



Teaching & Learning Policy

Signed:	
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Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

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1. Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Centre Academy London (CAL).

2. Purpose of the Policy

Teaching and Learning is considered to be the purpose of our school. It is the method through which we offer a curriculum which is geared towards the individual needs of our students, allowing them to progress and achieve.

At CAL we are committed to high quality teaching and learning across all subject areas. Teachers and Governance have been consulted in developing this policy, which summarises the aims and objectives of the school as well as expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires.

This policy aims to:

- Explain our outlook on supporting and enabling pupil learning, progress and a love of learning
- Summarise individuals' roles, responsibilities and expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

3. CAL Aims

- to provide a happy and safe learning environment

- to provide consistency in teaching and learning across every group and age
- to enable teachers and support staff to teach as effectively as possible
- to give students the skills, knowledge and understanding to become confident, disciplined, and effective lifelong learners
- to raise levels of achievement in all pupils, enabling them to achieve their personal best, no matter what academic path they pursue
- to support students, garner a better understanding of their needs and develop techniques to help them progress, both in and out of school
- to develop a proactive and independent attitude towards life after school and working life
- To promote the importance of the Fundamental British Values (FBV) and prepare students with the skillset and knowledge to play an active role as citizens in society
- to teach respect, tolerance and understanding of other's rights, views, and property
- to create opportunities that allow for the recognition, celebration and remembrance of world religions, cultures and traditions to learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning where good practice is shared.
- to manage transitions, either within or outside the school, with care, for students and in collaboration with parents
- to develop literacy and numeracy skills as a whole school approach and support student understanding of why these skills are important
- to develop all students' oracy and vocabulary skills, ensuring they can articulate their learning and ideas with confidence and precision

4. Principles of Teaching and Learning

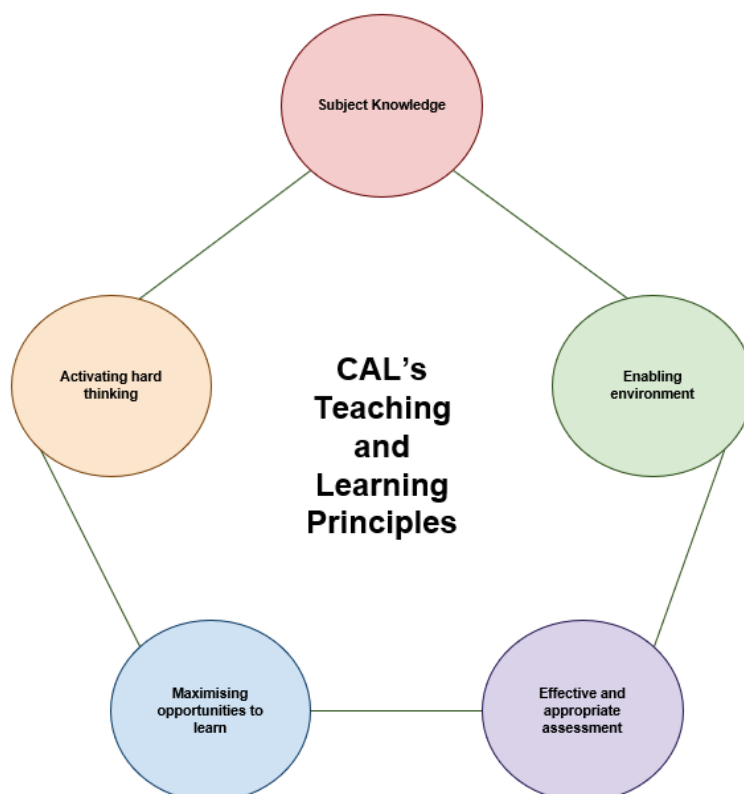
At CAL, pupils are supported and guided by a dedicated, well skilled multi-disciplinary team, all united in their commitment to providing a rich, forward-thinking, and stimulating educational experience. We share a collective focus on ensuring quality provision for every pupil, within a caring and supportive community atmosphere.

We believe that learning is a continuous and lifelong process. Our approach equips pupils with the skills, knowledge, and confidence they need to thrive, not only during their time at CAL, but throughout their future educational and life journeys. Students should leave our provision feeling more independent and assured.

We place strong emphasis on addressing individual needs through a dynamic, varied and appropriate curriculum. This curriculum is purposefully designed to help every student develop and reach their full potential; therefore, flexibility is central. This is most notable seen at KS4 where there are three pathways of study: GCSE pathway, Functional Skills pathway and a hybrid pathway.

Pupils at our school learn best when their basic needs are met, recognised and celebrated; our school ethos focuses on feeling safe, valued, and a sense of belonging. Research shows that we all learn differently, and so teachers use a range of techniques, technologies and environment to teach students effectively to ensure they are progressing – and having fun whilst doing so. Whilst the EHCP is a key source of information for teachers, their expertise and hands on approach to learning ensure all students feel seen in the classroom.

Since September 2024, CAL has been consistent in the language used by teachers towards Teaching and Learning which is encapsulated in the following 5 principles:



4.1 Subject Knowledge

At our school, teachers demonstrate both breadth and depth in their understanding of the subject content they deliver, as well as how this content is best learned by pupils. This reflects a strong foundation of subject knowledge, supported by a professional commitment to remaining current with developments in both subject-specific content and pedagogical practice.

Teachers maintain a clear pedagogical stance that informs their approach to teaching. They employ a range of effective teaching strategies, models, and activities that support pupil engagement and progress. In line with our commitment to professional development, newly appointed staff are provided with one-to-one mentoring from the Teaching and Learning Lead. This supports the development of their pedagogical understanding and encourages critical reflection on their own educational philosophy and approach. Curriculum design and lesson sequencing are approached with deliberate intent. Schemes of work are structured to enable pupils to build progressively on prior knowledge, with opportunities for planned use of interleaving and retrieval practice. This approach ensures that learning is reinforced over time and supports long-term knowledge retention.

Teachers are expected to have a clear understanding of common misconceptions and gaps in pupils' learning, and to use this knowledge to inform adaptive teaching that addresses these challenges effectively.

Collaborative practice is encouraged across the school. Team teaching and the development of cross-curricular links are valued strategies and should be planned for and implemented thoughtfully to enrich the learning experience and support coherence across subjects.

4.2 Enabling Environment

Teachers at our school are expected to create a supportive and inclusive environment that enables all students to thrive both academically and personally. This is guided by our whole-school ethos of 'Atmosphere', a shared approach introduced by the Headteacher that promotes calm, attentive learning (CAL) across all classrooms.

Positive relationships—between teachers and students, and among students themselves—are central to this environment. These relationships are built on trust, mutual respect, empathy and care, thus promoting the Fundamental British Values. Furthermore, our school is committed to a culture where all protected characteristics, as defined by the Equality Act 2010, are recognised, respected, and celebrated. Discrimination of any kind is not tolerated.

Motivation is cultivated through creating an environment where students experience competence, autonomy, and relatedness. Teachers set high expectations while offering support and encouragement, helping students develop independence, resilience, and a positive attitude towards learning. Through this balance of challenge and care, pupils are empowered to take ownership of their progress and reflect meaningfully on their achievements.

4.3 Activating hard thinking

At the core of great teaching is getting students to think deeply about the material they need to learn. Effective teachers do this by structuring learning carefully: providing an appropriate sequence of tasks, clearly signalling learning objectives, key ideas, and stages of progress. They match tasks to students' needs and readiness, scaffolding and supporting so that tasks are accessible to all, but gradually removing support so that students succeed at the required level.

Teachers are skilled in explaining new ideas clearly and engagingly, connecting them to prior knowledge and re-activating what has previously been learnt. They use well-chosen examples and model to demonstrate new skills and procedures. They add to the schemas which are already present in the students' mind.

Through purposeful questioning and dialogue, teachers promote deeper thinking, elaboration, and flexible connections. They elicit responses from all students, checking for misconceptions, and use this high-quality formative evidence to interpret learning and adapt their teaching accordingly.

In their interactions, teachers respond to students' feedback about their knowledge and understanding, providing actionable feedback that guides the next steps in learning.

Teachers also focus on embedding learning by designing tasks that require sustained practice until knowledge and skills are fluent and secure. They ensure that once-learnt material is revisited and reviewed regularly, strengthening long-term retention.

Finally, teachers support students in activating their own learning by helping them to plan, regulate, and monitor their progress. As students gain knowledge and expertise, teachers gradually withdraw structured support to foster greater independence and self-regulation. Teachers should promote self-reflection to develop more independent learner.

4.4 Effective and appropriate assessment

The school recognises that effective and appropriate assessment is fundamental to supporting the learning and progress of students with Special Educational Needs (SEN). Assessments must be tailored to reflect the diverse abilities and needs of each student, ensuring an accurate picture of both attainment and development. At Year 7 and 8, assessment is conducted in house. At Year 9 there is a mixture of in house assessment and external qualifications. As KS4, students take external qualifications.

Teachers are expected to draw on a range of assessment methods, including formative and diagnostic approaches, to build a clear understanding of individual strengths and areas of challenge. Assessments will be adapted to be accessible and relevant; for example, by providing alternative formats, additional time, or the use of assistive technologies. In this way, all SEN students are given fair and equitable opportunities to demonstrate their learning.

Assessment will not be viewed solely as a tool for measuring achievement. It will also serve to inform teaching strategies, enabling staff to adjust instruction to meet individual learning needs and support progress.

Further detail regarding the school's assessment procedures, including the assessment framework, will be outlined later in this policy.

4.5 Maximising opportunities to learn

The school is committed to ensuring that classroom management supports the maximisation of learning opportunities for all students. Effective classroom management encompasses the organisation of both behaviour and activities and is recognised as a fundamental aspect of teaching effectiveness.

Teachers are expected to manage time and resources efficiently in order to maximise productivity and minimise wasted learning time, including during lesson starts and transitions. Clear instructions must be provided so that students understand expectations, and staff should establish and maintain well-taught routines to support smooth transitions between activities. Staff must maintain awareness of classroom dynamics and respond appropriately to ensure all students can learn in a calm, focused, and productive environment.

The school champions enrichment as a part of the curriculum which includes external speakers, workshops and educational trips. These activities provide opportunities for students to engage in learning outside the classroom, develop cultural and social connections, and keep learning curious.

All trips and enrichment activities must follow the school's clear planning procedures:

- Teachers liaise with the Education Visits Coordinator (EVC), who will check the appropriateness of the trip and its placement in the school calendar.
- Planning is guided by the trip checklist, which outlines key steps including completion of consent forms and risk assessments. Templates for these documents are provided.
- The Designated Safeguarding Lead (DSL), SENDCo and School Counsellor advise risk on student participation; in some cases, individual risk assessments are required.
- Teachers are encouraged to conduct recces of trip sites to support planning, inform the creation of pre-trip resources, and prepare student itineraries. This ensures students understand expectations, are aware of the day's schedule, and have an opportunity to ask questions prior to the trip.
- Risk assessments provided by the site are reviewed alongside school documentation.

- Following the trip, staff must complete a trip evaluation form, and all related documents are logged both in the office and online.
- Staff are required to familiarise themselves with the emergency procedure document and adhere to staff expectations throughout the trip.

These procedures ensure that enrichment activities are safe, well-organised, and purposeful.

5. Remote Learning:

The school acknowledges the importance of maintaining continuity of learning for all students, particularly those who are absent for extended periods due to illness, Emotionally Based School Avoidance (EBSA), or other reasons. To facilitate this, the school provides an online student portal through which students can access learning materials.

The portal is regularly updated and organised into form groups and then subjects, ensuring that students and parents/carers can access only the materials pertinent to their child's group. This structure helps maintain security and privacy while ensuring learning is clearly organised and accessible. Updates to the portal are monitored regularly to ensure content remains current and aligned with classroom teaching.

Differentiated resources available on the portal include PowerPoint presentations; worksheets; and revision guides. These materials are tailored to meet the diverse learning needs of students, ensuring that all learners can engage with the content at an appropriate level.

The portal is hosted on Microsoft Teams, a platform regulated and reviewed by the school's IT Technician, who is supported by Agile Education Limited, a company specialising in educational technology solutions. This ensures the platform's functionality, security, and alignment with educational best practices.

To support students who are consistently absent, the SENDCo and Designated Safeguarding Lead (DSL)—who also serves as the Attendance Lead—will consistently communicate with these students and their parents/carers. They will assess the suitability of the provided work, check on student wellbeing, and offer general support. This is particularly important as some students may experience pressure and anxiety from missed work and feel overwhelmed by the volume of content.

Students and parents/carers are communicated with through official school emails, using contact details provided to the school. This approach ensures that all students, regardless of being in the classroom, have access to the curriculum and are supported in maintaining engagement with their learning.

6. Roles and responsibilities:

Teaching and Learning is a shared responsibility, and everyone in our school community has an important role to play. (Please refer to the CAL Home-school agreement)

6.1 All members of the school community

Teaching and non-teaching staff, parents, and students will work towards the school's aims by:

- Recognising children as individuals and respecting their rights, values, and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing an enabling environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising, and positively reinforcing good relationships, behaviours, and work
- Working as a team, supporting, and encouraging one another

6.2 Governance

Governance at CAL will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the Senior Leadership Team to account for its implementation
- Ensure that other school policies promote high-quality teaching, and that these are being implemented

6.3 Senior Leadership Team (SLT)

Senior Leadership Team will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and pupils to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.

- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- Promote team working at all levels.
- Address underachievement and intervene promptly.
- Meet the expectations set out in CAL Curriculum policy, Behaviour policy, and Marking and Feedback policy.

6.4 Teachers

Teachers will work towards the school's aims by:

- Provide a challenging and stimulating programme of study that enables all students to reach high standards of achievement.
- Recognise and respond to the individual needs, abilities, and aptitudes of each student.
- Ensure learning is progressive, continuous, and well-planned, with lessons prepared and all resources readily available.
- Maintain up-to-date knowledge of the Centre Academy School Curriculum.
- Timetable lessons to allow pupils to achieve breadth, depth, and mastery, addressing weaknesses identified through monitoring.
- Create and share clear learning intentions, schemes of work, and policies to ensure progression and continuity across their subject.
- Assess and record student progress, embedding feedback, peer, and self-assessment to inform teaching and learning.
- Use effective questioning to challenge students and encourage reasoning, including asking how they arrived at their answers.
- Link lessons to prior learning, both recent and further back, to support knowledge retention and understanding.
- Take responsibility for the purchase, organisation, and management of central resources for their subject.
- Serve as positive role models: punctual, organised, and professional.
- Create an appropriate and stimulating learning environment that encourages positive and productive interactions with students.
- Ensure high-quality marking and feedback is embedded in everyday practice and used to inform planning and teaching.
- Actively engage parents and carers in their child's learning and progress through reports, phone calls, and emails.
- Work collaboratively, sharing resources, ideas, and good practice, and driving improvement within their subject or phase.
- Maintain a positive attitude to change and the ongoing development of professional expertise through CPD.
- Meet the expectations set out in CAL Curriculum policy, Behaviour policy, and Marking and Feedback policy.

6.5 Support staff

Support staff are increasingly for intervention classes and where further support and nurture is considered necessary. Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Use effective marking and feedback as required.
- Engage in providing inspiring lessons and learning opportunities.
- Feedback observations of pupils to teachers.
- Ask questions to make sure they've understood expectations for learning.
- Identify and use resources to support learning.
- Have high expectations and celebrate achievement.
- Demonstrate and model themselves as learners.
- Meet the expectations set out in CAL Curriculum policy, Behaviour policy, and Marking and Feedback policy.

6.6 Students

Students work towards the school's aims by:

- Attend school regularly, avoiding term-time holidays whenever possible.
- Be punctual, arriving on time and ready to begin lessons promptly.
- Be organised, bringing all necessary equipment and materials to lessons, including returning resources such as reading books on time. (Consideration will be given to organisational difficulties for students with ADHD or dyslexia.)
- Conduct themselves in an orderly and respectful manner, following the school's expected code of conduct and ethos.
- Respect the rights of others to learn, consistently meeting expectations for good behaviour for learning.
- Demonstrate Fundamental British Values (FBV), including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, beliefs, and protected characteristics.
- Treat all members of the school community fairly and without discrimination on the basis of protected characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Take growing responsibility for their own learning and support the learning of others.
- Be curious, ambitious, engaged, and confident learners.
- Know their learning targets and understand how to improve.
- Putting effort and focus into all work and learning activities.
- Complete home learning tasks as required and to the best of their ability.

6.7 Parents and carers

Parents and carers of pupils at our school will:

- Value learning and encourage their child as a learner.
- Ensure their child is ready and able to learn each day, providing necessary resources and support.
- Support their child in completing home learning tasks, including reading, written tasks, and holiday or weekend activities.
- Be understanding about their child's abilities, offering encouragement and praise to build confidence and motivation.
- Support good attendance and punctuality, ensuring children attend school in good health.
- Make early contact with the school to discuss any matters affecting their child's happiness, progress, or behaviour.
- Allow their child to take increasing responsibility for their learning as they progress through the school.
- Participate in discussions about their child's progress and attainment, including meetings, reports, and other communications.
- Provide support for school discipline and reinforce the teacher's role in establishing a positive learning environment.
- Take part in opportunities to provide feedback and comments in whole school surveys and data collection.

7. Procedures

Organisation and Learning Approaches

The school structures the learning environment to support a variety of learning styles, ensuring all students have access to engaging, meaningful, and differentiated learning opportunities. Lessons are carefully organised to balance different approaches, promote active engagement, and maximise learning outcomes.

Students are encouraged to take responsibility for their own learning by reflecting on how they learn, identifying strategies that support their learning, and recognising any barriers to progress. The school uses self-review and peer-review strategies, alongside planned lesson plenaries, to review key learning objectives and assess students' understanding.

A wide range of teaching and learning methods are employed to develop knowledge, skills, and understanding, including:

- Whole-class teaching to introduce and consolidate key concepts.
- Group work, organised according to ability, mixed ability, or social grouping.
- One-to-one teaching and individual support where appropriate.
- Conferencing between teachers and students to review progress and set learning targets.
- Collaborative learning in pairs or small groups to develop communication, reasoning, and teamwork skills.
- Independent learning to promote self-reliance and personal responsibility.

- Investigation and problem-solving tasks to encourage critical thinking.
- Research and independent inquiry to build knowledge and analytical skills.
- Use of ICT and computing skills to enhance learning and digital literacy.
- Fieldwork and educational visits to apply learning in real-world contexts.
- Creative activities, including engagement with multimedia such as film, music, or recorded material.
- Debates, role play, and oral presentations to develop communication and reasoning skills.
- Participation in physical activities to promote health, wellbeing, and teamwork.
- Self-reflection to consolidate learning, evaluate progress, and set future learning goals.

This structured and flexible approach ensures that lessons are purposeful, inclusive, and differentiated, catering to the needs of all students while promoting curiosity, engagement, and personal responsibility for learning.

The primary focus for learning is within the school day. At KS3, homework is not set as a standard practice except for specific qualification requirements; this usually impacts Year 9 students. At KS4, homework may be set to support revision and coursework completion, and will be clearly communicated to students and parents

7.1 Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupil's special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

Students mainly complete their lessons in their form group. At KS3 this differs during PE where a wider cohort of students take part in the lesson. At KS4, students are streamlined in Mathematics and English. Additionally, groupings may slightly differ due to options. Form groups are dictated by age and attainment and so it is possible that there may be a small age range within a class, something that is not the norm at a mainstream provision.

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand, and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace
- content
- task
- relevance
- resources
- extension
- autonomy

- outcome
- teacher/adult support provided.

Learning objectives will be specified and references will be made in Schemes of Work.

Support is given through intervention teachers, either on a 1 to 1 basis or in small groups. Additionally, advice is sought from relevant external support agencies when and where the need demands it.

Teachers set individual targets each term per student primarily in English and Mathematics and these can be found in their Provision Maps. There is also assessment data collected and targets set based on this. These can be shared with the child and parents to encourage partnerships in learning.

7.2 Classrooms

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. Students will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays, both of resource material and the student's own work.

Classroom resources are the responsibility of subject teachers and class form teachers. Teachers should ensure that:

- A range of appropriate and accessible resources are available for students to use.
- All students know where resources are kept and understand the rules for accessing and using them.
- Students are aware of items that must not be handled for reasons of safety or privacy.
- Students are encouraged to act independently in choosing, collecting, and returning resources where appropriate.
- Students and staff work together to maintain a well-kept, welcoming, and organised learning environment, promoting respect, care, and value for resources.
- Health and safety is the responsibility of all staff, with the Health and Safety Officer having overall oversight and accountability.

7.3 Oracy

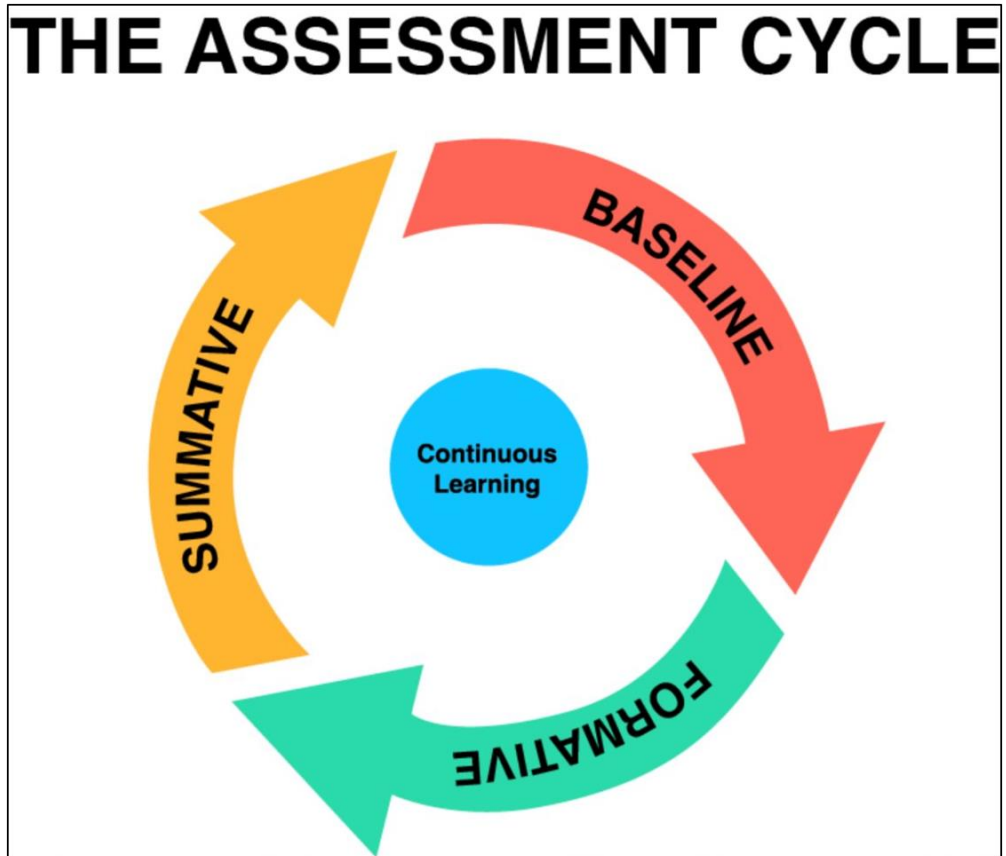
Voice21 has highlighted the link between oracy as a tool for thinking – better problem solving and understanding of concepts is highlighted in their research. The development of students' oracy – their ability to express themselves fluently and articulate their thinking clearly – has been a long-standing strategic priority. While we currently promote verbal skills through student presentations, assembly contributions, role-plays, and performances, we are now committed to implementing a more consistent, high-quality, and scaffolded oracy education across all subjects and year groups. Our intent is to build upon these foundations to ensure every student, regardless of their starting point, is given the structured support to find their voice and succeed.

To achieve this, we will implement a structured, three-phase approach to oracy, as detailed in the 'CAL Oracy Outline'. This policy commits to the following core principles:

- **A Shared Framework:** Teaching will be informed by the Voice 21 framework, focusing on the four strands of oracy: Physical, Linguistic, Cognitive, and Social & Emotional.
- **Scaffolded Support:** Staff will explicitly teach and scaffold speaking and listening through strategies such as sentence starters, talk roles, visual aids, and pre-taught vocabulary to ensure accessibility for all learners.
- **Dedicated Practice:** Oracy will be developed through both dedicated form-time activities and embedded opportunities within subject-specific teaching.
- **Varied Assessment:** Verbal assessment will be valued equally with written assessment. Across KS3, one written assessment per term, where appropriate, will be replaced or supplemented by a verbal alternative to better assess a student's conceptual understanding.
- **Celebration of Progress:** We will celebrate growth in communication through awards, showcases, and community events, recognising effort and progress as well as achievement.

8. Strategies for Ensuring Progress and Continuity

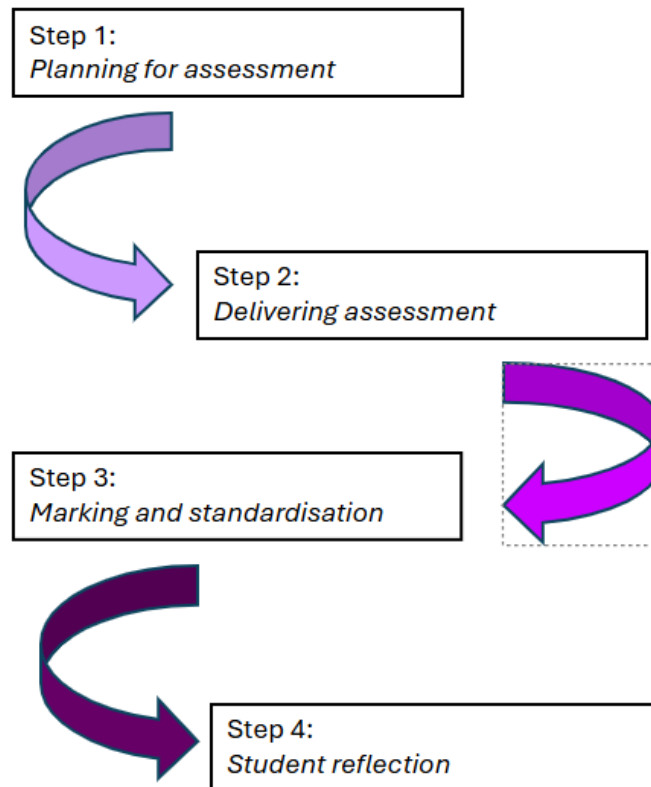
Assessment and Recording Data



Assessment is a continuous process that allows for continuous learning. A robust baseline assessment is carried out for all pupils as they start or once settled at CAL to accurately establish starting points and inform expectations (including predicted grades.) In the core subjects, this is facilitated through standardised testing, such as the NGRT, to provide a critical information like reading age. Additionally, subject-specific baseline assessments are conducted. These are not always formal tests but are often a series of activities and tasks designed to align with KS3 grade descriptors and KS4 examination mark schemes.

Regular formative assessment is embedded within every lesson to establish the level of attainment, inform future planning, and guide the progress of individual pupils. It involves identifying each pupil's progress, determining what they have learned, and planning the next stage in their learning.

Unless students are undertaking formal external examinations (e.g., GCSE mocks, Functional Skills, or assignment-based qualifications), a summative assessment is scheduled every half term for each subject. This process follows a structured four-stage framework:



1. Planning for assessment: This includes sending an assessment calendar home to parents and carers; providing revision materials and planning a revision lesson; and ensuring all necessary access arrangements are in place.
2. Assessment: The formal summative assessment is carried out.
3. Marking and Moderation: Work is marked according to established criteria and moderated within departments or amongst others that share disciplines to ensure consistency and accuracy (for example, Science and Maths.)
4. Student Feedback and Reflection: Pupils receive detailed feedback on their performance and are given dedicated time to reflect on their progress and identify how to improve.

Where term time is short, assessment style may vary. Suitable tasks for assessment throughout the year include:

- Group discussions and pupil observations.
- Short tests and specific assignments for individual pupils.
- Research tasks and projects

Feedback to pupils about their progress is achieved through discussion and the marking of work. Effective marking:

- Helps students understand how to improve through positive, constructive comments that provide the next step for improvement.
- Can be done formatively during a task through discussion between child and teacher.
- Of written work is used sensitively and with discretion, focusing on a limited number of corrections appropriate to the pupil's age, ability, and the task.

All assessment data is logged centrally in the iSAMS gradebooks. While the gradebook structure is created by the Assessment Lead to ensure consistency of data collection, teachers have autonomy over their specific gradebook formats, which may therefore vary by subject. All historical gradebook data is securely archived.

All results from assessments are analysed and used to inform future planning and whole-school tracking. Subject Leads are required to make use of this data when considering a student's next steps and when evaluating the year when writing their Subject Leader reports.

Excellence and effort is celebrated with:

- Each student given an opportunity to have work of a high standard displayed.
- School events are an opportunity for all students to demonstrate their own best performance.
- Certificates and House Points awarded for notable pieces of work and presented in weekly whole-school assemblies to share and celebrate success.
- Individual presentations from students encouraged during classes.
- An annual prize giving ceremony for school leavers.

8.1 Reporting to parents

CAL maintains a good rapport with parents and carers and there are many opportunities to report progress and achievement. Key formal communications include Parent Evenings, held twice yearly in the early Autumn term and the Easter term. Written reports include subject-specific reports issued in the late Autumn term and at the end of the Summer term. An additional therapist report is provided in the Easter term. Annual reviews for students with an EHCP are conducted annually, either face-to-face or via Zoom meeting.

In addition to these scheduled reports, regular weekly check-ins with parents are conducted via email or phone calls, which are then logged in a whole-school call log to ensure consistency and communication. For more complex situations, in-person meetings, dubbed 'Multi-Meetings', may be called to bring together key staff and parents. Furthermore, parents may request a meeting with their child's teacher by appointment to discuss specific concerns.

Through these reporting and tutor systems, parents are kept consistently informed of their child's progress and are active partners in their educational journey. The use of

live gradebook data in these discussions is encouraged and is becoming best practice to provide clear, evidence-based insights into student attainment.

8.2 Planning: Long term, Medium-term, and Short-term planning

Our approach ensures that the curriculum is translated into engaging, responsive, and well-structured learning experiences that are tailored to meet the diverse needs of all our pupils. Planning is a continuous process of review and adaptation, ensuring content remains relevant and impactful. All planning documents are stored on Microsoft Teams, providing accessible and transparent resources for staff, parents, and other stakeholders.

We utilise a three-tiered planning structure to ensure clarity, coherence, and flexibility:

- 8.2.1 **Long-Term Planning:** Long-term plans provide the strategic framework for teaching and learning across the academic year and key stages. They ensure a broad, balanced, and sequential curriculum that systematically builds on pupils' prior knowledge. These plans outline the overarching themes, key topics, and essential knowledge to be covered, providing a clear roadmap for pupil progression while allowing departments the flexibility to adapt content to best suit their students' needs and interests.
- 8.2.2 **Medium-Term Planning:** Medium-term plans, typically spanning a half-term or full term, break down the long-term framework into manageable units of work. These plans articulate the specific intent, implementation, and intended impact for each unit, including clear learning objectives and outcomes. They explicitly outline how literacy, numeracy, and cross-curricular links will be integrated into teaching to provide a rich and connected learning experience.
- 8.2.3 **Short-Term Planning:** Short-term planning refers to the weekly and daily preparation undertaken by teachers to respond dynamically to the evolving needs of their students. This level of planning specifies lesson content, teaching strategies, resources, and differentiation to ensure all pupils can access and succeed in their learning. It allows for the seamless integration of enhancements such as continuous provision, enrichment activities, and personalised support, ensuring that teaching is adaptive and impactful on a day-to-day basis.

8.3 Information Communication Technology

Information Communication Technology (ICT) is integrated across the entire curriculum as a vital resource for enhancing teaching and learning. Classes may use the Computer Room when available, or teachers can collaborate with the ICT specialist to incorporate digital skills within their subject lessons. Each student is assigned a laptop and receives explicit instruction in using assistive technology to support their learning.

The school's ICT expectations and terms of use are rigorously upheld, and a robust filtering and monitoring system is in place to help safeguard students, keep them on task, and ensure a secure online learning environment.

Students will be increasingly taught to use Artificial Intelligence (AI) as a tool to support—not replace—their own learning. For example: for research, brainstorming, editing, supporting creativity.) CAL recognises the importance of exploring its educational potential responsibly and thus will look to explore how to integrate AI safely in conjunction with the development of an Acceptable Use Policy.

8.4 Monitoring and evaluation

We are committed to systematically monitoring teaching and learning across the school to ensure all pupils make strong and sustained progress from their individual starting points. The Senior Leadership Team (SLT) will monitor and evaluate the impact of teaching on pupils' learning through a range of supportive and developmental strategies, including:

- **Learning Walks and Drop-Ins:** Regular, brief visits to classrooms to observe the learning climate, pupil engagement, and the implementation of teaching strategies.
- **Work Scrutinies:** Reviewing pupils' work—both in books and digital formats—to evaluate the quality of marking and feedback, the progression of skills, and the consistency of challenge.
- **Pupil Progress Meetings:** Meetings focused on selected pupils to analyse assessment data, review individual progress, and plan targeted support.
- **Planning Reviews:** Scrutinising curriculum and lesson planning to ensure alignment with school priorities and responsiveness to pupil needs, particularly following professional development sessions.
- **Documentation and Data Analysis:** Using tools such as the school's assessment platform (iSAMS) to track attainment and progress over time, and to inform whole-school improvement planning.

These processes are designed to be collaborative and constructive, providing valuable insights to celebrate strengths, identify areas for development, and ensure high standards of teaching and learning throughout the school. There is the aim that the whole school will be more involved in these processes, thus making the process less exclusion to the SLT.

8.5 Continued Professional Development

Continued Professional Development (CPD) is central to fostering a dynamic culture of learning among our staff, which in turn directly enhances the learning experience for our pupils. This commitment is embedded into our weekly routines through dedicated, collaborative forums. Our 'Tuesday Teach' sessions provide a platform for staff to present to colleagues on one of the school's five core teaching and learning principles, sharing reflections on their own practice, insights from recent training, or recommendations from educational research. This is complemented by T+ L Friday SHARE emails where short videos of classroom practice, filmed to highlight perceived

effective strategies, are shared alongside links to recommended readings and resources. All these materials are curated and housed on the central T+L SHARE platform on Microsoft Teams, creating a valuable and accessible repository of professional knowledge. Furthermore, we actively support staff in pursuing external growth through a clear process for booking courses and proudly celebrate the additional qualifications and achievements they attain.

9. Links with other policies

This policy should be read in conjunction with:

- Student Behaviour Policy and Statement of Behaviour Principles
- Curriculum policy
- SEN Policy
- SEN/SEND Information report
- Assessment and Recording Policy