

2020-2021



**CURRICULUM, ASSESSMENT AND TEACHING POLICY
DRAFT - WITH COVID ADDENDUM
THE CHERWELL SCHOOL
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE**

Curriculum and Assessment – features and rationale

At The Cherwell School, the curriculum is:

- rich in powerful knowledge and language, which is specified, taught, assessed and securely learnt
- exceptionally well-planned and sequenced
- exceptional in its use of assessment to support learning
- manageable for teachers; supportive of teacher workload and wellbeing

Rich in powerful knowledge, which is specified, taught, assessed and securely learnt

- 1) Knowledge can be defined as both factual and procedural knowledge (i.e. how to perform subject specific procedures or tasks). Therefore, knowledge includes those concepts, facts, ideas, stories, techniques and procedures which are important to know in order to have a deep understanding of a subject.
- 2) Powerful knowledge gives students the cultural capital they need to be able to take their place as informed, active citizens, be increasingly aspirational for their future choices, and excel in further academic study.
- 3) Desirable skills such as analysis, explanation, creativity, evaluation and independence of thought are only possible when a wide knowledge base is secure; the deepest thinking involves connecting new ideas to existing knowledge.
- 4) Powerful knowledge includes knowing the language required to apply knowledge. Therefore, the best language for students to learn in order to apply their knowledge at each point in the curriculum should be specified, taught and practised.
- 5) Therefore, greater emphasis should be given to knowledge, with a view to covering '*fewer things in greater depth*', and a commitment to the idea that students will be taught, understand and retain considerable rich knowledge.
- 6) Curriculum planning should define and minutely specify the core knowledge and core skills that is regarded as most important for students to learn.
- 7) Where curriculum content is minutely specified, clarity is provided which supports teacher workload, helps students understand the progress they are making, and enables high quality intervention for those who are not being successful. On the other hand, vague or unspecific curriculum content is burdensome for teachers, and a contributor to excessive workload.
- 8) Reading for information supports rich curriculum knowledge by securing the necessary links within the subject to ensure that core content is learnt securely.

Exceptional planning and sequencing

- 9) Careful and skilful curriculum sequencing and planning is essential if students are likely to secure and retain knowledge.

- 10) This requires that the order in which students are exposed to core knowledge is carefully specified and planned so that concepts lead on from one another. This should be represented and identifiable through faculty curriculum planning materials.
- 11) Effective sequencing also involves specifying exactly when and how core concepts will be returned to so that they are retained over time.
- 12) Where it is sensible to do so, planning should take into account the content that is being taught, or has been taught, in other curriculum areas at any point. Links between subject areas – for example where the same period is being considered in English, Art and History – should be planned, understood and capitalized on by teachers in each subject.
- 13) An effective curriculum therefore will have a very clear and convincing rationale for what is taught, and the order that it is taught in. It will clearly identify core concepts, knowledge, ideas, words and skills, and will specify when they are to be introduced, and when / how they are returned to.

Exceptional in its use of assessment to support learning

- 14) Effective teaching uses assessment and feedback constantly and fluidly in the classroom, through discussion, questioning and activities which require students to demonstrate learning. In some subjects, particularly practical subjects, this is likely to be the dominant form through which assessment takes place.
- 15) In many subjects, it is also essential that a standardized approach to formative (interim) assessments is devised, so that it is consistently high quality and ‘manageable, meaningful and motivating’. Formative assessments of this type should be centrally agreed and shared through the subject, and not left to each individual teacher to devise.
- 16) For formative and summative assessments, clear procedures must be in place which specify how the information gathered should be shared and used to adapt future teaching.
- 17) Subject Assessment Policies should make this clear, and ensure that practice is ‘manageable, meaningful and motivating’. In short, ‘manageable’ here means efficient and achievable for teachers within a sensible workload expectation. ‘Meaningful’ means that assessments allow valid and reliable inferences to be drawn about what students know or can do, and what their next steps should be. ‘Motivating’ means that assessments should provide opportunities for accomplishment and challenge, to ensure that students benefit from the positive impact on motivation which comes from genuine learning and achievement. Whilst teacher praise and positive affirmation for achievement is valuable, students should be dissuaded from seeing assessment as being produced ‘for the teacher’ or for other extrinsic reward, and guided towards the intrinsic motivation of genuine learning.
- 18) Formative assessments should take a variety of forms, including short answer questions and multiple choice questions. They should not solely be a watered down version of the summative assessment, but should aim to isolate and target the knowledge and skills which combine when students complete summative assessments.
- 19) Summative assessments should be standardized across a subject, and be expertly designed. This means that they have high levels of validity (they test understanding of the core knowledge and skills as specified in the curriculum), and reliability (they allow the teacher to make reliable inferences about what a student has learnt and where gaps remain).

- 20) Well designed formative and summative assessments include cumulative elements – that is to say, they include items which refer back to previous learning and content. This is designed to aid retention and ensure that knowledge is secure over time.
- 21) In best practice, standardized and carefully designed formative assessments allow leaders to collect in raw data for vulnerable students, and therefore gain a clearer picture of the specific content which these students are not grasping.
- 22) It is the responsibility of school leadership (at subject and senior level) to ensure that high quality standardized formative and summative assessments are in place for each course that is delivered.

Manageable for teachers; an approach which supports teacher workload and wellbeing

- 23) An effective curriculum will mean that a teacher is always clear as to what needs to be taught, in what order, to what time scale and how / when this is to be formatively and summatively assessed.
- 24) This information should be provided through Schemes of Work, Faculty Assessment Policies and Faculty Assessment Calendars – in place for each subject taught.
- 25) Teachers of an excellent curriculum are free to concentrate more of their attention on how to deliver content with skill and energy.
- 26) Core resources - including formative and summative assessments, multiple differentiated model activities, SoW sequences and core activities – should be coherently planned, excellent quality, and easily accessible to all teachers of that course.
- 27) Teachers should be supported in the best ways to deliver the content of the curriculum through regular opportunities for training, sharing and discussion with other teachers of their subject wherever possible. We should continue to look for more opportunities to provide time for teachers to have these discussions within faculties and subject areas.

Note: please refer to the appendix document '*Implementing the CAT Policy at Faculty Level*' for an overview of policy expectations for curriculum planning and resourcing.

What is the vision for Teaching?

Our aim is to provide the best possible opportunities for student achievement, progress and learning. We do this by focusing all of our teaching and learning professional development work on the elements of our practice which research shows make the most difference (R. Coe et al, What makes great teaching? Review of the underpinning research, 2014). These elements are in our planning and delivery and every teacher at Cherwell has a responsibility to:

Know the curriculum deeply

- 1) Maintain deep and fluent knowledge of the curriculum content they teach.
- 2) Use agreed mid and long-term plans to guide the learning and ensure that it is well-organised over time
- 3) Maintain deep and fluent knowledge of the relevant language and terminology related to the subject
- 4) This includes knowing and teaching a full range of rich academic language to allow students to talk, think and write about the subject
- 5) Understand typical ways students think about subjects, concepts, processes and ideas, anticipating common misconceptions and planning teaching to account for these

Plan well-constructed lessons, with clear explanations, and deliver it with conviction

- 6) Plan lessons with a clear focus – a single, clear objective is almost always best. Lessons which try to address or introduced multiple concepts, or are cluttered with multiple activities, are to be avoided, as working memory is likely to become swamped
- 7) Use well-planned direct instruction and explanation so that content is clear and every student can access the lesson and tasks. Avoid assuming knowledge that the students may not have – explain words and ideas clearly and carefully
- 8) Ensure student activities are appropriately challenging, high-value and purposeful in helping students to learn, practice and retain curriculum content
- 9) Avoid low-value, or inefficient filler tasks, such as posters or gimmicky 'creative' tasks, the completion of which distracts students from the subject content required to be learnt
- 10) Wherever appropriate, model how to access and complete tasks, and how to achieve excellence in the quality of work produced
- 11) In most cases, tasks should be accompanied with a basic model to provide access, and an excellent example to provide challenge. This may not apply for some content, such as mathematical processes, where challenge should be provided through the increasing complexity of the activity
- 12) Ensure that high attaining students are effectively provided for, according to the High Attainers policy

- 13) Ensure that SEND students are effectively provided for, through high quality teaching, and following strategies from the SEND profiles
- 14) Include regular periods of silent, independent work during lessons. This is essential to help students concentrate and manage distraction
- 15) Where appropriate, students should have opportunities to read challenging text; reading activities should be carefully designed for access and challenge
- 16) Subjects should identify high-frequency processes and agree intentional approaches to ensure success

Ensure effective assessment and feedback

- 17) Fully understand and implement Faculty Assessment Policies, to ensure that practice is manageable, meaningful and motivating.
- 18) In particular, use formative assessments to make decisions about post-assessment teaching content
- 19) Make regular use of short, low-stakes quizzes to ensure that knowledge is retained over time. Quizzes should include reference to recently learnt material, eg from the last lesson, as well as material from further in the past – last week, last month, last year

Create an effective working environment

- 20) Understand and insist upon school rules and routines in relation to student behavior (see the BFL policy)
- 21) Insist upon high standards of effort and presentation, according to school policy
- 22) Hold students to account for completing work. It is expected that this includes regular use of silent, independent work during lesson time.
- 23) Contribute to the upkeep of well-ordered and well-organised classrooms, by storing books and resources in an organized manner

Homework

- 24) The purpose of homework is for students to think deeply about the subject - read, learn, memorise, revise or practice the knowledge and skills that they are taught in school.
- 25) Suitable homework activities include reading articles to consolidate class learning, creating revision cards or notes, practicing a taught skill or employing strategies to commit learning to memory. Full advantage should be made of www.quizlet.com
- 26) Google Classroom should be used as an effective tool for delivering standardized homeworks where possible

- 27) Reading for pleasure is an essential component of academic and personal development. We know about the advantages that reading for pleasure brings; consequently, we set reading for 30mins every day as a homework for all students in KS3
- 28) Open-ended research homework, such as ‘find out about’ or ‘find five facts’ should be avoided in most cases, particularly at KS3. It is our responsibility to identify core knowledge and provide this through the curriculum and resourcing, with students taught to learn and retain it at home. Open-ended research, whilst providing a surface sense of independence, frequently results in low quality work and little genuine understanding or retention, and is inefficient in promoting learning.
- 29) Learning homeworks should be followed up by mini-quizzes or assessments in class to establish that students have learnt the material successfully.
- 30) Tasks such as posters or model-making should only be set as compulsory homework if they directly represent the skill or knowledge being learnt. This means that a model could be set as homework if, for example, relevant to a DT Scheme of Work on model making, or a poster set if students are learning about the use of posters for propaganda in History. This is because they tend to result in students spending lots of time thinking about the act of creating the homework, such as their presentation, colours or pictures, and are often inefficient as a tool to promote deep thought about and retention of the core material. Posters, models etc may be set as optional competitions or activities, rather than a compulsory homework.

Addendum in response to COVID 19: Remote Teaching (DRAFT)

At Cherwell, we know how students learn and what works in lessons. We know pupils can learn effectively through remote teaching. Ensuring the elements of effective teaching as outlined in this policy are present – clear intent, explanations, scaffolding and feedback – is more important than how or when they are provided. The evidence shows there is no clear difference between teaching in synchronous teaching (live) and asynchronous (recorded) teaching. What matters most is whether the explanation builds clearly on pupils’ prior learning, the activities to allow them to think deeply and how pupils’ understanding is subsequently assessed.

We know that the following types of curriculum content are best suited to remote learning, and so we prioritise these in the work that we set:

- Revision of key knowledge and skills, to interrupt the forgetting curve, develop fluency and automaticity
- Introduction of new content in small steps, avoiding content that is a prerequisite for what will come later in the course, so as not to disadvantage those who are not able to complete all of their online learning

This addendum is a guide to best remote teaching practice. It aims to address some of the technical aspects of asynchronous and synchronous teaching.

Asynchronous Teaching

Set effective remote work

- 1) Ensure documents and attachments are named clearly – 01 Lesson Geo Polar Deserts – and work for each lesson should aim to be collated into a single step-by-step document, where possible, with highlighted steps and embedded videos
- 2) Factor in all time when setting work - e.g. for self-assessment - and be realistic about how long it will take to read the instructions, opening documents, submitting work etc.
- 3) Add an extension if possible - *Now you could also read, watch, listen, create, write...*
- 4) Ensure that Tier two vocabulary is defined in a glossary or through examples
- 5) Where there are large amounts of reading, recording of reading should be included
- 6) Use quizlet to make revision cards as access to card can be limited; the algorithm in quizlet is better than revision cards (mention and allow time for login)

Assessment

- 7) Celebrate and share great/model work via 'mystery students'. Faculties should aim to provide a showcase of excellent work with parents – support is available for this
- 8) Seek out opportunities for peer or home assessment. *'Now ask a family member or a friend from school to comment on this work'*. For example - Having a note at the bottom with www and ebi - *Alana (from my tutor group) /my mum/ my dad said that I had imitated Picasso in the shapes, but my use of colour could be brighter more like Picasso.* The social element of learning is not discounted and the discussion around learning is recognised and aims to keep students connected to the school and their learning
- 9) Include success criteria and differentiated models in order that students can self and peer-assess with sufficient knowledge and thought

Making videos

There is a training video on Making Good Videos in the shared area. Staff are advised to watch this before making videos.

- 10) Videos should include pause points and lagging accountability for consolidation, assessment and to encourage deep thought
- 11) Large amounts of texts on slides should be avoided unless it includes pause point or direct instruction from teacher

- 12) Consider when it is appropriate to have the teacher's face in the video. A good model is full-screen for introduction, then place yourself in as needed. Students find the faces helpful in establishing a social connection but also can be distracted by a face and not look at the slide. Where they need to engage with the slide you could - say explicitly '*look at the words now as I read this to you*' or say '*pause this video now and read this slide*'

Synchronous Teaching

The same principles and vision for teaching applies to synchronous lessons – lessons delivered live. Synchronous teaching aims to support the social element of the classroom but also in the knowledge that students often find accessing remote lessons socially difficult, especially having a video or speaking as a group.

- 13) Synchronous teaching should replicate the classroom experience – this may include including registering students, teaching live (video or audio), supervising study, being available for chat contact, answering questions as students complete tasks
- 14) Utilize the chat function as this allows engagement without the social pressure – multiple choice, true or false questions facilitate participation whilst mitigating social awkwardness

Exemplification

For exemplification of the principles outlines in this document, please see the ***Core Principles for Learning and Teaching*** booklet. These principles are designed to provide identification and guidance for elements of teaching practice that make the most difference to student learning i.e. how this might look in the classroom. These principles exemplify:

- Creating and Attentive Classroom
- Teacher Explanation
- Modelling
- Classroom Management
- Homework
- Low-stakes testing
- Whole school CPD

Responsibilities

The Senior Leadership team are responsible for overseeing the successful implementation, continual refinement, monitoring and evaluation of the school's approaches to curriculum, assessment and teaching, according to the principles and practices outlined above.

Faculty Leadership are responsible for ensuring that approaches to curriculum, assessment are clearly defined, resourced and adhered to within the faculty, as stated in the appendix guidance document 'Implementing the CAT policy at Faculty Level'. This incorporates the generation and upkeep of clear Schemes of Work which and a clear faculty assessment policy. Furthermore, Faculty Leadership are responsible to ensure that teachers are made clear as to the expectations and procedures required, and supported to develop the deep knowledge required for successful curriculum delivery.

Teachers are responsible for reading, understanding and implementing the taught curriculum, and approaches to assessment specified in the Faculty Assessment Policy. Teachers are also responsible for learning the content of the curriculum in depth and detail, so that they are able to deliver content with authority, fluency and flexibility.

Appendix

Implementing the CAT Policy at Faculty Level

Planning, documentation and organisation of curriculum and assessment

In order to enact the terms of the CAT policy, the following documentation should be centrally provided to teachers centrally in faculties, and updated regularly to ensure that information is current:

1. A course outline / overview of the year for each year group
2. An Assessment Calendar which shows (for each year group) when standardised formative and summative assessments should take place
3. An updated Assessment policy, which details the approaches to assessment expected for each Key Stage. This policy should be specific in terms of what and how to assess and provide feedback.
4. Mid-Term plans / Schemes of Work for individual topics and units, which give a clear sense of what content is to be covered and when it is to be covered by
5. Standardised high quality resources for students, including:
 - Specified banks of relevant and powerful knowledge (likely to be through a textbook, internally produced student booklets, knowledge organisers)
 - Specified banks of rich and high quality academic language (likely to be through standardised banks of words / phrases / connectives) which students are taught in order to apply knowledge, eg through writing evaluation, description, explanation etc
 - Standardised model answers at various different levels, along with guidance as to how to use them in class
 - Standardised formative assessments (likely to be low stakes knowledge quizzes, mid-term tests / quizzes / interim assessments)
 - Standardised summative assessments (likely to be longer assessments, such as essays, end of unit tests, mock exam papers)

Further standardisation of high quality resourcing is encouraged, such as:

- Standardised whole-cohort homework tasks, particularly for key periods and content; Google Classroom is an ideal tool for this
- Electronic resources as appropriate (elearning videos, access to websites), along with clear instructions for how they should be used