

Teaching, Learning and Assessment Policy

Bolder Academy

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Teaching, Learning and Assessment Policy V1

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The Bolder Way – Our Curriculum

We believe in a Bolder future. A future that champions passion, knowledge and innovation. Our Academy provides exceptional opportunities for our students to develop the strength and confidence to succeed. Our curriculum is rooted in academic study and the national curriculum. We have phenomenal links with the community and local businesses.

Our curriculum supports our students to:

- Succeed academically.
- Experience new opportunities and to develop their cultural capital.
- Make a positive contribution to their local community and society.

The Bolder Way – Academic Success

To succeed academically our curriculum:

- Enables students to have a thorough understanding of all subject disciplines at Key Stage 3, over a three-year period.
- Ensures subject disciplines consider the starting points of all learners as well as the requirements of key external examinations.
- Sequences the learning and builds in time for knowledge and skills to be revisited throughout the teaching cycle and the Key Stage.
- Develops knowledge that expands academic vocabulary, allowing students to participate in academic conversation.

The Bolder Way – New Opportunities and Cultural Capital

To enable our students to enjoy new opportunities and develop their cultural capital we aim to:

- Provide an extended school day Monday to Thursday so that all students participate in a highly varied extra-curricular programme (Being Bold).
- Form strong partnerships with businesses, local community groups and national programmes.
- Promote the importance of reading for pleasure and for academic purposes.

The Bolder Way – Making a Positive Contribution

We encourage all of our students to make a positive contribution to their local community and beyond by:

- Promoting our core values within and outside of the Academy: Be Kind, Be Strong and Be Brave.
- Providing students with leadership and volunteering opportunities.
- Enabling students to understand steps they can take to support their

The Structure of our Curriculum

We have created an engaging curriculum allowing students to gain exposure to a wide range of different subjects and opportunities. Students will follow the national curriculum as well as a series of extra-curricular activities throughout their time at Bolder.

During the Academy week students will undertake the following lessons. Each are 55 minutes in length.

Year 7

Subject	Lessons per week	Subject	Lessons per week
Maths	4	MFL	4
English	4	Creative Arts	2
Science	3	PE	2
History	2	Culture and Society	1
Geography	2	Prep	1
Extra -curricular	1	Computer Science	1
Technology	1		

Year 8

Subject	Lessons per week	Subject	Lessons per week
Maths	4	MFL	2
English	4	Music	1
Science	4	PE	2
History	2	Culture and Society	1
Geography	2	Prep	1
Extra -curricular	1	Computer Science	1
Drama	1	Art	1
Technology	1		

Year 9

Subject	Lessons per week	Subject	Lessons per week
Maths	5	MFL	2
English	5	Music	1
Science	4	PE	2
History	2	Culture and Society	1
Geography	2	Computer Science	1
Extra -curricular	1	Art and Tech	1
Drama	1		

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Teaching and Learning 'Terms' and 'Cycles'

We have adopted a consistent and structured approach to teaching, learning and assessment across the Academy.

We have divided the academic year into clear sections. This allows for a focussed teaching time on each unit of study; students the opportunity to showcase their knowledge in an assessment, with clarity as to when this will take place; a devoted period of time to feedback, before moving on with learning.

We believe this allow for:

- A clearly designed programme of study, with clear opportunities for teaching, assessment and reflection.
- Students, parents/carers to be fully aware of their assessment dates that is supported by staff across all subjects.
- Spaced opportunities for students to practice skills acquired, which research highlights as the most effective for ensuring students learn best.
- An approach that highlights the importance of reflection on learning and assessments.

Model A: Maths and English

Maths and English are taught using a traditional 'termly' teaching model as outlined below:

	Term 1	Term 2	Term 3
Week 1 – Week 8	Teaching Period Key content is delivered. Student progress is monitored through low stakes quizzing and health checks.	Teaching Period Key content is delivered. Student progress is monitored through low stakes quizzing and health checks.	Teaching Period Key content is delivered. Student progress is monitored through low stakes quizzing and health checks.
Week 9 – Week 10	Assessment Students spend time revising key content before completing an Aspiring for Excellence assessment.	Assessment Students spend time revising key content before completing an Aspiring for Excellence assessment.	Assessment Students spend time revising key content before completing an Aspiring for Excellence assessment.
Week 11 – Week 12	Feedback Students review their assessment. In particular addressing misconceptions and key errors made.	Feedback Students review their assessment. In particular addressing misconceptions and key errors made.	Feedback Students review their assessment. In particular addressing misconceptions and key errors made.

We believe that a ‘termly’ model is most appropriate for Maths and English. This supports content delivery through a mastery approach, as well as allowing for longer periods of time on each unit and core texts, to ensure depth of knowledge.

Model B: Remaining Subjects

All other subjects, aside from Maths and English, are taught using a ‘cycle’ teaching model as outlined below:

	Cycle A	Cycle B	Cycle C	Cycle D
Week 1 – 6	Teaching Period Key content is delivered. Student progress is monitored through low stakes quizzing and health checks.	Teaching Period Key content is delivered. Student progress is monitored through low stakes quizzing and health checks.	Teaching Period Key content is delivered. Student progress is monitored through low stakes quizzing and health checks.	Teaching Period Key content is delivered. Student progress is monitored through low stakes quizzing and health checks.
Week 7 - 8	Assessment Students spend time revising key content before completing an Aspiring for Excellence assessment.	Assessment Students spend time revising key content before completing an Aspiring for Excellence assessment.	Assessment Students spend time revising key content before completing an Aspiring for Excellence assessment.	Assessment Students spend time revising key content before completing an Aspiring for Excellence assessment.
Week 9	Feedback Students review their assessment. In particular addressing misconceptions and key errors made.	Feedback Students review their assessment. In particular addressing misconceptions and key errors made.	Feedback Students review their assessment. In particular addressing misconceptions and key errors made.	Feedback Students review their assessment. In particular addressing misconceptions and key errors made.

We believe that a ‘cycle’ model is most appropriate for remaining subjects. This model retains the clear sections outlined for teaching, assessment and feedback. However, by dividing the academic year into four, it allows for greater breadth of content.

In both teaching models there is allocated time, known as Being Bold weeks, where year groups are off timetable. During this time they complete a range of PSCE, careers, sporting and creative based activities, as well as learning focussed on developing their cultural capital. Students also participate in a variety of trips and external competitions, linked to the curriculum, during these weeks too.

In both models, the curriculum is carefully planned along with assessments, prior to teaching. Curriculum content, skills and assessment planned by staff:

1. Uses the National Curriculum as a starting point to ascertain the key topic areas, concepts and skills that should be taught across KS3.
2. Sequences to allow a smooth transition from KS2.
3. Ensures topics, content areas and skills are continually built upon across KS3, increasing in difficulty.
4. Consider additional topics and or skills, which stretch learning beyond the National Curriculum and allow for a smooth transition to KS4.

We believe our curriculum design allows all students the opportunity to achieve excellence in each subject. Research highlights that learning is made easier when new knowledge is built upon existing knowledge, hence our focus on considering the starting point of learners. Students are also given the opportunity to build the foundational knowledge they need for success in a subject or topic, by thinking carefully as to the order they are taught material.

The Bolder Lesson

Every lesson counts and we ensure students are fully engaged, challenged and making progress in each lesson taught, allowing them to excel academically.

Our lessons are clearly structured into three clear sections: Quiz It, Key Content, Learning Review.

Quiz It

- Students start the lesson by completing a task that either: Tackles misconceptions from a previous lesson; tests memory based on prior learning in a lesson or from prep (homework).
- At the end of the Quiz It activity, core learning aims are shared for the lesson.

Key Content

- Students then complete either 2 or 3 learning activities.
- In each case the final activity should be exploring in further depth content acquired in the previous activity. The lesson content should equally be rigorous and provide a 'comfortable challenge' for all learners. By that, we expect our students to engage with challenging content, but will also provide scaffolds, where appropriate, to support all learners.

Learning Review

- Students complete the lesson by completing a task that either: Summarises lesson or unit learning; tests student knowledge through a series of Multiple Choice Questions, Short Answer Questions or an examination style question; or requires students to reflect on their own learning and behaviours.

We also expect our students to showcase our Academy values in each lesson. Staff will seek to highlight and reward students who embody these three core values: Be kind, be strong, and be brave.

Assessment

We provide students with regular opportunities to consolidate their knowledge and understanding as they prepare for assessments and in turn to showcase their knowledge and understanding.

We assess in the following ways:

Assessment for Learning (AFL)

This takes place within each lesson, and guides how the lesson progresses. The purpose is to gather immediate feedback on student learning, so that misconceptions are not embedded and that learning is consolidated before moving on. This also informs the planning of future lessons and schemes of learning.

Low stakes testing

Research show that low threat, high challenge testing is an effective way for increasing student retention of key information. This is why at Bolder we alternate between taking a short answer test and a health check across a unit of study.

Short Answer Tests (SAT)

The purpose of a SAT is to assess knowledge and identify any misconceptions before an Aspiring for Excellence Assessment.

Students complete 15 Questions. These are either multiple choice questions or short answer questions. *This is to be peer or self-assessed.*

Students complete 1 or 2 SATs across the course of a cycle (depending on lessons taught per week) and SATs every fortnight in Maths and English.

Health Check

The purpose of a Health Check is to assess both knowledge and skills ahead of completing an Aspiring for Excellence Assessment.

Students complete an extended answer to a question or series of questions. *This is to be marked by staff.*

Students complete 1 or 2 Health Checks across the course of a cycle (depending on lessons taught per week) and Health Checks four times per term in Maths and English.

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Aspiring for Excellence (AFE)

The purpose of an AFE is to provide a summative assessment on a cycle or term to check understanding and skills developed.

There are revision lessons delivered by staff in advance of the assessment. These revision sessions pick up on misconceptions gathered from assessment for learning during the cycle, as well as from low-stakes testing. They also highlight to students the key concepts, content and skills that will be reviewed.

This test is rigorous and challenging, and reviews learning across the whole of the cycle or term and, previous units of study. An AFE also revisits any misconceptions made during the Health Checks or SATs.

There is a dedicated Aspiring for Excellence week when this assessment takes place. Students complete 1 AFE at the end of each cycle or term.

This is to be marked by staff.

We believe this allows for regular opportunities for low stake testing, which research highlights as the most effective for students to showcase their learning. Equally the retrieval of knowledge from our long-term memory to working memory, through our SATs, Health checks and Aspire for excellence week, strengthens storage.

Assessment Feedback

When student work is assessed by staff, we expect a Fix It (whole class feedback sheet) to be used. Teacher assessment should be completed in a timely manner so feedback can be given to students at the earliest opportunity.

Whilst the exact layout of the document may vary from department to department, all feedback documents will contain sections on:

Fix It	
Class:	Date:
Language:	
Misconception 1:	Misconception 2:
Fix It 1	Fix It 2
Targets:	

Language: Key spelling and language errors, across the class, should be identified here.

Misconception: A brief description, or an example, of a misconception the class made is outlined here.

Fix It: Here all students should complete a task based on the misconception outlined above.

Targets: Students should be assigned a set target to complete, from a list, based on their assessment.

By assessing in this way we believe we can share with students exceptional work, address misconceptions quickly, provide students with a clear understanding of the next steps they need to take in order to progress further.

Student Progress Meetings

At the end of each teaching cycle or term, student progress meetings are held, and a process is set up by which groups and individual students are targeted for intervention. This process follows the Graduated Approach:

1) Assessment

Following a data capture, subject teachers – via the Senior Leadership Team - are provided with a data sheet detailing overall subject performance and key information.

Subject teachers analyse the data with line managers, identify patterns of underachievement, attainment differences, and compile a list of students that require monitoring and/or intervention.

2) Plan

Progress Meetings are held with line managers during subject meeting time to discuss requirements gleaned from the data and to organise potential intervention. Behavioural/attendance concerns are also discussed.

The progress meetings take the form of coaching conversations in which suggestions about how to adapt schemes of learning and pedagogy are discussed.

3) Do

Subject teachers implement interventions in the classroom. The teacher is responsible for working with the students on a regular basis and to monitor the impact of the plan. During subject meeting time teachers discuss with line managers how the interventions are proceeding.

4) Review

Evaluations are gathered by the Leadership Team in order to identify specific student needs or professional development requirements.

Additionally, continued professional development time is used at Bolder to share whole-school data trends with staff and to discuss actions and next steps to coordinate a whole-school approach to address them.

Intervention - Types

At the end of the student progress meeting process, students may require further interventions. At Bolder we have put into place a large number of interventions. Examples include:

Classroom interventions: altering schemes of learning; scaffolding and differentiation; deployment of TA; questioning.

Academy-wide interventions: academic reports; form tutor/SLT reports; Kind, Brave Strong well-being interventions; speech and language sessions; phonics/handwriting sessions; reading/handwriting sessions; hearing impairment sessions; visual impairment sessions.

Numeracy interventions: Sky numeracy, Catch-up numeracy; HPA sessions; small group teaching.

Literacy interventions: Sky literacy; SEND interventions; HPA sessions; small group teaching.

Target Setting

Targets are set in two ways in KS3 at Bolder Academy:

- By classroom teachers as *skills-based* and *knowledge-based* targets, which are generated from the misconceptions arising in health checks and aspiring for excellence assessments. These targets are set for the students on skills and knowledge that they need to improve on. This occurs after every health check and aspiring for excellence assessment.
- As aspirational GCSE targets. These are generated from FFT5 targets, which are based on what students in schools in the top 5% of the country would be expected to get. Aspirational targets are available for teachers at KS3. They are not shared with students or parents/carers.

Reporting






We provide students, form tutors and parents regular updates regarding student effort and progress as well as providing academic reports twice per year (February and July).

Academic Reports use the following grades:

Effort (1-5)

5	The students is always ready-to-learn, completes all tasks with energy and enthusiasm, supportive of others, and makes an excellent contribution to the lesson.
4	The students is organised, finishes tasks given, behaviour does not disrupt the learning, makes a positive contribution to the lesson.
3	The students is usually prepared for the lesson, completes tasks but needs encouragement at times, can contribute but lacks some focus.
2	The students is not well prepared for the lesson, takes time to settle, engages in disruptive behaviour, often fails to complete set tasks, and often needs encouragement.
1	The students is difficult to settle into learning, challenges minimum learning expectations, often disrupts the learning of others, seldom completes set tasks.

Students are also given a colour for each subject. The colour relates to how they are progressing against each of the core skills for each subject.

Grade	Colour	Explanation
Sophisticated		The student has showed sophisticated understanding of content and skills throughout the assessed material.
Proficient		The student has showed proficient understanding of content and skills throughout the assessed material.
Developing		The student has showed a developing understanding of content and skills throughout the assessed material.
Emerging		The student has showed an emerging understanding of content and skills throughout the assessed material.
Beginning		The student is beginning their understanding of content and skills throughout the assessed material.

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Progress Evenings

Progress evenings are held for each year group throughout the academic year

Year 7

The first Progress Evening offers an opportunity for parents and carers to see how their child is settling in at Bolder. They meet their child's form tutor to discuss this.

The second, allows parents/carers to have the opportunity to meet several subject teachers throughout the day to discuss the progress of their children.

Year 8

The Year 8 event allows parents/carers to have the opportunity to meet several subject teachers throughout the day to discuss the progress of their children.

Year 9

Our option evening offers an opportunity for parents and carers to discuss GCSE choices moving into Year 10. They meet their child's form tutor, subject teachers and members of the senior leadership team to discuss this.

The second, allows parents/carers to have the opportunity to meet several subject teachers throughout the day to discuss the progress of their children.

Governor Reports

The progress of students will be shared with governors regularly to enable them to support and challenge the Academy.

Prep (Homework)

We provide students with regular opportunities to consolidate and extend their learning, beyond the classroom, by providing prep each week.

Students are provided with a prep timetable, outlining which subjects they should complete on each day. They have one week to complete their prep.

In each subject, homework prep takes the following form:

Part A

Students complete a task or tasks from the knowledge organiser. Tasks set use the vocabulary strategies, found at the front of the knowledge organiser, and seek to expand student vocabulary on the topic they are studying.

Part B

Students should be set a second piece of work for completion, consisting of either: A challenge task or tasks from the knowledge organiser; engaging with resources from the 'Dig Deeper' section from the knowledge organiser; or additional work from an electronic platform – e.g. Mathswatch or Seneca.

In Year 7 and 8, we support our learners to become more resilient and independent by teaching study skills, which in turn, should support with the completion of prep.

Equally, all students are provided with a number of different avenues they can receive support, should they find prep challenging. Staff across the Academy provide 1:1 support either via email or in person; resources are published on our Academy website; and opportunities can be arranged for students to complete prep using laptops at the Academy.

We believe this allows for a smoother transition from KS3 to KS4, by ensuring there is an engrained culture of prep and learning outside of the classroom.

Literacy

By the time students leave Bolder Academy, they should be confident in the four strands of communication: reading, writing, speaking and listening - as they are necessary skills for later life. Equally, with increasingly challenging expectations for reading in many GCSEs, as well as marks being awarded for spelling, punctuation and grammar, this is an academic necessity as well as an altruistic desire.

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Outside of formal English lessons, students use form time and prep to further develop their literacy through the accelerated reader programme. All students are expected to carry with them a reading book and make regular use of the Academy library. In addition, during extra-curricular sessions, there are numerous catch up literacy sessions available to support lower prior attainers or those students who are below target.

Staff of all subjects also take literacy into account when planning their units of work. This is bespoke for each subject and is dependent on the literacy requirements of that particular subject. For example, vocabulary and spelling tests are an integral literacy requirement of MfL, whilst the spelling of key terms and accurate use of subject terminology is reinforced in History through prep tasks and lesson activities.

Research also shows that marking for literacy supports all students in making progress in their learning and in maintaining high standards of presentation. Marking for literacy should be done either:

- When the opportunity arises in lessons either by teacher or teaching assistant
- When marking the health check or aspiring for excellence piece of work

Code	Definition
SP	Identifies misspelt word.
P	Identifies punctuation error.
C	Identifies where a capital letter is needed.
V	Identifies incorrect verb tense or verb form
//	A new paragraph is needed
WW	Wrong word used

Numeracy

Numeracy is important across the curriculum, and staff in all subject areas receive professional development on different methods and the importance of being positive role models for mathematics.

Outside of formal maths lessons, students are provided with opportunities to further develop their numeracy. Students whose numerical age is below their chronological age receive extra support in the form of catch up numeracy. In addition, during extra-curricular sessions, there are numerous catch up numeracy sessions available to support lower prior attainers or those students who are below target.

There is also support for higher prior attainers, who complete deeper thinking questions from the Ark Mastery curriculum; UKMT questions; and wider reading on the importance of maths across society. In addition, students take part in National Maths Competitions, and teams from the school travel into London to compete in the team challenges.

Numeracy should also be promoted by teachers across their individual subject areas. Although their focus may vary: History for example may focus on specific key dates, centuries and timelines, whilst science may focus on formulae and converting between units, there is a focus on numeracy wherever possible in each lesson taught. This is further supported by all subjects engaging with 'Maths Week' at the Academy.

Higher Prior Attainers

As part of our Academy's commitment to ensuring all students of all backgrounds and ability are sufficiently pushed to maximise their potentials, our strategy for higher prior attainers has two core components.

Academic Lessons

Within lessons, academic work is designed with our highest prior attainers in mind. This is because the curriculum content is always at its most challenging so everyone is exposed to it; the learning environment in each lesson is characterised by high expectations; and crucially, this raises aspirations.

In each lesson, specific stretch tasks are referred to as 'Challenge Tasks'. In work books these tasks should be signified by a large, bold letter C.

Additional Opportunities

Higher Prior Attainers are identified using a range of methods. These include the use of KS2 data, assessment data, as well as soft data gathered by staff. Those identified across KS3 are members of the 'Bronze Club.'

We provide an array of additional opportunities for these students, intrinsically linked to the learning students complete in lessons. Sessions put on for students often allow them to extend their knowledge outside of the classroom, whilst simultaneously developing their cultural capital.

Students are offered opportunities to participate in educational visits. Students are also exposed to University and Further Education in a number of formats, including opportunities to visit local universities and education providers.

EAL

New arrivals to the Academy who are beginners in English receive additional support at Bolder Academy.

- Within lessons, it is the expectation that staff differentiate their material so that it is accessible for all students.
- EAL intervention. Here students receive additional guidance and support with their learning and prep; and the opportunity to practice further their reading with appropriate texts for their level of English
- Within the extra-curricular sessions, where necessary, students will receive additional literacy and numeracy support.

SEND

Class lessons are differentiated to meet the different cognitive levels as well as specific SEND within the classes. The amount and frequency of support depends upon the severity of need and the type of programme they will be completing.

Transition

On arrival at Bolder Academy, students embark on a week-long induction week. We feel it is important that our students are clear on our values and the best type of learning. Equally, we want students to be proud leaders of our Academy, and encourage them throughout this week to take a lead on contributing to our Academy ethos.

In addition, we use prior attainment information and details shared with us by students, parents/carers and KS2 teachers to support transition.

Professional Development

We conduct the bulk of our development of teachers within departments. At Bolder, the subject is at the heart of everything we do, and we know a brilliant Maths teacher will look slightly different to a brilliant History teacher. To support at a subject specific level, we believe that:

1. Department meetings prioritise subject content, meaning that teachers go into their lessons knowing exactly what to teach.
2. Departments regularly observe one another teach, highlighting areas of strength and tips for developmental areas.
3. Departments fully engage in subject networks and publications, supporting their subject specific pedagogy.
4. As there are high expectations of subject knowledge from teachers, there is a commitment to providing regular high quality subject specific support for all teachers during the year.

Across the Academy, to help develop outstanding practitioners, we provide:

- An open door culture, and expect our staff to regularly observe one another. This is carried out in a supportive manner, with a sole focus on sharing advice and resources.
- Allocated time each week for CPD, where all staff contribute to its delivery.
- A coaching platform, whereby staff can receive regular guided support on their teaching.
- Talks from leading academics, through the Be Bold network, to help inform practice and to allow an understanding of what has worked, where, why and for whom.
- Support from leading organisations, including Teach First, Accenture and Sky, to support our Middle and Senior Leaders, and help develop our leaders of the future.

See appendix 1 for further details

Being Bold - Reviewing How Effective We Are

We regularly quality assure the typicality of teaching, learning and assessment across the Academy to ensure our students are receiving the very best education.

A variety of processes are used to quality assure the education provision within the Academy. Specific strategies used to evaluate the quality of teaching, learning and assessment, outcomes and personal development, behaviour and welfare are as follows:

- Tracking and evaluation of progress and outcomes data for cohorts and specific groups of learners including the e.g.: Disadvantaged (defined by prior attainment), SEN, More Able and Catch Up students at the end of each cycle.
- Learning Walks
- Lesson Visits
- Review of students' work and learning
- Student voice activities
- Parent/carer voice
- Departmental review
- Appraisals with specific reference to Teacher Standards and Post Threshold Standards and the Academy Development Plan.

The information gathered from these quality assurance processes are triangulated and shared with staff and Governors. They are used to evaluate the actions set out in the Academy Development Plan as well as used to inform departmental priorities and professional development.

Appendix 1 – Professional Development Opportunities

All Staff	Senior Leaders	Middle Leaders	NQT and NQT+1
Weekly CPD led by internal and external staff.	Support with completing NPQSL.	Support with completing NPQML.	Subject and professional mentor.
1:1 Coaching by internal and external staff.	Support with completing NPQH.	Attendance at subject specific courses and events.	Attendance at subject specific courses and events.
Be Bold CPD events and Be Bold Subject Specific Events.	Coaching through external parties – e.g. Sky. Training ran through London West Alliance. Opportunities to conduct curriculum reviews internally and externally.	Coaching through external parties – e.g. Sky and Accenture. Training ran through London West Alliance. Hounslow Subject Network and Be Bold subject specific networks.	Coaching through external parties – e.g. Sky and Accenture. Training ran through London West Alliance and Hounslow borough. Hounslow Subject Network and Be Bold subject specific networks.

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