



# **All Saints Education Policy**

Author of Policy  
Senior Leadership Team

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## OUR MISSION

'I have come that they may have life and have it to the full' John 10:10

**All Saints Academy** ensures that every pupil is **well-educated**, prepared for the **future** and is able to **live life** to the full. This allows our children to **fulfil their potential**.

## OUR VALUES

To achieve our mission, we have four core values:

- FAITH – putting Christian faith at the heart of every action and providing a safe environment and caring ethos for all
- FOUNDATIONS – creating strong foundations in learning, behaviour and success for all
- FAMILY – understanding the importance of family, the value of community and ensuring support for all
- FUTURES – preparing for bright futures shaped from excellent progress, achievement and choice for all

This policy and the associated procedures are based on these principles, aims and beliefs.

# Purpose

The purpose of this policy is to ensure that:

- High standards in learning, progress and attainment are reached;
- The curriculum is well planned and sequenced, to ensure the best possible learning experiences for all pupils.
- The purpose of assessment; formative and summative is clear and informs future planning allowing teachers to accurately and regularly assess learning, provide clear direction for pupils to accelerate their progress and address misconceptions;
- Feedback to pupils is relevant, helpful and manageable;
- All teachers and support staff make the most of opportunities to develop learners' skills in literacy and numeracy.

# Curriculum

At All Saints, we have spent the past 18 months developing the quality of the curriculum and continue to do so. The aim of our curriculum or our Curriculum Vision is that:

**Pupils at All Saints have access to a world class curriculum - one which is broad, balanced, challenging and gives pupils a better chance of success than any other curriculum in the country.**

The overarching curriculum vision is then translated into departments, where there is also a clear vision and intent for the 5 years of the course. Key themes or questions underpins this, such as:

- What will pupils be able to do differently as a result of experiencing your subjects curriculum – the subject’s intentions?
- What ‘Big Ideas’<sup>1</sup> do you want pupils to learn over the duration of your course?

Following on from the curriculum intentions and big ideas, is the ‘road map’ of what pupils will learn over the 5 years of study, in each subject. These are all shared with pupils and parents on our website.

Within the classroom, the curriculum is then shaped by a co-ordinated approach, often in the form of ‘booklets’, which incorporates the ‘All Saints Way’. This is a researched informed approach, whereby the aim is to maximise the learning and understanding that pupils experience, in the lesson. In turn, this means that the highest leverage activities are chosen and sequenced in a way to promote the opportunity for excellent outcomes.

## ***An example of History’s intentions***

The History curriculum is ambitious and bold in intent. The curriculum intends:

- To provide our young people with an agreed core of historical knowledge that they can wield in their future study of History and other subjects.
- To explore and engage with diverse histories that take students beyond their immediate context. If previous British school curriculums have been shaped by the overwhelmingly white European male background of their designers, our curriculum will self-consciously attempt to correct this.
- To equip students with an array of critical skills and an analytical frame of mind.
- Through all of this, to cultivate a love of subject that propels students towards a future interest in the past.

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<sup>1</sup> A **Big Idea** is a concept that helps us make sense of lots of otherwise isolated or disconnected facts. A **Big Idea** is a principle, theory, or process that serves as a focal point of a subject. A **Big Idea** changes the way we think about information.

## ***An example of Geography's Big Ideas***

Big Idea – **Place and Location**

- *Places around the world have distinct topographical, social and cultural features.*

## **The All Saints Way**

The 'All Saints Way' is our approach in which the curriculum and lessons are constructed and enacted here. This has been developed in partnership with our colleagues at Reach Academy, Feltham and is a research informed approach to curriculum construction and pedagogy. There are 12 'lesson/learning elements' which guide us in this approach.

Entry Routine		Lesson Elements
<ul style="list-style-type: none"> <li>Teacher meets the pupils at the door using common language and welcomes them into the classroom whilst checking their uniform</li> <li>Pupils unpack, Knowledge Organisers (KOs) are open on desks</li> <li>Pupils begin the Do Now Activity (DNA) in silence</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>Pupils enter the classroom in a calm and focussed manner and are in the correct uniform ready to start the lesson</li> <li>Teachers can check homework is completed to a high standard (TANC)</li> <li>Pupils start the lesson in silence and are settled and ready for learning</li> </ul>	
Activating Prior Knowledge		
<p>Do Now Activity (DNA)</p> <ul style="list-style-type: none"> <li>Teacher gives pupils either a multiple choice test or a short answer question</li> <li>Teacher interleaves subject content from previous topics into current teaching material</li> <li>Teacher reviews the test by cold call questioning the class</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>Pupils can embed learning into their long-term memory</li> <li>Pupils revisit material in a way which promotes the skill of retrieval</li> <li>Pupils understand the connection between what they already know and what they are going to learn</li> <li>Teachers know which topics to re-teach that were not grasped first time</li> </ul>	
Direct Teacher Instruction		
<ul style="list-style-type: none"> <li>Teacher establishes what is going to be taught by sharing clear, well-designed learning objectives (teacher reads, pupils read, pair-share, pick a non-volunteer)</li> <li>Teacher introduces new material in manageable amounts, modelling and guiding pupil practice</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>Pupils have complete clarity around what they are learning and what success looks like</li> <li>Pupils quickly grasp key ideas through guided practice</li> </ul>	
Independent Practice		
<ul style="list-style-type: none"> <li>Teacher designs purposeful tasks which are closely aligned to enabling pupils to achieve specific outcomes</li> <li>Tasks are focussed on improving a specific skill or embedding key ideas</li> <li>Tasks stretch pupils just outside of their comfort zone</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>Pupils can develop fluency and accuracy in key skills</li> <li>Pupils can clearly articulate improvements they are making</li> <li>Pupils can clearly apply their learning in a variety of contexts</li> </ul>	
Learning Check		
<p>Checking for Understanding (CFU) using TAPPLE</p> <ul style="list-style-type: none"> <li>Teacher uses formative assessment strategies (whiteboards) to assess the progress of all pupils against the clear, well-designed learning objectives</li> <li>Teacher gives timely feedback which is specific, accurate and clear</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>Teachers know which topics to re-teach that were not grasped first time</li> <li>Pupils actions are refocussed or redirected to achieve a goal</li> <li>Pupils can more readily unlock further learning</li> </ul>	
Plenary		
<ul style="list-style-type: none"> <li>Teacher assesses progress of all pupils against the clear, well-designed learning objectives</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>Teachers know which topics to re-teach that were not grasped the first time</li> </ul>	
Exit Routine		
<ul style="list-style-type: none"> <li>Using common language, the teacher asks pupils to pack away and stand in silence behind their chairs</li> <li>Teacher checks equipment and uniform before dismissing pupils using common language, a table at a time</li> </ul>	<p>So that...</p> <ul style="list-style-type: none"> <li>The room is left ready for the next class</li> <li>Pupils leave the room in a calm, orderly manner ready for their next lesson</li> </ul>	

## 12 Learning/Lesson Elements Explained

Symbol	Strategy	Teacher should:	Pupil should:
	<b>Retrieval Practice</b>	<ul style="list-style-type: none"> <li>· Circulate the classroom as pupils complete questions.</li> <li>· Record/note common misconceptions.</li> <li>· Note pupils to celebrate for speedy recall.</li> </ul>	<ul style="list-style-type: none"> <li>· Answer questions in silence.</li> <li>· Try and retrieve the answers from memory</li> <li>· Do not looking back at notes.</li> <li>· Self-mark or peer-mark at the end.</li> </ul>
	<b>Everybody Reads</b>	<ul style="list-style-type: none"> <li>· Manage a whole class reading session</li> <li>· Model reading aloud a sentence or two.</li> <li>· Call children's names, to indicate that they should read aloud a sentence or two, then switch.</li> <li>· Define key words as you encounter them.</li> </ul>	<ul style="list-style-type: none"> <li>· Follow the text with a ruler or finger and 'read along' with the person reading aloud.</li> <li>· Be ready to read aloud when name is called.</li> <li>· Ask if you are unsure of the meanings of any words.</li> </ul>
	<b>Find the Answer</b>	<ul style="list-style-type: none"> <li>· Read the question aloud.</li> <li>· Ask pupils to independently revisit the text, image or data to find the answer.</li> <li>· Reveal answer and ensure pupils self-mark or correct/edit their answers.</li> </ul>	<ul style="list-style-type: none"> <li>· Pupils should know this is a straightforward retrieval task, with the answer in text.</li> <li>· They should reread and to search and find the answer or key information.</li> <li>· Self-mark or edit incorrect answers.</li> </ul>
	<b>Tell the Story</b>	<ul style="list-style-type: none"> <li>· The teacher should use narrative to reveal a key events or processes.</li> <li>· This retelling should be performative, exciting, memorable and clearly sequenced.</li> </ul>	<ul style="list-style-type: none"> <li>· Listen and watch the teacher's story.</li> <li>· Volunteer to take part in the story as one of the characters.</li> <li>· Act out the story, repeating the key steps.</li> </ul>
	<b>Partner Talk</b>	<ul style="list-style-type: none"> <li>· Clearly state the question, problem or topic.</li> <li>· Scan to ensure all pupils actively engage in purposeful talk, with eye contact and turn taking.</li> <li>· Drop into conversations to correct/question/move on thinking.</li> </ul>	<ul style="list-style-type: none"> <li>· Turn and face your partner.</li> <li>· Repeat the question, problem or topic.</li> <li>· Review key information and vocabulary in the booklet.</li> <li>· Build on each other's responses</li> </ul>
	<b>Analyse the Source</b>	<ul style="list-style-type: none"> <li>· Display the source on the board.</li> <li>· Model looking closely/reading carefully</li> <li>· Think out loud to model making links with your own background knowledge and the booklet.</li> </ul>	<ul style="list-style-type: none"> <li>· Look closely at the source.</li> <li>· Annotate it if helpful.</li> <li>· Link back to information in the booklet and in your own background knowledge</li> </ul>
	<b>Disciplinary Thinking</b>	<ul style="list-style-type: none"> <li>· Clearly read the question and give the pupils a set amount of time to independently answer.</li> <li>· Explain that pupils will need to justify their response with evidence/reasoning.</li> <li>· Circulate to spot misconceptions and address.</li> </ul>	<ul style="list-style-type: none"> <li>· Read the question carefully.</li> <li>· Use background knowledge to write a full answer, justifying the response.</li> <li>· Be ready to share the answer you've written.</li> <li>· Edit and improve answer based on feedback.</li> </ul>
	<b>Plot the Data</b>	<ul style="list-style-type: none"> <li>· Provide pupils with some data which they need to organise graphically.</li> <li>· Model the first step, or explain/scribe the steps.</li> </ul>	<ul style="list-style-type: none"> <li>· Look at all of the given data carefully.</li> <li>· Record it in the set format (e.g. a graph or a timeline).</li> </ul>
	<b>Everybody Writes</b>	<ul style="list-style-type: none"> <li>· Explain to pupils that they need to give a written response.</li> <li>· May need to model an example, a sentence opening, or jot key words.</li> </ul>	<ul style="list-style-type: none"> <li>· Pupils should provide a written response to a question.</li> <li>· This could be a word, full sentence or paragraph</li> <li>· Use technical vocabulary where possible.</li> </ul>
	<b>Redraft</b>	<ul style="list-style-type: none"> <li>· Display a great example of written work from a pupil, or a common mistake.</li> <li>· Explain what is great / weak about the answer.</li> <li>· Ask pupils improve their answer accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>· Look carefully at the displayed answer.</li> <li>· Discuss/consider what is great / weak about it.</li> <li>· Compare to your own answer.</li> <li>· Edit your own response to improve it.</li> </ul>

	<p><b>Debate It</b></p>	<ul style="list-style-type: none"> <li>· Present a 'motion' for pupils to either support or oppose,</li> <li>· Facilitate either a formal or informal debate.</li> <li>· Probe and challenge pupils' assertions</li> </ul>	<ul style="list-style-type: none"> <li>· Pupils should choose to either support or defend.</li> <li>· Select reasons and evidence from the text and/or their own knowledge</li> <li>· Respond to challenges from peers.</li> </ul>
	<p><b>This Reminds Me</b></p>	<ul style="list-style-type: none"> <li>· Make explicit a link to a previous topic which shares a similar/contrasting theme, concept, person or event.</li> <li>· Ask pupils to make a link between this topic and something studied in a previous unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>· Pupils should be encouraged to make links from previous units and share these with the class.</li> <li>· Pupils should explain <i>how</i> previous learning links.</li> <li>· They should give reasons for why they think that there are similarities/differences between times.</li> </ul>

The icons mean that both pupils and teachers can quickly recognise what they are expected to do. The different tasks mean that lessons are varied, and pupils engage with the content in a number of ways. These tasks are designed to make sure pupils think hard about what we want them to remember and understand.

## Home Learning

Pupils in Years 7-10<sup>2</sup> are given a Knowledge Organiser and practice book at the start of each term. This is a booklet of key knowledge they need to learn and remember to apply within their subjects. There is also an opportunity for enquiry tasks (to apply key knowledge) within the booklets. This key knowledge is set for the term so teachers **do not** need to set homework.

The KOs are an essential part of the curriculum at All Saints. There are different responsibilities for members of staff and pupils for this. These are outlined below.

Pupils

- Pupils are required to complete one full page/spend 30 minutes (whichever comes first) of their Knowledge Organiser each day for each of the subjects on their homework timetable in their practice book for 30 minutes per subject (parents / carers are encouraged to sign a pupil's practice book to say that the pupil has spent the requisite amount of time on their homework);
- Learning Support will advise and collaborate with subject teachers to ensure tasks are suitable for pupils with SEN and also look a tariff system for pupils, to ensure they are successful at completing the KO work;
- Pupils should use their Knowledge Organiser after they have finished to mark and correct their own work (ideally in green pen);
- Pupils must sign their self-check sheet after they have finished their homework each day;
- Pupils must get their self-check sheet signed by their tutor each morning in tutor time;
- Homework should be TANC (on Time / Accurate / Neat and Complete). Work that isn't TANC will be treated as not completed;
- Pupils are responsible for keeping their Knowledge Organisers and practice books up to date and in good condition, and to meet homework demands.

Tutors

<sup>2</sup> Year 11 follow a separate programme of home learning, using revision guides and Google Classroom.

- Check pupils KO work booklets on Mondays, during tutor time, to ensure they have completed the work for the week. Tutors log on classcharts – praise for completion and sanctions for non-completion;
- If a pupil is absent on Monday, check the KO at the next available opportunity in tutor time and refer for non-completion/praise;
- Those pupils who have not completed the work are placed in a homework intervention session on a Tuesday or Wednesday.

#### Teachers

- Check learning in lessons through quizzes and other tasks that assess whether pupils have learnt the knowledge;
- Periodically check enquiry tasks (if useful) to gain whole class feedback;
- There is no expectation to mark any of this work.

## Assessment

Assessment at All Saints is part of the 'Teach, Test, Intervene' strategy/Cycle.

### TEACH

- ASAP way
- Use of booklets
- 12 learning elements

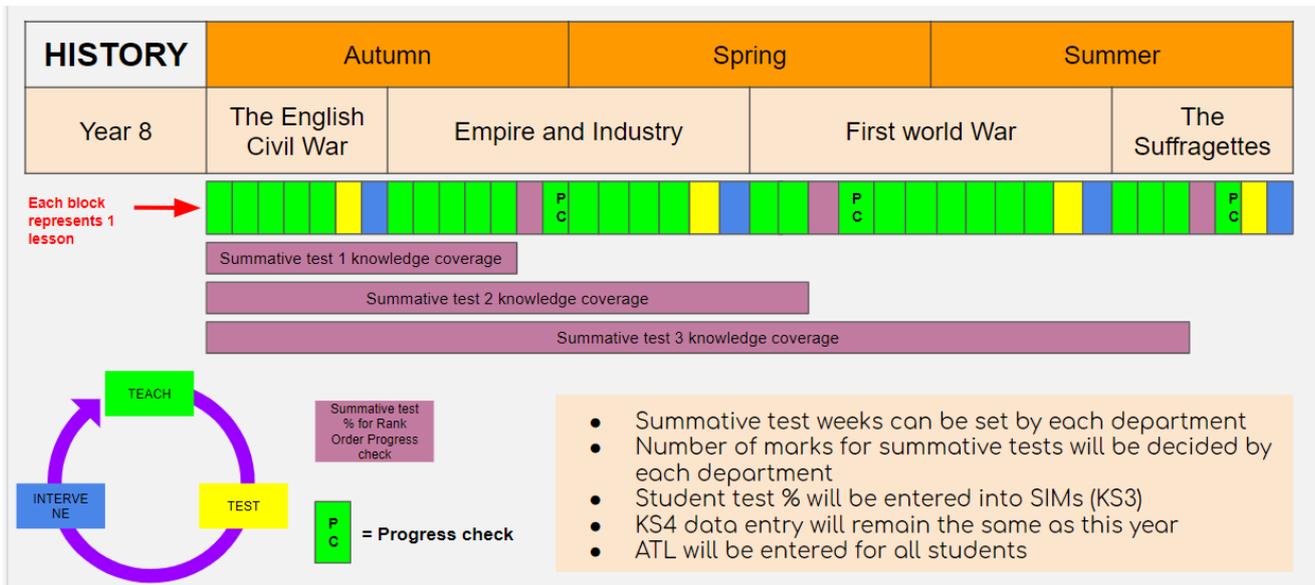
### TEST

- Assessment which provides clear information about pupil understanding
- Covers the KO content and is common across classes
- End of topic to inform intervention
- End of term to inform Progress Check

### INTERVENE

- Informed by end of topic testing outcomes
- Individual pupil, small group and whole class may be required
- Close the knowledge gap through re-teaching

***An example of the Teach, Test, Intervene Strategy/Cycle in History***



## Progress Checks

There are three progress checks per year, where staff enter data on their classes. These are reported to parents. An attitude to learning grade is also submitted.

**Key Stage 3 (Years 7-9)** comprises of Knowledge/Skills Tests at the end of a cycle (there are 3 cycles per year/termly). This will be reported on SIMS and then to parents as a percentage score for each subject (**Percentage Score Achieved**). The **Average Percentage Score for the Year Group** will be reported. Pupils achieving 10% or more below the average will not be making expected progress. Pupils achieving the average, with a tolerance of 10% either side will be making expected progress. Pupils achieving 10% or more above the average will be exceeding expected progress. This will be explained on the report.

Pupils will then be ranked based on their performance in the year group. Pupils will also be ranked based on their KS2 data, so that progress can be determined if they are improving based on their peers. Pupils will continue to get their ranking scores for previous term cycles to see if they are improving or not.

An Attitude to Learning Grade will also be given, along with the current reading age and classcharts positive and negative points.

Previous Rank (July 2017)	106 / 191	New Rank (Dec 2017) **	64 / 180
Rank for KS2 Mathematics	117 / 161	Rank for KS2 English	105 / 161
Reading age (years : months)	13:08	Overall KS2 baseline rank **	120 / 161

Subject	Teacher	Percentage Score Achieved	Average percentage score in year group	Subject Rank (1 to 180)
Mathematics	P Thorne	59	57	90
English	C Hill	45	35	36
Science	A McVean	57	52	81
Computer Science	W Cowley	74	48	22

**Key Stage 4 (Years 10 & 11)** comprises of regular GCSE/BTEC testing, based on the set syllabuses. This will then be reported to parents with a current working at grade and a predicted end of Year 11/GCSE/BTEC grade. An Attitude to Learning Grade will also be given and classcharts positive and negative points.

Deadlines each year for progress checks/assessment windows can be found on the staff calendar.

## Feedback/Marking

We want teaching staff to reallocate their time and focus to developing their own subject knowledge, planning lessons which implement the Academy's curriculum vision and providing high impact, regular feedback to accelerate pupils' outcomes. In consultation with staff, we have created a 3-tiered system of marking / feedback:

- Tier 1 – Live Marking (Continual)
- Tier 2 – Whole Class Marking (Frequency once per HT (foundation) / twice per HT (core))
- Tier 3 – Marking of Summative Assessments / PPEs

Self and peer assessment is still encouraged.

### Feedback Guidelines

We want our teaching staff to reallocate their time and focus to developing their own subject knowledge, planning lessons which implement the Academy's curriculum vision and providing high impact, regular feedback to accelerate pupils' outcomes. With this in mind, we propose a 3-tiered system of marking / feedback building upon the strong foundations we have laid in our current policy.

#### Tier 1 – Live Marking (Continual)

Live marking is immediate and brief and designed to move the pupils on in their thinking or to challenge a misconception by highlighting a phrase / concept / equation etc. This could take the form of a simple oral question: "How might you use facial expression to communicate your

character's feelings to the audience?" You might circle a word and either ask or write why? How? Justify your opinion.

## Tier 2 – Whole Class Marking (Frequency once per HT (foundation) / twice per HT (core))

The class teacher looks at each pupil's book in turn and completes feedback on the class feedback sheet (see below). Pupils then complete Directed Improvement Time (DIT) in their next lesson where they act upon their specific feedback. This takes one or more of the following forms:

- DIT question that moves the pupils learning onto the next level of challenge
- Printed feedback sheet on coloured paper that pupils will complete themselves
- Differentiated tasks as seen on the crib sheet

The majority of feedback in books will be in green pen as teacher marking will be focussed to the crib sheet. The class teacher will keep all crib sheets in the designated folder to be able to access them at any time.

ALL SAINTS ACADEMY PLYMOUTH Feedback Class: \_\_\_\_\_ Date from \_\_\_\_\_ Date to \_\_\_\_\_

Exemplary Work	Common Misconceptions	Phone call/postcard Home	
		Catch Up	

Watch List

	Support	Develop	Extend	SPaG Errors
Who?	Who?	Who?	Who?	
How?	How?	How?	How?	
What?	What?	What?	What?	Deployment of TA (if applicable)

ALL SAINTS ACADEMY PLYMOUTH Feedback Crib Sheet Class: \_\_\_\_\_ Date from \_\_\_\_\_ Date to \_\_\_\_\_ **DO NOT SHOW CLASS THIS SIDE**

Reflections on Teaching / Points for coaches

Who?	Concern	Actions	By When?

## Tier 3 – Marking of Summative Assessments / PPEs

All pupils complete summative tests once during every half term (core) or every term (foundation) that are teacher marked using subject specific assessment criteria. The lessons following the summative tests will be planned according to weaknesses in the test to give pupils a chance to improve.