approach to recording assessment outcomes and reporting to parents

# Aim

Our pupils are all very unique, they therefore require a highly specialist and innovative curriculum: with extensive and wide-ranging support, to help them access it productively. The ethos throughout our school of “I belong I do the right thing I contribute I care I am ambitious” –has led us to developing an ambitious, challenging and creative curriculum that is accessible to all of our pupils. We aim for all students to leave Elements Academy with the skills, knowledge, resilience and qualifications necessary to be successful in their future lives. We are inclusive and aspirational for all. We are aware that our students have barriers to overcome. However, we are unwavering in our belief that students who attend Elements will be inspired to overcome any barriers that they may have.

Elements strives to provide meaningful opportunities for all students regardless of starting points through a broad, balanced and relevant curriculum which provides rich, concrete and fully encompassing experiences. By learning to develop their communication skills, building healthy relationships, promoting independence and developing a sense of self-worth students are able to make informed decisions about their futures and become successful, lifelong members of the community. We strive to motivate pupils who have so far found school a challenge by providing a safe, calm, caring learning environment which is stimulating through the richness of the learning environment and the caring, nurturing approach and encouragement given to each pupil by staff.

# Principles of Curriculum

We recognise that in order to be successful, our pupils need to be ready to learn. The SEMH needs of our pupils create the greatest barriers to this learning. In order to overcome these barriers, we take an approach that encompasses the Six principles of Nurture and is trauma informed, recognising the impact of trauma on early childhood development. This is founded upon the development of strong relationships.

We believe that all our children have the ability to achieve whilst recognising they all have unique needs and starting points. Our aim is to ensure that our pupils are prepared for their next step in life, whether that is continuing in education through the school or elsewhere, into further training or into employment. In order to achieve this, we have developed a carefully sequenced curriculum that provides a range of appropriate academic qualifications, supports their personal development and enables them to know more, remember more and do more.

We have constructed a curriculum offer based upon the needs of the child as described in their EHCP and which is delivered in line with those needs. It is a specialist model and learning that recognises that mainstream approaches have not worked for our pupils. It has carefully sequenced learning from starting points that allows our pupils to know more, remember more and do more. We provide a range of group and individual interventions for those who require additional support, has careers offer that supports transition beyond the school into positive next steps in education, training or employment.

Our curriculum addresses the wider cultural and personal issues that are so important in the times in which we live. We also focus on wellbeing and equip students with the knowledge necessary to be mentally and physically healthy. Finally, the experiences that we provide for our students results in happy and fulfilled young people.

All pupils access a curriculum and approach that supports their SEMH needs, explicitly teaching strategies that support self-regulation, there is a clear and well-constructed PSHE and RSE offer. We have embedded British values and a common approach to tackling intolerance planned activities support the development of social skills and communication.

Our Values



**The Nurture Approach**

Elements Academy operates with an inclusive and nurturing environment. We include and celebrate diversity in its many forms. We consistently meet every child’s individual needs. The six principles of nurture underpin our practice.

* Children's learning is understood developmentally.
* The classroom offers a safe base.
* Nurture is important for the development of self-esteem.
* Language is understood as a vital means of communication.
* All behaviour is communication.
* Transitions are significant in the lives of children.

**Children's learning is understood developmentally**

Within the class groups all staff will respond to pupils not in terms of expectations related to expected attainment levels but in terms of the children’s own developmental progress and needs as assessed through a variety of means including Boxall Profiles and wellbeing scales. The response to the individual pupil is based on ‘where they are at’ underpinned by an accepting attitude and an expectation of the highest standards of self-regulated behaviour.

**The classroom offers a safe base.**

The organisation of the classroom environment and the predictability of classroom management is in instrumental in containing and managing the anxiety of pupils. The classrooms will offer a balance of educational and domestic experiences aimed at supporting the development of the pupil’s relationship with each other and with the staff. The nurture aspect of the school day will be organised around a structured period with predictable routines; the adults are reliable and consistent in their approach to student’s therefore promoting self-regulation.

**Nurture is important for the development of self-esteem.**

The nurture approach involves listening and responding. An emphasis will be placed on the adults engaging with the pupils in reciprocal shared activities such as mealtimes and ensuring that all pupils feel safe to verbalise their thoughts and feelings. Children respond to being valued and thought about as individuals and this is term will lead to the ability to better self-regulate.

**Language is understood as a vital means of communication.**

Language is more than a skill to be taught or learned, it is an appropriate and widely understood way of putting feelings into words. Students may often act out their feelings as they lack the vocabulary to name or explain how they feel. Within Elements Academy, all class groups will have informal opportunities for talking and sharing through real life situations such as eating together. These opportunities are as important as the more formal lessons teaching language skills. Words are then used instead of actions to express feelings and frequent opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of not only themselves but of others too. This in turn will enable pupils better self-regulate and develop empathy for their peers.

**All behaviour is communication.**

This principle underlies the responses to pupil’s challenging or difficult behaviour. Understanding what a child is communicating through behaviour helps staff to respond in an appropriate, supportive and understanding manner. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult is the link between the external and internal worlds of the child, this level of understanding will support the pupils to better self-regulate.

**Transitions are significant in the lives of children**

The nurture aspects of Elements Academy class groups will support the child to make the often-difficult transition from home to school. However, daily- there are numerous transitions the child makes- for example between lessons and class groups and between different adults. Changes in routine are invariably difficult for all pupils to a differing degree and these will be carefully managed with appropriate preparation and levels of support to address the pupil’s ability to self-regulate.

**Best Practice in Teaching and Learning**

Staff will be encouraged to be creative when delivering the curriculum. Staff will not be afraid to take risks and use all strategies available to engage students with their academic learning and their personal development. All opportunities are learning opportunities. Teachers will be lifelong learners and use the latest research and shared expertise to deliver the best lessons possible. We appreciate that there cannot be a ‘one size fits all’ approach to delivery. However, we will expect that staff have high expectations of what students can achieve. Small class sizes of 6 in the Primary phase and a maximum of 8 in the Secondary phase of school.

**The Curriculum**

The curriculum is divided into seven sections called Building Blocks that cover EYFS/KS1 to y11.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Curriculum | Foundations | Building Block 1 | Building Block 2 | Building Block 3 | Building Block 4 | Building Block 5 | Building Block 6 |
| Year Equivalent | EYFS/KS1 (2 years) | Lower KS2 (3 years) | Upper KS2 (2 years) | KS3 (3 years) | KS3 (3 years) | Bridging year | KS4 (2 years) |

Within each of these block’s staff create long term plans that include:

1. Content covered
2. Skills developed
3. Areas of personal development that are addressed

This enables all staff to have an overview of what is studied, the skills acquired and the personal development topics that are covered. This long-term planning ensures that the curriculum demonstrates and delivers continues development for all students that study at Elements Academy. Planning the curriculum in this way supports staff to make the curriculum bespoke to each group of students that they teach. For example, a KS2 class may require the personal development topics of a foundations group or a KS3 class may have key learning skills missing and therefore the teacher would deliver the curriculum from building block 2. All teachers will record topics within the building block have been studied for each student. This will then inform planning throughout the pupil’s time at Elements Academy.

Sections of the curriculum from foundations to building block 5 can be used at any time and are interchangeable. Personal development and careers also run through the curriculum as do key ‘work-place ready’ skills. These key skills are mapped throughout the curriculum and are colour coded for easy reference. Building Block 6 is divided into two years and the main focus is upon studying for qualifications at all levels. We are aspirational and all children should leave Elements Academy with the qualifications and skills needed to be successful in the next stage of their lives.

A detailed breakdown by subject can be found by accessing subject journeys and curriculum maps.

1. **Curriculum intent statement**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Intent** | Elements Academy provides a curriculum that empowers students to gain the skills, knowledge and resilience needed to be happy, fulfilled and successful individuals. | | | | | |
| VALUES | Respect | Kindness | Resilience | Ambition | |
|  | We respect ourselves and each other. | We are inclusive, we are kind and Elements Academy is safe for everyone. | We meet challenges head on and we bounce back when things don’t go right. | We do our best each and every day to be the very best that we can be. We plan for a successful future. | |
| Vision | Elements Academy is a learning community that is safe, nurturing, respectful, aspirational and resilient | | | | |
| OUR AIMS | All students gain the qualifications and knowledge necessary to ensure that they have options and choices within their adult life. | To support students to read and communicate to the very best of their ability and use these essential skills in their everyday lives. | The broad, balanced, aspirational and challenging curriculum will be delivered in a creative, innovative and exciting way that fosters a love of learning. Head (learning), heart (personal growth and kindness) and hand (creative) | Students will be supported to meet the targets detailed within their EHCP. | All students are able to build positive relationships, overcome barriers presented by their SEMH needs and be self-aware, kind and productive individuals in society |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Implementation** | A celebration of success at every opportunity | | | | | | | |
| Teaching | Delivery is ambitious, based on secure knowledge of cognition and learning. Lessons enthuse and engage all students irrespective of barriers to learning. | Timely use of assessment to inform planning with  appropriate, timely and relatable feedback that impacts upon outcomes. | The development of reading is expected and students develop in confidence and are enthusiastic. | Teachers present subject matter clearly and lessons are based upon expert knowledge of the topics being covered. All lessons are part of the students ‘learning journey’ | Skills are taught and a revisited. New knowledge sequenced and introduced when appropriate within the structure of the curriculum. Allowing students to commit learning to their long term memory | Teachers consistently model expected conduct and behaviours. They foster a growth mind-set and resilience for all. | Classrooms are a learning focused environment built on the development of positive relationships where students feel safe and thrive every day. |
| Learning | Teamwork and collaboration | Exploring | Critical thinking | Questioning | Understanding | Resilience | Perseverance |
| Knowledge | Reflection | Independence | Self-motivation | Self-awareness | Life skills | Creative thinking |
| Independence | Organisational skills | Leadership | Active citizenship | Communication skills | Safety skills | Responsibility |
| Broad and balanced | Maths | English | Science | PE | Outdoor and Adventure | Independent living skills | Careers |
| D of E | Art | Design and Technology | History | Geography | Religious Studies | ICT |
| PSHE | RSE | Food Technology | Languages |  |  |  |
| Academy Environment | Sensory aware | Nurture focus | Safe and trauma aware | Calming and break out spaces | Engaging outdoor activity spaces | Reading and creative spaces | Space to eat and share good food |
| Inspiring contexts | Relatable content – head and heart | Preparation for the changing world of work – Careers | Inclusive and a celebration of diversity | Experiences that increase cultural capital | Life/  independence skills | Creative and practical | Personal growth and support to achieve EHCP targets |
| The whole child | Aspirational at every level | Environmentally aware | Emotionally intelligent | Intervention at all levels is available when needed (including enhanced therapeutic support) | Culturally aware and linked to their community | Spiritual, cultural moral and personal development | Student voice and opinion |
| Safeguarding | Online safety and safety in the community | Anti-bullying | Health education | Anti-racism | Protection from extremism | Sex education | Drug education |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Impact** | Outcomes | Students develop detailed knowledge and skills across the curriculum and achieve well. Academic progress is made consistently throughout their time at Elements Academy. | All students complete nationally recognised qualifications at the level that is appropriate for them and success is achieved. | Attendance improves and/or excellent attendance is maintained. | Targets written within the EHCP are achieved and/or distanced travelled is clearly evident. | Students are ready for the next stages in their lives (education, employment or training). | Students read and communicate widely and with confidence. | Students are emotionally resilient and self-aware individuals who are independent and happy. |
| Evaluation | Termly data capture/review  Academy QA  Trust SIP/QA  Governance QA  FL reviews  SEF  Action Plan reviews  Work scrutiny | End of key stage evaluations  Trust QA  Governance QA  SEF  Faculty reviews | Attendance monitoring  Attendance QA  Governance QA  SEF  Termly attendance reports  Work scrutiny | EHCP reviews  QA of EHCP and interventions  LA Partnership working/planning  SEF | Careers evaluation  Governance QA  SEF | Academy monitoring  SEF/Action Plan review | Student voice  Parent voice  Wellbeing assessments/evaluations  SEF |

# Purpose of Assessment

At Elements Academy we recognise that effective assessment is essential to support the quality of

learning, teaching, achievement and progress of our pupils. All pupils at Elements Academy have an Education Health Care Plan (EHCP). We appreciate that all of our learners are unique and are at very different starting points within their academic journey. They all need different learning targets to develop their skills at different points. That is why no one single assessment tool fits our pupils. The assessment frameworks must be flexible to meet the need in recording a pupil’s individual strengths and the next steps needed to progress.

# Principles of Assessment

Assessments are always carried out for a purpose with the intrinsic aim of supporting individual pupils’ progress. Assessment that is both valid and reliable are invaluable in offering rigorous, systematic information to teachers to inform their future planning.

At Elements Academy we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child.

# Assessment Approaches

The assessments at Elements Academy vary depending on which Curriculum Journey the pupil is on. Anumber of ‘frameworks’ can be used to assess pupils, for example; Elements Academy, for

core curriculum areas, (which tracks a pupil’s achievement at an Age-Related Expectation, in

line with the EYFS/NC framework). If a pupil is not ready for subject specific learning, then we

can track using one of the Elements Academy Independence, Classroom Organisation and/or

Self-Care frameworks based Thrive approach. The Framework/s a pupil is assessed upon is decided on an individual basis and should support the learner in noting meaningful achievement within school and the wider school community. We believe that the assessment of pupils

achievements and progress should be a story- how much an individual pupil has achieved in

any given time period, e.g. a term, a year, Key Stage and overall time at Elements Academy.

At Elements Academy we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use 3 broad overarching forms of assessment: day to day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

At Elements Academy, we use Arbor as our platform for monitoring pupil’s achievement. This software which has been personalised by Elements Academy and allows all professionals who work with pupils to capture the learning achievements through observation and assign these to the individual pupil’s targets. These targets are either important soft skills targets (skills for life), academic targets or targets linked directly to the EHCP outcomes set each year. In some cases, particularly when pupils join our school, the outcomes on the EHCP are not specific enough (SMART) to meet the priority need of a pupil. Where this is the case teachers will reform the targets set and work to these. These targets can then be updated at the next annual review. The quantity of evidence that a class has will vary, but the majority of classes could make several daily records. The range of evidence that can be used to record a pupils’ individual targets can come in many forms, including but not limited to:

* Videos- showing evidence of learning and achievement
* A short annotation from the adult working with the pupil on how the pupil achieved the target
* Photos- showing a skill, knowledge or understanding being used (which was achieved in the session) or work completed by the learner
* Observations from visiting professionals e.g. Educational Psychologist
* SLT - they can add evidence that may be captured during learning walks via Effective Teachers Matrices.
* Summative assessments are given periodically to determine at a particular point in time what pupils know and do not know, and to identify any gaps in learning. Some examples of summative assessment at Elements Academy include:
* GCSE examination papers
* End of unit tests
* End of term assessments
* Cumulative work over an extended period such as a final project or coursework

Any achievements made by the pupil/s are celebrated daily and often at the time. This way we can try and help the learner to understand what he or she is doing. Teaching staff use a range of instant feedback techniques to celebrate progress seen. Where pupils learning is on paper, marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take.

Data is continuously logged by class staff and other professionals against individual learning targets. Tracking deadlines are formally recorded by the academy three times a year on the Accountability Academy calendar. This information is collected and informs the:

Individual Class/Pupil Progress meetings with class teachers and SLT. These meetings ensure that personalised targets are set with a suitable level of challenge for the pupils and the achievements that they have made to date are appropriately recorded. If progress is not being made, then intervention work takes place to try to enable the student to achieve.

* Pupil reports
* EHCP reviews
* School Self Evaluation Statement
* Head teacher reports
* School Development Plan
* Staff performance management

Where it is clear that learning needs to be reinforced or revisited, in a particular area, teaching staff are encouraged to move away from their curriculum maps and schemes of work to ensure that pupils have learnt the required content. These adjustments help to ensure that all pupils can achieve and make progress and that learning is embedded in the long-term memory.

# Feedback & Marking

At Elements Academy, feedback and marking is intended to foster the qualities of the school vision within our children so that they become confident and enterprising learners, demonstrating curious minds and the bravery to take on new learning.

Marking and feedback in Elements Academy is designed to enable pupils to progress and improve, to drive this progress forward, to inform future planning and to address misconceptions at the earliest possible opportunity. Marking and feedback allows teachers to better understand how pupils are progressing towards knowledge goals. Feedback needs to offer additional support for pupils who need it and help to understand where the gaps in learning lie and how the teacher wants the pupils to progress. Feedback should also be as much about acknowledging tasks completed well, affirming good work, as about correcting misconceptions. This affirms for the pupils which learning strategies have been effective for them in previously completed work.

Marking and feedback can be given in many different forms. It can be verbal, written, pictorial or

signal based, through tests or via digital technology and can be from teacher to child, teaching

assistant to a child, child to teacher or child to child. Written feedback may take the form of

acknowledgment marking or in depth marking linked to the planned learning intentions. Feedback

should redirect or refocus the learner’s actions to achieve a goal, by aligning effort and activity with

an outcome. Therefore, our marking and feedback is intended to empower pupils to take

responsibility for improving their own work and that of their peers and motivate everyone to do

their best as a community of learners

The three key principles taken from the EEF research recommendations are priorities and central

to ensuring children make good progress.

**1. High-quality initial teaching, that includes careful formative assessment, lays the foundation for effective feedback**

* Before providing feedback, teachers should provide high quality instruction,

including the use of formative assessment strategies

* High quality initial instruction will reduce the work that feedback needs to do while

formative assessment strategies are required to; set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address).

* In delivering effective teaching, teachers should:
* build on pupils’ prior knowledge and experience
* ensure every lesson or activity has a clearly defined knowledge goal
* avoid overloading pupils’ working memory by breaking down complex material into smaller steps
* encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills
* deliver a carefully sequenced curriculum which teaches essential concepts, knowledge, skills, and principles
* use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations
* be aware of common misconceptions and prepare strategies to counter them
* plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning
* adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all
* provide pupils with tools and strategies to plan, monitor, and evaluate their learning

**2. When delivering appropriate and well-timed feedback, which focuses on moving learning forward;**

* Teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
* Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit, be concise and direct to be effective.

It should be noted that feedback which focuses on a learner’s personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

**3. How pupils will receive and use feedback will be carefully planned using strategies to**

**ensure that pupils will act on the feedback offered.**

* Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact the effectiveness of feedback. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
* Teachers should also provide opportunities for pupils to use feedback. This will be planned into the lesson time.

The choice of method (written or verbal) should also be left to the classroom teacher, who can better judge what is appropriate. However, it must follow the key principles above so that it advances pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it.

**Successful implementation of feedback should:**

* assess pupil understanding so that the teacher is clear about, and the pupil understand what

needs to be improved

* ensure feedback has specific information on what the pupil has done well or not with

specific explanation as to why

* ensure feedback is acted upon
* give consideration on how feedback will be received, eg impact on self-confidence and

motivation

* ensure teachers/Tas evaluate how effective the feedback has been
* ensure all pupils know how well they are doing

**Quality marking and feedback includes**:

* Live marking
* Verbal feedback
* Written feedback
* Teacher Assessment
* Self-Assessment
* Peer Assessment

**Live Marking**

At Elements Academy, we will engage pupils in live marking which is done during rather than after the

lesson. Research has shown that live marking and timely verbal feedback make the greatest impact

on progress.

Live marking may be undertaken with individual pupils during typical class teaching (careful

consideration of the learning and focus of all pupils during this time is important) or it may be

modelled to the whole class collectively using examples of previously completed or currently

ongoing work. The approach will also allow for additional verbal interaction with pupils, which may

support the understanding of feedback.

**Verbal Feedback**

Verbal methods of feedback can improve pupil attainment and may be more time-efficient when

compared to some forms of written feedback. Verbal feedback is an integral aspect of effective

instruction that can be delivered in a variety of different ways. It can be pre-planned and highly

structured, such as whole-class feedback or a structured one-to-one discussion. Alternatively, it can

be instantaneous and spontaneous, such as quick prompt task advice (‘you could do with more

detail in that answer’). It can be directed to an individual pupil or a specific group with shared

learning needs. It can accompany written feedback, whether that be comments, marks, or grades, or

it can stand alone by writing the symbol VF in the child’s book.

Feedback should be timed appropriately, it should focus on moving learning forward, and teachers

should plan for how pupils receive and use it

**Written Feedback**

Written methods of feedback have less effect on pupil progress than verbal feedback, however the

opportunity for the pupil to respond to written marking increases its effectiveness. Written

feedback should work in tandem with verbal feedback and support within the class so that no pupil

is allowed to compound an error in class without early intervention.

Written feedback uses the following symbols and indications:

|  |  |
| --- | --- |
| **Annotation** | **Meaning** |
| **T -Purple pen** | Target -What I need to improve |
| **S-Green pen** **Thumbs Up Mini Stamper | 10mm | Green Ink | Teacher Stamp** | Strength-What I’ve done well |
|  | Work has been checked |
| **VF** | Verbal feedback given/learning |
| **SA** | Student self-marking |
| **PA** | Peer assessments |
| **GW** | Group work |

|  |  |
| --- | --- |
| **SPaG Codes** | |
| **SP and underline** | Incorrect spelling |
| **P and underline** | Punctuation error (., ?!) |
| **G and underline** | Grammatical error |
| **CL and underlined** | Missing or misplaced capital letter |
| **//** | New paragraph |
|  | Finger space |

It is the responsibility of all teachers to promote literacy within their subject area. Teachers should develop strategies for promoting subject literacy via marking and feedback (as well as within wider teaching), which will include; subject-specific spelling, explicitly teaching the genre/styles of writing that are relevant for the subject, identify where pupils are making mistakes and address them directly

**Examples of Feedback prompts**

|  |  |
| --- | --- |
| **Writing Prompts/Next Steps** | **Maths Prompts/Next Steps** |
| Read your work – add… (3 full stops, a question mark, etc) | Look back at your work – can you add… (your method, a number line) |
| Now complete these… (if activity writing about prompts/pictures/adding punctuation/grammar) | Now complete these… (extension questions /consolidation questions) |
| Which new words did you learn today? What do they mean? | Which new maths vocabulary words did you learn today? What do they mean? What other words mean the same as altogether/difference/product and which calculation should you use? |
| Tell me … that have …? Tell me **two sentences** that have adjectives. | Tell me … that have …? Tell me **two numbers that have a difference of 12** |

**Self/Peer assessment**

Pupils draw the appropriate faces at the end of their work. They should be taught how to do this effectively as self and peer assessments

|  |  |
| --- | --- |
|  | **Well done! Great work! I have achieved the learning objective. I am extremely proud of my work.**  **I am ready for a challenge.** |
| Smiley Face Sad Cliparts, Stock Vector and Royalty Free Smiley Face Sad  Illustrations | **Good try. I have partially achieved the learning objective. I am mostly proud of my work, but I think I could have done much better. I understood only a part of the task.** |
|  | **I did not achieve the learning objective. I did not ask for help. I did not understand how to complete my work and I need more help.** |

# Collecting and Using Data

Each pupil in the academy will be assigned to mark books for the subjects that they are taking. Teaching staff will be responsible for uploading baseline data, progress data and targets to the mark books for the pupils that they teach, in line with the academy’s assessment calendar. The academy’s accountability calendar outlines when more formal assessments should be undertaken and also includes the deadlines for when data should be uploaded to the progress trackers on Arbor. In order to avoid unnecessarily adding to teacher workload, progress data will only need to be uploaded to the mark books on a termly basis.

Data from the progress trackers will then be uploaded into Arbor so that it can be analysed and evaluated by teaching staff and senior & middle leaders. Analysing this data will allow teaching staff, senior leaders and middle leaders to be able to track pupil progress and where necessary put into place effective interventions to ensure that all pupils make at least expected progress.

# Expectations

# Our Academy aims to bring everything together to achieve success and our values are highlighted above. Elements values are epitomised in the following expectation statements:

# I belong – I am safe and a member of the school community

# I do the right thing – I am respectful and take responsibility

# I contribute – I am an active member of the school community

# I care – I am kind to myself and others

# I am ambitious – I work hard, I do my best and I keep trying

# Reporting to Parents/Carers

Parents/carers play a vital role in a pupil’s development and at Elements Academy we seek to keep parents/carers updated through regular phone calls and text messages. An annual report will be issued to parents in the summer term. A comprehensive set of guidelines for reports has been devised to ensure consistency.

# Training

Elements Academy recognises the importance of continuous professional development in being able to deliver high standards of teaching and assessment. Whole school CPD is delivered to the staff team through weekly Swift CPD sessions. An additional weekly meeting is held for teaching staff to keep them up to date with assessment practice and best practice. Middle and senior leaders are responsible for ensuring that staff have access to up-to-date CPD.

# Roles and Responsibilities

Trustees are responsible for:

* Being familiar with statutory assessment systems as well as how the academy’s own systems of non-statutory assessment that captures the attainment and progress of all pupils
* Holding academy leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Senior and middle leaders are responsible for:

* Ensuring the policy is adhered to
* Monitoring standards of assessment across all subjects
* Analysing pupil progress and attainment, including individual pupils and specific groups
* Prioritising key actions to address underachievement
* Reporting to trustees on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers are responsible for:

* Following the assessment procedures outlined in this policy
* Developing interventions and strategies to address underachievement in pupils