



Curriculum Policy and Procedures Handbook

incorporating

Planning, Learning and Teaching, Marking and Assessment, Adaptive Teaching

Policy rewritten February 2025

Reviewed By	Date	Signature
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PLANNING POLICY

This policy has been drawn up in consultation with the whole staff, teaching and non-teaching.

The staff at Alpha Learning Staffordshire recognise that the quality of planning is critical in order to teach effectively and to be adaptive to the needs of all learners.

Planning files should contain

- Long Term Planning
- Medium Term Planning
- SMSC – See SMSC Policy
- Personal Development Mapping – See Personal Development Policy

Staff should retain a working file and a secondary clean copy should be provided to the Curriculum Manager.

Long Term Planning

Long term Planning is an overview of the topics covered over the academic year broken down into half terms.

Long term planning should be displayed on the wall of the classroom it is being taught in.

Medium Term Planning

Medium Term Planning is the bridge between long term planning to short term delivery of lessons.

Medium term plans break down (where necessary) the termly end points into smaller steps to ensure skills and knowledge are taught in a way to allow for pupils to begin to embed knowledge or acquire their next steps in learning and begin to transfer this knowledge into long term memory through repetition and over learning.

To produce good planning we should consider **what** we are teaching, **why** we are teaching it, **when** we are teaching it and **who** we are teaching it for.

Teachers should organise the knowledge they wish to impart and how that knowledge should be structured in order to ensure teaching is embedded in long term memory. A key question should be: *How is the knowledge broken down and ordered?*

Medium term planning should also take into account the key skills that teachers want to be developed and embedded over the course of the unit. It should organise knowledge and skills in such a way that we are providing maximum opportunity for pupils to effectively learn.

When creating a high quality MTP a teacher should consider:

- **What do learners already know?**

Prior learning should be taken into account. Reference to prior years LTP and Assessment data should be considered

- **What skills need to be taught?**

Key skills should be explicitly thought about, as well as how prior skills can be built upon.

- **What knowledge do I need to teach?**

What is the key knowledge that students need to learn, as well as how prior knowledge can be built upon

- **What is the best order when teaching objectives/aims?**

Consider how knowledge and skills can be built up logically and embedded.

- **How much time is there?**

Consider the amount of time available in each half term including varying half term lengths and any annual celebration holidays or exam sittings.

Our medium term planning document is split into 8 headings

Week Number (estimated)

This is the week number the teacher intends to teach the objective, this is open to change. Any deviation from the planned delivery timescale will be noted on the working document as it may change for various reasons including, but not limited to, pace of lessons (faster or slower than expected), significant class absences, knowledge gaps identified during the delivery and extension of the work to cover gaps.

Learning Objectives – Intent

A learning objective sets out the knowledge or skill that is being introduced, developed, and learned by students during the lesson(s). This sets out the Intent.

A learning objective should focus on the learning that is going to occur in the lesson. Lessons should be focused on one of two things: **knowledge** or **skills**.

Learning objectives should always be **student-focused**, an objective needs to be concise and accessible for all students. The aim is to make it clear to students the point of the lesson ahead.

Objectives should be written with reference to Blooms Taxonomy.

Learning Outcome - Impact

The learning outcome should measure the progress students have made towards meeting the learning objective. The outcome measures the impact of the lesson(s).

Outcomes must be SMART (Specific, measurable, Achievable, Realistic and Timebound) statements that clearly indicate what a student should know and be able to do at the end of a lesson(s). Lesson outcomes should be focused and centred on the actual intended learning.

Outcomes should be written with reference to Blooms Taxonomy.

Key Questions/Key Words - Implementation

The key questions that are explored in the lesson(s) should be listed along with the key words including words that are new and likely to be additions to the vocabulary.

Activities/Resources - Implementation

Activities and resources should be age and ability specific; activities may be changed during the academic period due to the changing mix of students in order to ensure that activities are adapted to the relevant needs of the students in that class. Any changes should be recorded on the MTP working document.

Activities and resources should be documented in a way that a covering teacher will be able to understand and access that activity or resource for the lesson without issue. Activities and resources should be saved in the subject file on drop box.

Teachers should document tasks that all students should do along with any extension tasks.

Adaptive Teaching - Implementation

Teachers should adapt teaching to respond to the strengths and needs of all pupils.

On the MTP document this column could be left blank or teachers can make brief notes in the planning stage.

All staff must include brief notes on the working document copy of any individual adaptations that they make during a lesson.

Consistent adaptations such as overlays, special pens, fidget toys will be recorded on the group profile so do not need to be listed every lesson, however if work the lesson or environment is adapted in anyway, for example (but not limited to) scaffolded or chunked work, printed copies of work shown on the board provided, change to seating plan, differentiated resources, staff sitting with the student in group work, team teaching this should be noted.

Assessment for Learning/Progress (Formative) IMPACT

This could be populated or left blank on MTP document, staff must make brief notes of how they have checked progress/knowledge using formative assessment during the lesson on the MTP Working document. This could be brief notes such as Q&A and any key student related information that they need to record for filling out the CRA. See the Assessment Policy for detailed Formative Assessment methods

Teachers Notes

This is available for teachers to make any other relevant notes that assist them on the MTP working document including (but not limited to) lesson highlights, noting student absences or refusals (Link to CRA), any lesson disruptions that effected learning, any notes for the next years planning.

Within the Medium Term Planning we also have 3 other areas that must be filled in during the initial planning stages.

Links to Personal Development

This shows the 6 areas of personal development that we use to identify and map the personal development we cover in lessons or enrichment activities, teachers colour the box(s) that the half term planning relates to. This is explored in further detail on the Personal Development

Mapping Sheet that goes with each subject. See the Personal Development Policy and Procedure for description, details and further guidance.

English and Maths Objectives

All planning documents have 3 English and 1 Maths objective that is consistent across all classes, English and Maths are of vital importance and are embedded across the curriculum. Teachers should detail the activities that within the planning document of how during that half term they meet the 4 objectives within their scheme of work.

Objectives

1. English - To increase my confidence in speaking confidently, audibly and effectively
2. English - To explore vocabulary and develop tier 2 and 3 language within my lessons. To develop and help secure a more expansive vocabulary within my short and working memory.
3. English - To read in a more confident and competent manner and with a good understanding of the text.
4. Maths - To be able to solve problems by applying their Maths to a variety of questions and problems

Summative assessment

This is the final row on the half termly planning, this details the summative assessment objective and the outcome including success criteria. See the Assessment Policy for full details.

Teachers should make any relevant notes on the MTP working document such as student absence/refusal, challenges, positives. This will then help to inform the teacher on completion of the CRA (see Assessment Policy).

Appendix 1 Long Term Planning




SUBJECT LEADER:

SUBJECT:

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	HALF TERM 1a	HALF TERM 1b	HALF TERM 2a	HALF TERM 2b	HALF TERM 3a	HALF TERM 3b
KS 3 – Group 3						
KS 4 – Group 2						
KS 4 – Group 1						



Appendix 2 Medium Term Planning

Medium Term Planning		SUBJECT NAME and KS3 or 4		Academic year 2023-2024			
Links to Personal Development (Fill box green if applies)							
Culture and Community		Health and Wellbeing		Careers and Next Steps		Respect Equality and Diversity	
						Sports and Interests	
						Character and Curiosity	
TOPIC NAME							
Week Number (estimated)	Learning Objectives	Outcomes (Knowledge, Skills and Understanding)	Key Questions / Key Words	Activities / Resources	Adaptive Teaching	Assessment for Learning / Progress (Formative)	Teacher Notes
	INTENT	IMPACT	IMPLEMENTATION				
ALL	English - To increase my confidence in speaking confidently, audibly and effectively	Students to have the confidence to speak confidently, audibly and effectively					
ALL	English - To explore vocabulary and develop tier 2 and 3 language within my lessons. To develop and help secure a more expansive vocabulary within my short and working memory.	Students to use more interesting vocabulary within their lessons : verbally and in writing. Students have a more expansive arsenal of language in their short and working memory.					
ALL	English - To read in a more confident and competent manner and with a good understanding of the text.	To be confident in my reading and read fluently with a good understanding.					
ALL	Maths - To be able to solve problems by applying their Maths to a variety of questions and problems	Student has used their maths skills effectively to aid in the solution of questions/problems.					
	<i>Multiple rows inc in actual planning for objectives - shortened for example</i>						
SUMMATIVE ASSESSMENT SWANS LEVELLED							

LEARNING AND TEACHING POLICY

This policy has been drawn up in consultation with the whole staff, teaching and non-teaching.

The staff at Alpha Learning Staffordshire recognise that the quality of teaching is a major influence on student performance, and will take account of the needs of all learners through the following principles:

- Effective use of starter exercise that focuses on engagement.
- Each lesson, if appropriate, should begin with a brief recap to set the lesson in context and to check that students have understood the preceding work and are ready to progress.
- Each lesson should have clearly stated aims and objectives (displayed on the board whenever possible) which are appropriate, relevant, shared with the students and referred to throughout the lesson.
- Each lesson is broken into 3 distinct parts, starter, main activity and plenary.
- Students cannot realistically be expected to make progress unless they understand what we want them to achieve.
- Clearly stated aims, objectives and outcomes must be outlined in the scheme of work and should be explained to students e.g., 'by the end of the lesson you should be able to
- Behaviour For Learning (BFL) completed at the end of the lesson with each pupil to discuss and record work, behaviour and individual targets.
- Staff should have high expectations of all students and challenge misconceptions and behaviour.
- Staff need to have a secure knowledge of the topic if they are to teach it effectively.
- Staff will ensure that lessons are adapted according to need and ability and all pupils will be given work appropriate to their capabilities and requirements in accordance with SEND and Able and Talented Policy.
- Good lessons are carefully planned, and attention should be paid to:
 - (1) Structure, pace and timing of the lesson.
 - (2) Resources being adequate and well organised.
 - (3) Recognition and use of previous knowledge.
 - (4) Opportunities for individual and group co-operation.
 - (5) An effective plenary, revisiting learning objectives and efficient use of Formative Assessment to assess the degree to which they have been met.

Staff must refer to the Initial Assessment Data to assess the type and range of student performance and determine the degree of challenge and progression for work.

The staff at Alpha Learning Staffordshire recognise that literacy is taught across the curriculum and do so by:

- Ensuring that spelling, punctuation and grammar follow convention.
- Encouraging students to speak precisely, using appropriate language.
- Encouraging students to listen to others and respond thoughtfully.
- Encouraging students to use strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.
- Promoting the use of subject specific vocabulary both in discussions and written work.
- Staff recognise the importance of ICT and encourage the use of ICT in all subject areas as a teaching and learning tool.
- All classrooms to have access to a Dictionary and Thesaurus.

The staff at Alpha Learning Staffordshire recognise that Maths is taught across the curriculum and do so by:

When planning, teachers should set high expectations and provide opportunities for all students to achieve.

Teachers need to be aware that students have different learning styles and bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all students can take part in lessons fully and effectively. A variety of teaching and learning styles should be employed over a period of lessons. Students should be given the opportunity to:

- Work independently and work in groups.
- Select and organise resources.
- Seek information.
- Make decisions.
- Solve problems.
- Communicate ideas and pose questions.
- Use visual and auditory stimulus material.
- Assess their own and their peers' work.
- Be offered opportunities for reflection.

The staff at Alpha Learning Staffordshire recognises that learning can only take place in a calm and appropriate atmosphere and to achieve this all staff must:

- Encourage and develop positive relationships with students
- Remind students of expectations as appropriate
- Reward positive behaviour using the BFL system
- Model Appropriate behaviour at all times

- Encourage students to explore and apply individualised behaviour strategies
- Seek support from other staff/management to manage behaviour concerns/issues effectively, following relational policy procedure.

The staff at Alpha Learning Staffordshire recognises that they must teach by example and do so by:

- Being punctual to lessons and insisting on punctuality from students
- Be prepared to start lessons on time with resources and activities ready
- Encouraging a work ethic by working until the end of lesson
- Speaking calmly and clearly with appropriate tone and confidence.

MARKING POLICY

Improving learning through assessment depends on the provision of effective feedback to students. Feedback covers a broad spectrum of responses to students' work and operates on different levels. It could be verbal, written, part-written and part-verbal. It is important that expectations for teacher marking and assessment are made clear to students and their parents.

Manageability

To be meaningful, marking must be rigorous. Not all pieces of work need to be marked, in-depth, for individuals or groups, against learning objectives. The key points for development and improvement should be clearly indicated. Marking should identify progress made, and targets can then be set. These must relate to learning, and students should be told where and when they will have an opportunity to reach new targets by completing another piece of work.

Effective marking can,

- Provide clear feedback to students about strengths and weaknesses in their work.
- Recognise, encourage and reward students' effort and progress.
- Focus teachers on those areas of learning where groups and individual students need specific help.
- Provide a record of students' progress.
- Help parents understand strengths and weaknesses in their children's work.

To be effective marking and feedback must,

- Be consistent across the school.
- Be given promptly and regularly.
- Be set against Criterion References Assessment (CRA).
- Focus on learning objectives and criteria for success.
- Support students in developing the skills to reflect on their own and each other's work.
- Give students a clear picture about what they have done well, and what they need to do next to make progress – "even better if....."
- Be clear, unambiguous and consistent with the students' own language skills.
- Provide students with strategies that they could adopt to develop their work.
- Allow time for response and specific improvement to the work marked.

Comments on students' written work should,

- Relate to planned learning objectives, which should be clearly indicated for each piece of assessed work.
- Be legible and clear in meaning.
- Recognise a student's achievement in meeting success criteria.
- Indicate the next steps in learning and support students in understanding how they can improve their work.

- Help students to work out mistakes and misconceptions for themselves e.g., by posing questions rather than telling them what to do.
- Avoid comparing individual students' work.
- Avoid marks and grades, (there may be times when you refer to appropriate levels or GCSE grades).
- Avoid pointless comments, such as “try harder”, “make your work neater”, “why didn't you finish?”.
- Use positive language i.e. “This is good because ----. Have you thought about ---?” or “The way you have explained ----- is very effective and now you can go on to add in two points about -----“.

Alpha Standard Marking

- Ideally written work should be completed in blue or black ink (ballpoint for maths) due to examinations having to be completed in black ink.
- Diagrams and drawings should be completed in pencil.
- Marking should be done in a colour distinguishable from blue/black. All marking will be done in purple pen.
- Mistakes should be crossed through with one line - ~~mistake~~.
- Spelling corrections – no more than three words to be corrected per page by circling them, do not give the correction (students should find the correction themselves), any more than 3 mistakes on the page should be marked by prompting students to check ALL spellings.
- Unless specifically told otherwise students need to answer in full sentences.
- Work should be named, dated (in full) e.g. Monday, 22nd February 2025, titled and underlined.
- Date and sign all marking and on specific pieces or work i.e., extended writing course work.
- At tutorials, slots will be booked for individual subject staff to discuss subject feedback, as required.

Marking

Staff will mark your work in purple, you need to redo any corrections in green pen.

SP	Spelling mistake – please write this out three times underneath in green
CL	Capital Letter
//	This needs to be a new paragraph.
G	Grammar – consider redoing this sentence so that it makes complete sense.
P	Punctuation – remember full stops, question marks, commas etc.,

All corrections need to be completed in green pen.

All diagrams and drawings need to be in pencil please.

ASSESSMENT POLICY

This policy has been drawn up in consultation with all staff at Alpha Learning Staffordshire, teaching and non-teaching.

Initial Assessments

On arrival at Alpha all students complete initial assessments this includes

- Initial and Diagnostic BKSb in Maths and English
- Access Tests English
- Access Test Maths
- Spelling Test

Initial and Diagnostic BKSb in Maths and English

The purpose of this assessment is to baseline students to understand their current levels and identify their strengths and weaknesses.

This assessment is completed on admission, further BKSb learning can be accessed by BKSb programme which produces a tailored programme of study based on the initial and diagnostic assessments.

Access Tests English - ART

The purpose of this assessment is to baseline students for their reading age and identify their strengths and weakness in English. This provides a breakdown of key areas of study and an overall Reading Age.

This assessment is completed on admission and then twice yearly in Autumn half term 1 and Spring half term 2.

Access Test Maths - AMT

The purpose of this assessment is to baseline students for their maths age and identify their strengths and weaknesses in Maths. This provides a breakdown of key areas of study and a overall Maths Age.

This assessment is completed on admission and then twice yearly in Autumn half term 1 and Spring half term 2.

Spelling Test - Vernons

The purpose of this assessment is to baseline students for their spelling age. We link our spelling to our precision teaching in order to support English across the curriculum.

This is repeated at least twice a year, depending on timing of student intake. (December and July)

This data is recorded on the Curriculum Data sheet for the group they will be joining. This is available to all staff at any time to review the student levels and aid in planning their lessons and identifying any adaptations that are to required. The Curriculum Manager will also bring the data to staff meeting to discuss with all staff and make them aware of any concerns or observations they have made during the assessment time.

This is also recorded on the student profile for each student along with other information such as EHCP, SEN Needs and strategies for both learning and behaviour so that each students profile has a clear overview of their learning needs as well as behaviour needs. An overview of this is then used to populate the group profile which provides teachers the key points at a glance.

Recording Initial and Ongoing Assessments for Progress

When assessment is initially completed and repeated as applicable (see individual assessment specifics above) this is recorded in the data sheet and in the student profile. The assessing staff member will use the data sheet to identify movement from initial/previous assessment to the current assessment any interventions or learning focus will be identified and an appropriate strategy put in place, implemented and documented in the comments / interventions.

The Assessment data is colour coded by the assessing teacher in accordance with the below key

KEY
Working below age
Working within 12months of age
Working at age
Working above age

Any students identified as red working more than 12 months below their age will need to have strategies identified to help to support them and to bring them within their target range.

Any students identified as purple are working above their age and should be identified as able and talented and appropriate extension tasks planned for them.

In order to aid staff a group profile has been created that has a short form summary of each groups assessed levels, EHCP/SEN needs, adaptations consistently required and any other pertinent subject specific information.

SEE APPENDIX 1 Initial Assessment Data Example

SEE APPENDIX 2 Group Profile

SEE APPENDIX 3 Student Profile

Teachers should use this information to inform their Medium Term Planning, any adaptations for specific lessons should be recorded on the Medium Term Planning working document on a lesson by lesson basis. Teachers need not record permanent adaptations that are included on the group profile such as an Overlay or Fidget Toys that are always available to the student.

Teachers should use the Reading, Spelling and Maths ages as an indicator of correctly levelling work for students and as a guide to when further adaptations should be made to ensure that students are able to access and to meet the objectives and achieve their outcomes.

Formative Assessment

Formative assessments or Assessment for Learning are regular, informal assessments that are used by teachers to assess student understanding and inform teaching strategy. The ultimate goal is to collect detailed information that can be used to improve instruction and student understanding while it's happening.

Examples include;

- Analysing student work- Either self-assessment, peer assessments or teacher assessment.
- Strategic questioning - Ask students high-order questions to assess their understanding based on their answers.
- 3-way summaries - Students write three summaries in response to a topic of increasing length, to test understanding of the content.
- Sharing in groups - Students discuss a topic in pairs, round robin, while teachers make note of their discussions.
- Classroom polls- Does everyone understand?
- Students write briefly about a topic, summarising their key learning.
- Mind maps- Students to summarise what they already know about a topic in a creative and visual way.
- Summary Paragraphs- Short writing exercises to see how well students have understood an idea.
- Visual exercises- Get students to draw something or create a collage based on the topic.
- Q and A Exercises- Get students to ask questions and see which of their classmates know the answers or teachers ask questions of individuals to gain a understanding of what students know and have retained.

Formative Assessment will by its nature be fluid and not always have a visible presence in the books of students, teachers will record how they have assessed by noting the form of Assessment on their Medium Term Planning Working document e.g Q&A / Mindmap

This along with the work produced and marked by staff will form the basis for the Criterion Reference Assessment (CRA) that is completed at the end of each objective taken from the Medium Term Planning. (see planning Policy for further detail)

Summative Assessment

Summative assessments are put in place to evaluate learners' understanding and knowledge on a specific topic after learners have been taught for a certain period of time.

Examples include:

- Written Assessments - This may be an original piece of creative writing, narratives or an analytical essay. Anything that allows students to show off their understanding of a topic in a large written format.
- Performance Assessments - Interactive tasks and activities that allow students to showcase their abilities. These are particularly useful for performance-based subjects such as drama, sport and music
- Standardised Assessments - Exams against a rubric
- Oral Assessments - getting students to give speeches and presentations
- A final project or portfolio - this may include getting students to make something or put a collection together to show off their understanding of a topic.

Summative assessments are planned and included in the medium term planning, they are completed and recorded in the students book using a Summative Assessment proforma.

The outcome of the Summative assessment is included at the base of the CRA, this along with the teacher assessed data against each objective is used to produce the teachers overall level and position in the level for that half term. This is also recorded at the very bottom of the CRA and then recorded in Student Assessment and Progress data which provides an overview of all subjects for the full year.

SEE APPENDIX 4 Summative Assessment proforma

CRA – Criterion Referenced Assessment

Criterion-referenced assessments require teachers to assess and record learners understanding on specific lesson objectives and outcomes. This leads to a hardcopy produced at the end of each half term.

We use our half termly CRA documents to assess and record each students understanding of each Objective and Outcome included on the subjects Medium Term Planning. This is informed by the teachers observations and the formative assessment as recorded on the medium term planning. We record the Summative Assessment and the teachers overall assessment of learning for that half term against the level they have been working at. This populates reports, and aids in future planning and levelling of work.

A simple colour coding system is used to record the teacher assessed understanding against each outcome



This enables staff to record and see at a glance what each student has covered and whether they were confident with the information and had mastered that knowledge or had attempted tasks but the knowledge was not complete, missed through absence, or refused.

This is just a overview and any notes will be kept within the medium term planning working documents e.g Student A refused due to feeling ill. These do not need to be repeated on the CRA.

At the bottom of the CRA we have a totals area which we manually indicate the number of objectives that students were at Mastered, Attempted, Refused and Absent. This then calculates a percentage.

Based on the overall CRA including the record against objectives and the summative assessment the teacher then makes a judgement of their overall working at level and position at this level.

Levels

Functional skills :

- P levels, (infants)
- Entry 1,2,3 (primary / ks3)
- Level 1 (ks3 / year 10 Equivalent to 1-2 GCSE Grade)
- Level 2 (equivalent to a 3-4 GCSE Grade)

GCSE 1,2,3,4, 5,6,7,8,9

Planned Content – this is for subjects where a functional or GCSE level isn't appropriate however we assess the position in the level compared to the age appropriate planned content.

Position within the level

Emerging : working below the expected level.

Developing : working below the expected level but has met some of the learner statements.

Secure : working at the expected level.

SEE APPENDIX 5 CRA

Student Progress and Assessment Data

Student Progress and Assessment data contains the overview for all half terms and for all subjects.

The data spreadsheet contains the initial and repeated assessment data for Maths and English, along with Mock Exams for Year 11s, it contains the teacher assessed level for all subjects and the position the student is at within the level. This initially recorded in the half termly CRA for

each subject then transferred to the overall data for each group that summarise the progress of each student over an academic year.

Levels

Functional skills :

- P levels, (infants)
- Entry 1,2,3 (primary / ks3)
- Level 1 (ks3 / year 10 Equivalent to 1-2 GCSE Grade)
- Level 2 (equivalent to a 3-4 GCSE Grade)

GCSE 1,2,3,4, 5,6,7,8,9

Planned Content – this is for subjects where a functional or GCSE level isn't appropriate however we assess the position in the level compared to the age appropriate planned content.

Position within the level

Emerging : working below the expected level.

Developing : working below the expected level but has met some of the learner statements.

Secure : working at the expected level.

Staff need to then identify any students that are

KEY	Working below age	Working above age
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If a student is working significantly below or above their expected levels for their age staff need to highlight these using the appropriate colour red or purple as per the key above and then provided the correct intervention/adaptions. These should be recorded on appropriate curriculum documents e.g group profile, medium term planning for future terms, bespoke interventions. They may also be included on the student profile if appropriate.

SEE APPENDIX 6 Curriculum Data

Feedback to students and Parents/carers

We use a variety of ways to give our student and parents/Carers feedback on their learning, methods include,

- marking in their books
- verbal feedback
- Q and A
- Quizzes
- Mock exams (GCSE)
- Periodic Assessments in Spelling, Reading and Maths
- Summative assessment recorded in their books
- Half termly reports

- Parents evening

Half Term Reports

Our half termly reports include an overview of students BFL Scores, Attendance, Subject specific content, we also include the level they are working at and how secure they are in that level. At the beginning of the report we have a key to what the levels are and what the terms Emerging, Developing and Secure mean.

Parents evening

Parents evening is held once a year in January for parents/carers to come in to discuss their child's progress,

We also try to develop and maintain close relationships with parents and encourage parents to contact us with any questions. We will also contact parents regularly if we have any concerns about a student's progress, attendance or their behaviour affecting their ability to learn. We discuss students each night at debrief and would make immediate contact if required or arrange a meeting with parents and the student to discuss.

SEE APPENDIX 7 Report

Monitoring and Evaluation

We will monitor the success of the Assessment Policy through:

- Monitoring progress through the half terms lesson objectives and recording them on the CRA
- Monitoring overall progress in subjects based on the student data overview for each group and student.
- Monitoring progress observed in pupils written work, through a termly book trawl.
- Monitoring the effectiveness of adaptations and formative assessment through a termly lesson observation.
- Progress observed in pupil's behaviour through BFL.
- The rate of progression through each subject, in line with national expectations.
- Progress through areas of "need" by implementation of individual student interventions, identified by subject teachers/on the student or group profile.
- Baseline assessment completed every 6 months in September and March.

Students Individual Learning and Behaviour Needs

Area(s) of concern

Student strategies, likes and dislikes (from Pupil Passports)

Alpha Strategies

- Small class sizes < 10 students
- Nurturing environment
- Meet and greet in the morning
- 45 minute lessons
- BFL- Behaviour for Learning
- Staff available for reflection and support
- Precision Teaching
- Inclusive Breakfast and Lunch


Additional external support student has access to

Long term plan

Target /SEND Review

Positive handling plan


Appendix 4 Summative Assessment proforma

Title of Work Task / Lesson Objective / Skill Studied		
Independent working	Scaffolded Work YES	Supported work (Explain below)
Marked by : Teacher / Pupil	Level that I am working at :	
Teacher Comments and Next Steps :		

Appendix 6 Curriculum Data

Student Assessment and Progress		0 Subject		Maths		KEY		Working below age		Working above age		HT 2a		HT 2b		HT 3a		HT 3b	
Group	Subject	HT 1a	HT 1b	HT 1a	HT 1b	HT 2a	HT 2b	HT 3a	HT 3b	Level	Position at level	Level	Position at level	Level	Position at level	Level	Position at level	Level	Position at level
0	00/01/1900	Level 1	Developing																
0	00/01/1900	Level 3	Secure																
0	00/01/1900	Entry 1	Emerging																
0	00/01/1900	Planned conti	Absent																
0	00/01/1900																		
0	00/01/1900																		
0	00/01/1900																		
0	0																		
0	0																		
0	0																		
0	0																		
0	0																		
0	0																		
0	0																		



Student Report			
Half Term			
Student Name		School Year	
Enrolment type	Return to school LA / Preparation for adulthood LA/ School Placemen		
Attendance	Attendance below 95% is a cause for concern		
	95% attendance = 50 missed lessons in a year		
	85% attendance = 150 missed lessons in a year		
Students achieving over 95% attendance each term will be given a £15 voucher.			
WHAT IS BFL?			
<p>BFL -Behaviour For Learning is the method we use to monitor a students work level, behaviour in lessons and individual behaviour target.</p> <p>Students aim to get a grade 3 or 4 in lesson. To achieve 3 or 4 students need to enter the lesson ready to learn, engage in tasks, co-operate with staff and be respectful to staff and other students. Each week the scores are converted to a % and students that achieve 75% or above are rewarded with a £5 voucher - at the end of each half term students receive their vouchers in full for that half term.</p> <p>If your child's BFL data is consistently below 75% we will look at what strategies can be put in place to support and staff will work with you and your child to put a plan in place to help improve their scores.</p>			
BFL -Work		BFL - Behaviour	BFL - Individual Target

Student Assessment and Progress												
Subject	HT 1a		HT 1b		HT 2a		HT 2b		HT 3a		HT 3b	
	Level	Position at level	Level	Position at level	Level	Position at level	Level	Position at level	Level	Position at level	Level	Position at level
English												
Maths												
Science												
Sport/PE												
ICT												
Humanities												
Employability												
Art												
Me and my world												
PSHE												
<p>WHAT ARE LEVELS AND POSITION IN LEVEL? Based on the attendance and work each student has completed in a lesson and their understanding of the lessons assessed using formative assessment (continual assessment by teachers using methods such as Q&A, mini test, marking of written work) and summative assessment (final assessment piece at each half term) teachers assess the overall grade they are currently working at and their position within that level, see grade descriptors below.</p>												
Levels												
GCSE Grade 1,2,3,4, 5,6,7,8,9												
Planned Content – this is for subjects where a functional or GCSE level isn't												
Functional skills :												
- P levels, (Pre KS1)												
- Entry 1,2 (KS1 and KS2)												
- Entry 3 (KS3)												
- Level 1 (KS3 / year 10 Equivalent to 1-2 GCSE Grade)												
- Level 2 (equivalent to a 3-4 GCSE Grade)												



KEY Working below age Working above age

Position within the level

Emerging : working below the expected level.

Developing : working below the expected level

Secure : working at the expected level.

Teacher Comments		
Subject	Subject Content	Teacher Comment
English		
Maths		
Science		
Sport/PE		
ICT		
Humanities		
Employability		
Art		
Me and my world		
PSHE		
Head of Centre Comment		

ADAPTIVE TEACHING POLICY

What is adaptive teaching?

Adaptive teaching is a twofold approach in which prior to teaching, teachers identify potential barriers to learning through effective planning, and then during teaching, continually modify their instruction based on ongoing assessment and feedback, responding to pupils' learning needs in real time.

At its core, adaptive teaching:

- Maintains high expectations for all pupils at both planning and teaching stages.
- Uses formative assessment continuously in responding to evidence of pupil learning as it emerges.
- Adjusts teaching strategies in the moment based on pupil progress and need.
- Focuses on developing pupil autonomy, agency and metacognition.
- Treats the learning environment as flexible and evolving.

Statement of intent

Adaptive teaching at Alpha Learning is a continual process in order to ensure that each and every one of our students is able to access the curriculum to their full potential and to feel confident in their success as a learner.

Effective adaptive teaching helps students to realise excellence through perseverance which is held at the very heart of the Alpha's ethos, which is to ensure that every young person is given what they personally need and has the opportunity to succeed.

Our Adaptive teaching policy and procedures take into consideration the implications of the Special Educational Needs and Disability Code of Practice: 0 to 25 years: statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

Adaptive teaching in practice

Adaptive teaching at Alpha Learning takes five distinct forms:

- By task – where students of differing abilities and/or learning styles are given tailored activities to enable them to achieve the Learning Objective to the best of their abilities.
- By outcome – where all students are given the same, open-ended tasks to complete allowing for student response at different levels. This can be demonstrated through the use of specific Learning Outcomes, within an all-encompassing Objective. This should not be relied on regularly as the sole means of Adaptive teaching, however, since it can inhibit the attainment of students at the lower-performing end of the class.
- By support – where more support is given to some students than others. It should not be assumed that more support will necessarily be given to one particular student

demographic, since it will vary by task – in some situations, for example, those students with SEND may need personalised support whilst in others students may need help to reach the next level of understanding.

- By choice – Where more than one method or strategy may be deployed in order to achieve the same Learning Outcome, students are allowed to select the style/method that will work for them, and that they enjoy.
- By resource – Where a different array of resources may be provided based on attainment and understanding, since some resources may be more or less suitable dependent upon literacy, speed of working, need for stretch and challenge, etc. A truly effective lesson makes use of multiple types of Adaptive teaching.

At Alpha, Adaptive teaching is central to teaching and learning and ensures that all learners can access the learning provided. Our students have a wide ability and age range and for some students English may be their second language.

A curriculum that is adapted for every student will:

- build on past achievements;
- present challenges to allow for more achievements;
- provide opportunities for success;
- remove barriers to participation

Students learn at different rates, have different areas of interest and different levels of motivation. It is unlikely that all students in the same class will be at the same level in particular attainment targets. Similarly, it is unlikely that any one student will be at the same level in all parts of a programme of study.

All classes will require an element of adaptive teaching if the students are to meet all the learning outcomes.

The following is a guide to how we attempt to achieve this, and to make tasks accessible to the whole range of students within a class.

Differences in ‘learning styles’

Teachers should be aware that whilst ‘learning styles’ are not fixed, and should not be seen as a restriction on students’ ability to learn in different ways, nonetheless students have ‘habitual’ or ‘preferred’ learning styles (Sternberg, 1997: 134). The differences in learning styles are often linked with personality and emotional factors. Teachers should be aware of this wealth of individual differences within their teaching groups, and maintain a flexible approach to teaching methods. A wide range of audio, kinaesthetic and visual resources is encouraged in order to create a greater variety within each lesson.

Special Educational Needs and Disabilities (SEND)

To adapt our teaching effectively, teachers must recognise the differences in learners and create learning opportunities for all these students. This requires activities in which students can learn at different rates, to different levels and employ a range of strategies.

There are obvious ways in which the curriculum does need differentiating for some individuals. Students with dyslexic tendencies will be offered overlays and different coloured paper/books to write in, visual impairment will require enlarged texts in addition to the presentation of the lesson through a variety of media. Hearing impaired students will need to sit in the best possible position to make use of residual hearing and see the teacher in order to lip-read.

Precise advice on this should be obtained from the student's profile or the Group profile overview for each class, and further information can be obtained if required from EHCP or SEN reports where applicable. Adaptive teaching can be tackled from several standpoints, for example by presenting and setting tasks at various levels of complexity. It can also be addressed by the way in which the children are expected to carry out tasks, the groupings, resources, and mechanisms for feedback by teachers and students.

In subjects at GCSE level and Functional Skills Levels students can take assessments at different levels dependant upon their ability and need.

Our aim is to create a learning environment which encourages children to engage their abilities to the greatest extent possible, including taking risks and building knowledge and skills in what they perceive as a safe environment. It should be:

- encouraging independence - tolerating and encouraging child initiative;
- accepting - encouraging acceptance of others' ideas and opinions before evaluating them;
- complex - including a rich variety of resources, media, ideas, methods and tasks.

Process modification

The aim is to promote creativity and higher level cognitive skills, and to encourage productive use and management of the knowledge the children have mastered.

This can be facilitated by encouraging:

- higher levels of thinking – setting tasks which involve logical problems, critical thinking and problem solving;
- open-endedness - encouraging risk-taking and the response that is right for the student by stressing there is no one right answer;

- group interaction - with highly able and motivated students sparking each other in the task, with this sometimes being on a competitive and sometimes on a cooperative basis (depending on the task and its objectives);
- variable pacing - allowing students to move through lower order thinking more rapidly but allowing more time for children to respond fully on higher order thinking tasks;
- variety of learning processes - accommodating different student's 'learning styles';
- debriefing - encouraging students to be aware of and able to articulate their reasoning or conclusion to a problem or question;
- grouping strategies - facilitating students to work with "like minds", in some situations, or deliberately using 'mixed ability' grouping where interaction and differentiated roles may benefit all participants.

Language Considerations

It can be misleading to assume that the language used by a teacher will be understood by all the class. Some students have very weak linguistic abilities with both receptive and expressive language problems. They may miscomprehend simple commands and appear to be lazy or stubborn, when in reality they just do not understand the instructions.

Bearing this in mind, the teacher needs to adapt the language used, keeping it simple, highlighting key words, and ask students to repeat the instructions of a given task in their own words.

At Alpha our staff spend time getting to know the students, becoming aware of any factors which may affect their learning, e.g. minor hearing problems.

Moving around the class lets students feel they have had the teacher's individual attention. An ethos is established whereby a contribution from our students is valued, with all achievements being celebrated and students being encouraged to become involved and to take risks with the articulation of ideas and suggestions.

Constructive feedback is given to students orally and in the marking of their work.

Records of assessment, which indicate what each student has already achieved and their individual levels of understanding, are also kept.

Useful strategies to use in the Classroom

Readiness / Ability Varying the level of questioning (and consequent thinking skills) is a useful strategy for accommodating differences in ability or readiness.

Adjusting Questions During large group discussion activities, teachers direct the higher level questions to students who can handle them and adjust questions accordingly for students with greater needs. All students are answering important questions that

require them to think but the questions are targeted towards the student's ability or readiness level.