



Curriculum Policy

Date Accepted by The YES Trust Executive Leadership Team: January 2024

Date Accepted by The Department for Education: January 2024

Reviewed by The Raise Academy Local Support Board (LSB): TBC

Date for Policy review: Summer 2025

This Policy should be read in conjunction with:

- SEND Policy
- EAL Policy
- PHSRE Policy
- Sex and Relationships Policy
- Statement of British Values and Scheme of Work

INTRODUCTION

The Raise Academy stands apart from existing local provision by delivering a highly-specialised curriculum supporting students' specific needs. As a trust we are determined to secure excellence for all, providing world class education and support to those who have previously found the education environment a challenge, we are able to achieve this by continuously striving for the best; improving, innovating and reflecting. We all aspire to the highest standards of achievement. This includes, but is not limited to; educational accomplishment; the incredible passion that young people develop for learning; values; and inter-personal skills so that they can contribute positively to local and global communities.

Our Vision for The Raise Academy is to work constantly to provide excellence for every student. With a highly-trained, specialised team, we will support the entire cohort's needs, particularly focusing on those students with Emotional and social difficulties; with an aspirational environment to recapture an often lost passion for learning and creativity we hope to capture new found curiosity and imagination to help all become the best versions of themselves.

Staff are supported by an effective Senior Leadership Team (SLT) working collaboratively to develop high-level plans, resources, and strategies for teaching. The Raise staff team draw on the experience of other SEMH schools, personal expertise, external support agencies, and recent academic research. The Raise curriculum incorporates focused programmes of study using a multi-functional approach. Raise students will have challenging yet achievable student targets supported by well-informed student profiles and one-page profiles. Staff at Raise focus on developing aspirational personal growth with each student, no matter of their age or ability finding an optimal framework to excel, achieve and become a lifelong learner, contributing to the community and modern Britain.

The curriculum is delivered flexibly, showing consideration for each student's learning profile. Subject Leaders develop overarching schemes of work that encourage learning outcomes over the entire course through each key stage. Staff follow well sequenced curriculum with clear learning intentions which, through the use of high-quality activities, resources, and assessment criteria the work is scaffolded to match students' individual abilities, needs, learning style's and developmental stages. Each member of staff will spend a proportion of their time sharing and shadowing good practice both within and outside the Academy. This will enable them to plan, prepare and differentiate materials, and will ensure all students have constant access to the highest-quality learning, so achieving excellent, and accelerated, progress.

Assessment occurs continually throughout the curriculum. At key points within the academic cycle students progress will be reported by staff and this will reflect both formative and summative assessments the student has completed.

Curriculum development and review is a vital part of our whole school strategy for improvement. A core focus of the Raise curriculum is the personal development of each student. We are committed to providing of a rich, deep, broad and balanced education for all of our students.

CURRICULUM INTENT: AIMS AND OBJECTIVES

The RAISE curriculum is:

- **Relevant**
- **Aspirational**
- **Inspiring**
- **Sequenced**
- **Engaging.**

Fostering enquiry-based learning and promoting a thirst for knowledge, maximising academic potential and personal/social development, enhancing future life chances through a nurturing approach. We intend our students to become lifelong learners ready to take on the next phase in life equipped with the attributes, skills, knowledge, understanding and qualifications they need to be successful in their futures.

Our rich and deep curriculum covers a wide spectrum of opportunities both academic and non-academic to ensure our young people enjoy and engage in their learning.

Our vision is that when a student leaves The Raise Academy we want them to:

- have plans in place for their future
- enjoy learning and see the value of lifelong learning
- have respect and understanding for themselves and others, regardless of differences
- have productive roles as a contributing member of society
- know how to maintain a healthy body and mind
- have achieved their best academic outcomes

We believe our curriculum allows all pupils to achieve these outcomes.

The Raise Academy sees the importance of developing all aspects of a student's character and so offers a holistic education promoting progress in all areas – socially, intellectually, creatively and culturally. Fundamental to this is equipping students with the tools to support their mental health now and in the future.

The delivery of the curriculum ensures pupils learn and remember more, extend their knowledge and are given opportunities to make concrete links between topics and subjects. At the heart of the Raise curriculum is the development of students interests and talents with a rich, deep and ambitious diet. Using an enquiry-based learning approach we promote creativity and leadership within our students to support them becoming lifelong learners with the skills and attributes they need to succeed in careers that we don't yet know due to the rapidly changing world we live in. Therefore, the enquiry-based curriculum needs to be rich, deep, aspirational, creative, relevant and meet the needs of our students, following a comprehensive programme of subjects with a strong focus on reading and literacy. Pupils will hone their leadership skills

through a range of activities including The John Muir Award, Duke of Edinburgh Award, and many sporting opportunities and extracurricular activities.

Formative assessment is planned to ensure learning is broad and effective. The Raise curriculum is carefully sequenced with timely support and intervention to fill gaps in learning, allowing students to make accelerated progress. Our curriculum allows for individual, personalised pathways to support individual needs and build upon students' prior knowledge whilst providing appropriate challenge.

At The Raise Academy it is important that we recognise students' personal starting points; we acknowledge some may have not had a positive experience of education and it is our job to change this. We believe in learning for enjoyment and equipping our pupils for the world beyond school.

Curriculum Programme 2024-25

	Transition	KS3	KS4	Notes
Core	12			<ul style="list-style-type: none"> • Transition Core – Maths, English, Science, Humanities, ICT • KS4 Options include Food & Nutrition, Art, PE, DT, Performing Arts & Media • Personalised Learning – 1.5 periods per week <ul style="list-style-type: none"> ○ Careers - (0.5) ○ PSHRE & Life Skills (PfA) - (1) • Curriculum Intervention (Literacy/Numeracy) - (5 x 20 min sessions per week) • Personalised Enquiry – 0.5 periods per week • Enrichment – 1.5 periods per week
English		3	4	
Maths		3	4	
Science		3	4	
Art	2	2		
DT	2	2		
Food Tech	2	2		
ICT		1		
Perf. Arts	2	2		
Humanities		2		
Outdoor Ed	2	2		
PE	2	2	2	
DofE			1	
Option A			3	
Option B			3	
Option C			3	
TOTAL	24	24	24	

KS4 Options

At the end of Year 9 students choose three options. These options could include but are not limited to:

- **Art**
- **Food & Nutrition**
- **DT**
- **Humanities**
- **Media Studies**
- **PE**
- **Performing Arts**

There may also be opportunity to work with external colleges to offer further courses of study. The qualification will be decided by the subject teacher and will be appropriate to the students' academic ability. These will include GCSE, Functional Skills Levels 1 and 2, Entry Level Certificate.

All students, no matter which options they have chosen will gain a Duke of Edinburgh qualification and a certificate in Food.

PSHRE

PSHRE will be delivered once a week by Form Tutors. Lessons will be based on the three areas: **health and wellbeing, relationships and the wider world.** A range of topics will be covered over the year within the three areas including **British values, RSE, life skills, mental health and the law.** The PSHRE curriculum has been designed to give pupils the age relevant information they need to become well-rounded individuals, prepared the world after they leave The Raise Academy.

At The Raise Academy we believe this education should support the whole individual, therefore, we offer a bespoke, broad and balanced curriculum that encompasses personal, social, emotional, moral, spiritual, cultural and academic development of each and every child. Our aim is to enable our students to realise their full potential and ensure healthy growth and development of their minds, bodies and emotional wellbeing. Along with bespoke curriculums our Personal, Social, Health, Relationships and Economic (PSHRE) education programme promotes students' personal, social and emotional development, as well as their health and wellbeing.

Our PSHRE programme along with cross curricular schemes of work aim to help children understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up. We aim to provide children with an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. Equipping our students with life skills and ensuring their health and wellbeing are key principals and aims at The Raise Academy.

We recognise that the United Kingdom is a richly diverse, multicultural and multi-faith country, and understand our responsibility in promoting and encouraging a culture and ethos that upholds British Values. Our school is highly inclusive and reflects British values in all that we do. We nurture our students on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our students to be creative, unique, openminded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We value the importance of PSHRE and British Values in preparing children for the opportunities, responsibilities and experiences of adult life.

The Raise Academy aims to instil a sense of awe and wonder and reconnect our students with their education. In order to achieve this, we believe that students need to learn about the many emotional aspects of life and how to recognise their own 'triggers' and enable them to manage these successfully. We understand that all behaviour is communication and we aim to support our students through the challenges they face. As an Academy we recognise and are fully aware of how PSHRE supports many of the principles of Safeguarding. At The Raise Academy we aim to help our students to:

- Develop confidence, responsibility and support them to make the most of their abilities
- Prepare to play an active role as citizens
- Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments
- Develop healthy relationships and respect the differences between people
- Understand some basic principles of finances and equip them with skills for life
- Make a positive contribution to the life of the school and wider community

Life Skills - Preparing for Adulthood

Life skills describe a capacity for adaptive and positive behaviour that will enable our students to deal effectively with the demands and challenges of everyday life. They include social, emotional, and thinking skills such as self-awareness, empathy, critical thinking, decision-making, and coping with stress all within the following areas, particularly focused through our work skills and PSHE curriculums:

Travelling independently – learning how to use public transport facilitating students travelling to school independently; planning trips and itineraries for residential visits

Living independently – understanding how to pay bills and set up direct debits; understanding credit ratings; having a personal bank account; looking at basic needs, and how to shop appropriately; developing a greater sense of self-awareness and appreciation for others

Domestic skills – carrying out household chores, and understanding why it is important; how to take care of basic maintenance & repair; how to shop and prepare food; how to stay safe at home, especially in the kitchen; how to do laundry and clothing selection (e.g. for work)

Being healthy – looking at being a healthy individual with the right balanced diet; meal planning; why it is appropriate, and how to maintain, good hygiene; smoking, drug and alcohol misuse; understanding healthy relationships, and safe sex (age appropriate)

Applying for college/employment – access high-quality careers advice so all students can make an informed choice about their next steps into adulthood; visiting post-16 providers, and completing high-quality work placements (where appropriate)

Employability skills and work experience – build confidence both in spoken skills, and for group collaboration and cooperation; the ability to self-manage, solve problems, and understand the business environment

Budgeting and financial education – learning the importance of saving/budgeting, living within your means; how pensions work, so and understanding loans/mortgages

Participating in, and contributing to, the local community – co-ordinating events to support local communities, and take part in activities; develop cross-generational learning

The Academy will focus on the four key areas of our vision in promoting these life skills, helping all to become confident, effective and skilled members of their communities:

- Raise - Self Esteem
- Raise - Ambitions
- Raise - Self-Belief
- Raise - Outcomes

Careers

At the Raise Academy, we put each pupil at the centre of their education, making the experience as personally tailored as possible and providing the right environment for all to succeed. We are dedicated to supporting pupils to choose the right Key Stage 4 qualifications and find the post 16 destinations that are correct for them. We provide impartial guidance and advice on further education, training or employment across KS3 and KS4 and involve many

outside agencies such as Riverside College, the NHS and the Careers and Enterprise Company (CEC) amongst others.

A well-planned programme of visiting employers, visits to colleges and training providers as well as structured lessons supports pupils to build a range of employability and life skills. The programme, which builds on knowledge year to year, will also support in choosing KS4 & KS5 pathways that suit their interests and abilities whilst helping them to follow a career path and gain suitable post 16 education, training or employment.

Our Aims:

1 All Pupils will access a range of encounters with employers and educational providers to meet their individual needs. Benchmarks 3,4,5 and 6

Pupils will encounter employers both within the school building and through planned trips, for example this could include a trip to the museum of Science and Industry to meet with people who work in STEM or visits from a nurse, midwife, corrections officer etc. All Key Stage 3 and 4 pupils will have access to at least two future providers.

2 Staff to implement and embed careers within their curriculum area. Benchmarks 2,3,4 and 7

Staff will have designed curriculums that plan for the teaching of careers within them. They will link their subject to real life careers through teaching and learning. All pupils will have 30 minutes of dedicated careers lessons per week. These careers lessons are planned and organised by SLT to ensure all pupils are receiving information about future careers that are relevant both nationally and to their local community.

3 Parents have access to information regarding careers that empowers them to support their child when making decisions around their future. Pupils and parents both feel school supports preparation for the future. Benchmarks: 2,3 and 6

Pupils are given independent careers advice from a fully trained careers advisor. Parents/Carers are sign posted to where they can find information on future careers on the school website. Parents/Carers of Year 9 pupils are invited to attend an options evening. The Academy regularly sends out Dojo messages with up to date career information such as careers fairs, information around future choices and more.

The Careers Curriculum Overview

Autumn 1 Theme: NHS				
Year 7	Year 8	Year 9	Year 10	Year 11
Practice Nurse GP Midwife Paramedic Physiotherapist	Pharmacist Dental Nurse Health Visitor Radiographer Dietician	Occupational Therapist Biomedical Scientist Genetic Counsellor Transport Driver Estates Manager	What's important Wellbeing	Networks of support Skills & Employability

Autumn 2 Theme: Uniformed Services				
Year 7	Year 8	Year 9	Year 10	Year 11

PCSO Forensic investigator Firefighter Tank crew Army chef Plumber	Communications operator Border force operator Firefighter reserve Aircraft technician Cyber engineer Mental health nurse	Detective Firearms police officer Home safety advisor Paratrooper Surveyor Gunner	Employability skills How work is changing	Having an enterprising mindset Managing finance
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Spring 1 Theme: STEM				
Year 7	Year 8	Year 9	Year 10	Year 11
Engineer Zoo keeper Chocolatier Geologist Energy efficiency and architecture Snowboard designer	Archaeologist Raptor biologist Composites engineer Glaciologist Solar energy researcher Aerodynamicist	Algae research scientist Clinical drug trial scientist Maths in the navy Environment officer Senior composites engineer Architect	Life after school virtual careers fair Careers in climate change Earn while you learn Illuminating career UCAS careers quiz Careers presentation	Life after school virtual careers fair Careers in climate change Earn while you learn Illuminating career UCAS careers quiz Careers presentation

Spring 2 Theme: Creative Careers				
Year 7	Year 8	Year 9	Year 10	Year 11
All about me Curator Character artist Film director Make-up artist Textile maker	All about me Set designer Lighting technician Photographer Floor runner Visual effects artist	All about me Film programmer Sound production Assistant director Journalist Casting director	CV writing Screenwriter Radio producer Video editor Publicity manager Research officer	Individual project

Summer 1 Theme: Field to Fork				
Year 7	Year 8	Year 9	Year 10	Year 11
Pig technician Farm secretary Countryside ranger Animal nutritionist Cake decorator Development chef	Motor vehicle fitter Countryside officer Agricultural inspector Dairy health and safety officer Hygiene operative Packing designer	Rural surveyor Agronomist Environmental consultant Agricultural scientist Brand manager Dairy maintenance engineer	Arboriculture officer Food scientist Landscape Tree surgeon Abattoir operative Food photographer	Exam Preparation

Summer 2

Theme: Own Project

Personalised Enquiry

To support our enrichment programme, The Raise Academy adopts a weekly session of Personalised Enquiry. This is a researched-based approach to allowing all students the opportunity to choose something that they would like to learn, make or do...and that project is then facilitated across the Academy by staff.

Activities could include:

- Model Making
- Learning to ride a bike
- Film Making
- Creative Writing
- Hair & Beauty
- Language Learning
- Photography
- Instrument

Curriculum Enrichment

As we are passionate about educating the whole child at The Raise Academy, enrichment opportunities are timetabled every Friday afternoon and are closely linked to our school points system of positive reinforcement, reward and celebration through Class Dojo.

A variety of activities are planned on a weekly basis that students can opt to join, based on their own interests. The activities are supported by Raise staff members' own areas of interest and expertise, often outside of normal curriculum areas, which offers opportunities to see staff outside of the classroom setting and aids to build the authentic relationships upon which our Trust is based.

In addition, students benefit from an extensive range of extracurricular activities after school giving them every opportunity to participate in a wide range of pursuits to develop their skill and personalities.

Activities could include:

- Horse Riding
- Swimming
- Gym
- Skateboarding/Roller skating
- Board Games/Lego
- Art
- Drama
- Martial Arts
- Cooking
- Gaming/ICT

Literacy Recovery and Numeracy Intervention

In addition to a cross-curricular investment in literacy and numeracy, The Raise Academy commits to providing a planned programme of daily, timetabled, whole school intervention.

Curriculum Intervention Sessions

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.30-9.50	Literacy / Numeracy	Literacy / Numeracy	Literacy / Numeracy	Literacy / Numeracy	Literacy / Numeracy
PM 3.00-3.30	Careers	PSHRE	Personalised Enquiry	Life Skills (PfA) / PSED & EWB	Enrichment

National data trends in SEMH education show that the majority of our cohort are likely to achieve well below their chronological age. To ensure all our students have the best chances to progress onto meaningful employment, we are dedicated to making ALL students functional and able to access the wider world.

We support all staff so that they understand and accept their fundamental role in developing the literacy and numeracy skills across the Academy. To achieve this, a **Literacy and Numeracy framework (LNF)** is embedded throughout the school, and across the curriculum. We understand and acknowledge that the development of literacy & numeracy skills, for younger students in particular, can be more erratic, therefore effective cross-curriculum planning of core literacy and numeracy skills, together with a framework for continued development, is crucial for all students.

The LNF develops continuously; this results in coherent approaches to developing literacy and numeracy across the curriculum, and requires teachers of any subject to provide reinforcing opportunities for students. Thus, planning for literacy and numeracy development is truly cross-curricular, rather than solely in English and Maths.

The LNF will be specifically tailored by the Curriculum Team within the SLT, in conjunction with the Heads of English and Maths. It will describe in detail the individual skills that students will be expected to acquire and master during their time at The Raise Academy. The LNF also focuses on enhancing students' ability to apply these skills practically:

Within **Literacy**, we want students to be accomplished in:

- Articulacy across the curriculum
- Reading across the curriculum
- Writing across the curriculum

Articulacy across the Curriculum

We want all students to be able to communicate their needs, feelings, and thoughts. We want students to be able to share experiences with others, and express their ideas through the power of the spoken word. We want them to explain their intentions by asking questions, voicing and expressing opinions, and making informed choices through use of a variety of media. We want them to be able to build on previous experiences, listening and responding appropriately to others. Ability to use a range of media is essential in the development and use of language, and in supporting the consequent confidence and freedom that brings.

Emphasising articulacy across the curriculum focuses particularly on one element – developing and presenting information and ideas. This is subdivided into three aspects:

- Speaking
- Listening
- Collaboration and discussion

Reading across the Curriculum

Through reading, students access ideas, information, and experiences that help them to understand themselves and their world, and learn and work effectively.

Reading across the curriculum focuses on two elements – locating, selecting and using information, and then responding to what has been read; it is subdivided into:

- Reading strategies
- Comprehension
- Response and analysis

Writing across the Curriculum

Students write to record and explore their thoughts, feelings, and opinions, and to communicate with others. It is the power of language that will enable them to express their ideas. Writing across the curriculum focuses on the following elements:

Organising ideas and information:

- Meaning, purposes, and readers
- Structure and organisation

Writing accurately:

- Language
- Grammar, punctuation, spelling, handwriting

Within **Numeracy**, we want students to be accomplished in:

- Developing numerical reasoning
- Using number skills
- Using measuring skills
- Using data skills

Developing numerical reasoning

The LNF focuses on four areas of numeracy, each with distinct elements within its strands. In some cases, that is composed of related areas reflecting the fact that they are interconnected and should not be broken up further. The curriculum's expectations reflect that connectivity. This curriculum area is focuses around three elements:

- Identifying processes and connections
- Reviewing
- Representing and communicating

Using number skills

Fundamental skills are needed to be comfortable with using and manipulating numbers to carry out procedures. It is here that students will grasp: how to count; that numbers come in a certain order; that non-whole numbers can be represented in different ways; and, how to use checking strategies to ensure they have carried out the procedure correctly.

Also reflected in this area are the specific framework of money, leading to the building blocks of financial education. Using number skills operates within these it five elements:

- Use number facts and relationships
- Fractions, decimals, percentages
- Calculate using mental and written methods

- Estimate and check
- Manage money

Using measuring skills

Measuring skills address the importance of knowing what measurements are required, in which context, and what standard units to employ. This strand focuses on four elements:

- Length, weight/mass, capacity
- Time
- Area and volume; Angle and position
- Temperature

Using data skills

The results of tackling any problem or question involves handling data, which can be done in a variety of ways. Whether through a single number, or by means of a table or chart of some kind, applying the correct – or best – data-handling procedure is a procedural skill in itself. It is focused over three elements:

- Collecting and recording data
- Presenting and analysing data.
- Interpreting results

Accelerated Reader

The **Accelerated Reader** software will be used across school to assess and raise standards of reading to ages expected and or functional levels. Accelerated Reader produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University - *“The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.”*

The Key aspects of this system fall under:

- **Star Assessments:** Computer-adaptive tests which incorporate learning progressions to bridge assessment and instruction.
- **Star Reading:** A computer-adaptive test for reading for students in Years 2 – 13, built for the new national curriculum.
- **Star Maths:** A computer-adaptive test for maths for students in Years 2 – 13, built for the new national curriculum.
- **Star Early Literacy:** A computer-adaptive test for students with a vocabulary of fewer than 100 words.

This system is accessible for all age ranges and all key stages will have reading tests on entry and twice annually.

Curriculum Programme

Subject / Activity	Periods per Week	Compulsory / Voluntary	Comments
Key Stage 3			
KS3 - English	3	Compulsory	Following an enriching curriculum model KS3 English sets out to expand the knowledge of students while continuing to develop their functional ability
KS3 - Maths	3	Compulsory	Following an enriching curriculum model KS3 Maths set out to expand the knowledge of students while continuing to develop their functional ability
KS3 - Science	3	Compulsory	Following the KS3 national curriculum all students will have access to Physics, Chemistry and Biology
KS3 - Humanities	2	Compulsory	Humanities will predominantly focus on Geography however will cover some areas of modern History such as the battlefields as well as covering aspects of Religious Education such world religions
KS3 – Computing / ICT	1	Compulsory	This curriculum focusing on core skills needed in the modern word such as using Microsoft office to navigating online safely.
KS3 - Food Tech	2	Compulsory	Food technology is mandatory as it is vital all students are able to cook and budget meals to live a healthy-lifestyle. Students will follow an inspiring curriculum and experience cooking from across the world
KS3 - Art	2	Compulsory	Students will get the opportunity to try various ways of expressing themselves in Art through 3-D, 2-D modelling to fine art and urban art.
KS3 - PE	2	Compulsory	It is important that every student lives and active life from a brisk walk to competitive matches in many different sports

KS3 – Performing Arts	2	Compulsory	This curriculum is designed to inspire and enrich. Each student will have experiences of dance, drama, musical theatre as well as playing instruments, pod casting, radio and music mixing.
KS3 – Design Technology	2	Compulsory	Design Technology will provide experiences of designing and building a variety of objects, using a variety of media and tools. Using a project-based approach, design projects will be ambitious.
KS3 – Outdoor Education	2	Compulsory	Building upon a Forest Schools approach, the Outdoor Ed curriculum will provide practical opportunities to explore the physical environment, learning about environmental issues, connecting to science topics and skills, including animal care and horticulture
Key Stage 4			
KS4 - English	4	Compulsory	AQA GCSE English language (8700) AQA GCSE English literature (8702) Functional Skills Exams
KS4 - Maths	4	Compulsory	AQA GCSE Mathematics (8300) – Non-calculator AQA GCSE Mathematics (8300) – Calculator AQA GCSE Mathematics (8300) – Calculator Functional Skills Exams
KS4 - Science	4	Compulsory	AQA GCSE Science (Trilogy) (8464) AQA GCSE Science (Biology) (8461) AQA GCSE Science (Chemistry) (8462) AQA GCSE Science (Physics) (8463)
KS4 - Option Geography	3	Voluntary	AQA GCSE Geography (8035)
KS4 - Option Computer Science / ICT	3	Voluntary	AQA GCSE Computer Science (8520) AQA GCSE Information and Communication Technology (4520) Certificate in Digital Applications (CiDA)

			European Computer Driving Licence (ECDL)
KS4 - Option Art	3	Voluntary	AQA GCSE Art and Design (8201, 8202, 8203, 8204, 8205, 8206) NCFE Level 1/2 Art and Design V-CERT (600/6905/3)
KS4 - Option Sport and Exercise	3	Voluntary	AQA GCSE Physical Education (8582) AQA Technical Award Level 1/2 (3750) NCFE Level 1/2 Health and Fitness V-CERT (601/4662/X)
KS4 - Option Design and Technology & Construction	3	Voluntary	AQA GCSE Design Tech: Product Design (4555) City and Guilds: Level 1/2 Diploma in Brickwork Level 1/2 Diploma in Joinery Level 1/2 Diploma in Painting and Decorating Level 1/2 Diploma in Floor and Wall Tiling
KS4 - Option Music	3	Voluntary	NCFE Level 1/2 Certificate in Creative Studies: Music Technology V-CERT (600/6904/1)
KS4 – Food Tech	3	Compulsory	AQA GCSE Food Preparation & Nutrition (8585) NCFE Level 1/2 Food and Cookery V-CERT (601/4533/X)
KS4 – Duke of Edinburgh	1	Compulsory	Duke of Edinburgh Award Bronze (Year 10) Duke of Edinburgh Award Silver (Year 11)
Whole School			
KS3/4 - Social Development	6.25 Hrs	Voluntary / Compulsory	We see break and lunch time as vital social development time and a key element to building rapport. As our staff will spend all of this time with our cohort, we class this as

			specific development phase and will help for our culture of constant learning for life.
KS3/4 - Pastoral time	5 Hrs	Compulsory	Pastoral time is indicated in the way of form time and all students will have this pastoral time at the beginning and end of each day so targets can be discussed before school starts and in the afternoon.
KS3/4 – PSHRE & Lifeskills <i>(including RSE, SMSC and EWB / PSED)</i>	2 x 0.5	Compulsory	<p>The PSHRE curriculum will give students and incremental look at the developments within the topics of health and wellbeing, relationships and the wider world, including fundamental British values and the social, moral, spiritual and cultural aspects of each strand. This is to specifically help them understand the country we live in and to support learning around the PREVENT agenda.</p> <p>Life skills is designed to give all students the skills to be successful in their future lives, outside of the normal curriculum content</p> <p>Emotional wellbeing sessions will be focused around a CBT approach to identify strengths and areas for improvement, identifying triggers and how to handle emotions. Designed by the on-site councillor in conjunction with other agencies such as Visyon and CAMHS, these bespoke sessions will be delivered by form tutors.</p>
KS3/4 - Enrichment	2	Compulsory	Enrichment is a reward afternoon on a Friday which will focus on achievement in every lesson as well as across the whole school. Certificates and awards are given out as well as option time for students. Personalised Enquiry sessions on Wednesday allows students to explore their own passions and areas of interest to learn, make or do.

KS3/4 - Careers	0.5	Compulsory	This weekly lesson will allow for a bespoke and personalised approach to careers for each student. It will include carrying out visits to post-16 providers, planning and preparing work experiences and researching a variety of local career pathways. Enriched by visitors and visits, this part of the curriculum will play an integral part in 'preparation for adulthood'.
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The Raise Academy stands apart from existing local provision. It develops a highly-specialised curriculum to support students' specific needs, particularly focused towards 'Mental Health' resilience to support SEMH difficulties and aims to inspire learning for any ability.

	Self-Esteem	Ambitions	Self-Belief	Outcomes
Student-focus areas	Emotional well-being and resilience	Literacy	Personal, social and emotional development	Academic and vocational learning
		Numeracy		
		Life skills		
Impact on school	Embedded throughout school	Underpinning our practice and informing teaching and learning		High-quality practice allowing all to achieve

SEND

Every child attending The Raise Academy has an EHCP for SEMH needs. This means we have a statutory duty to ensure we work towards achieving the targets and goals set within it. We will work with both Halton and St. Helens LA SEND Teams and participate in annual reviews for every child, using a Person-Centred Planning (PCP) approach, involving the young person, their family and any relevant agencies working with the student.

To support this process, every learner will have an **Individual Learning Plan (ILP)** that relates to their wider EHCP. ILPs will include SMART targets that are worked towards and reviewed termly, often broken down into smaller steps and relating to formative assessments or advice and guidance from external agencies.

Class sizes are small (maximum of 8 students per group), with a high ratio of staff to students (2 staff per group). This means that learning support can be provided within

the classroom, via quality differentiation and distribution of staff support. Wherever possible, students' learning will take place with their peers in their own classrooms, however for some students, targeted interventions may be required to help them with their learning. These may be taught within or outside of the class group.

Whilst the primary category of SEND noted on the students' EHCP is SEMH, it is possible they will also have difficulties in the other categories of SEND:

- **Social, Emotional, Mental Health (SEMH)**
- **Communication and Interaction (C&I)**
- **Cognition and Learning (C&L)**
- **Sensory and / or Physical (S&P)**

As a result, it is essential that we take a holistic approach to meeting the needs of each student. Our teachers are skilled at adapting their teaching, so as to provide a graduated approach to meeting the needs of their students.

Our graduated approach will include:

- Classroom differentiation, utilising support available in class
- SENCo support and advice to help further understand needs and adapt teaching and learning within (or without) the classroom
- Short term targeted interventions
- External agency assessment and advice (Educational Psychology, Speech and Language Therapist, Autism Advisor, etc)
- Regular reviews

We will employ a **Speech and Language Therapist** to carry out assessments of students, as required, to deliver interventions and to support and train staff. To support the mental health needs of students, we employ a **Mental Health Counsellor**, who is available to provide therapeutic support to those who need it.

Gifted and Talented (G&T)

The SENDCO will have the responsibility to identify the top 5% of learners (in terms of achievement and capability) across the school, by way of identifying the gifted and talented cohort. This will be carried out on an annual basis, using a variety of methods:

- Analysis of whole school / year group attainment (GL Assessments)
- Teacher observations, of work, communication
- Parental information

A register of G&T learners will be kept but most importantly the information gathered will be used to tailor and inform the Individual Learning Plans (ILPs) for each student. To support this process further, it will be important that staff are aware of how to identify young people who are potentially gifted and talented and how to differentiate to ensure students remain motivated and don't underachieve. Staff will

receive CPD and guidance from the SENCo on how to adapt their approaches to learning and teaching.

To ensure that information held is kept up to date, regular monitoring throughout the school year will take place, in line with termly ILP reviews.

English as an additional language (EAL)

Should a child who speaks EAL attend The Raise Academy, they will be welcomed and supported like all other children. However, we recognise that their needs will be different to others and will require adults to make reasonable adjustments and further support to meet their needs.

We understand that EAL students face many barriers to their learning and will require careful support and differentiation to help them overcome them. For example, adapting teaching approaches to include more visual learning, group activities and allowing time to prepare before lessons will be important. Consideration of how adults speak and use language will also help, in terms of slowing down, accurately pronouncing words and allowing processing time.

Working with the home will also be valuable to help understand and support the student further. Taking time to find out about them and their culture will help them feel a sense of belonging while also providing a richness and diversity to the classroom. Further details can be found in our schools EAL Policy.

Looked After Children (LAC)

Children who are looked after will have their holistic needs considered and supported throughout their time at The Raise Academy. Our Designated Teacher for LAC will ensure PEPs are completed termly, by way of reviewing academic and pastoral progress. Pupil Premium Plus funding will be allocated for specialist support, so as to ensure the students are not disadvantaged any further due to their previous experiences. Our regular assessment data will ensure we can track progress and analyse trends in relation to this particular student group. This monitoring will lead to the implementation of additional supportive interventions (such as emotion coaching, animal therapy, academic catch up, etc) so that the students are supported to experience and achieve the same or better outcomes as their peers.

In addition to the above, our understanding of the impact of trauma and adversity on child development, academic engagement and wellbeing, will ensure that all staff develop excellent, nurturing relationships with all children but in particular those who are looked after. Staff will understand attachment and trauma-informed approaches, playing an important role in helping young people feel safe and secure at school. The Designated Teacher will be a key adult who will build a consistent and supportive relationship with our looked after children and will act as their advocate.

As for all students, our onsite Counsellor will be available to provide therapeutic support, when required. The PSED and wider PSHRE curriculum will work towards supporting young people to learn how to recognise their feelings and begin to self-regulate. The variety of 'safe, calming spaces' around the school will provide students with places to support this further, if and when needed. Further details can be found in The Raise Academy Cared for Children Policy.

Use of ICT to improve learning

ICT can help to develop students' attitudes to learning by increasing self-esteem and confidence, or by supporting independence and persistence in the face of initial difficulties. It also has potential for promoting pleasure in learning by enhancing engagement, motivation and the desire to learn. Research supports that many neurodivergent learners benefit from different technologies to support their learning.

Our curriculum allows for ICT to be incorporated across all subjects when appropriate. Interactive whiteboards are installed in each classroom and computers are available across the school, either via desk tops or laptops, as well as additional class iPads. The Academy has a designated ICT suite, as well as software specific for teaching certain subjects (such as Photography, Design Technology and Computer Science). Teachers will use visual and auditory timers to support those who need help with time management; music, sound and lighting for those who need help with concentration and focus.

Adaptive and assistive technologies that are carefully designed to help with many types of learning differences, such as dyslexia, autism, language and communication difficulties, will be incorporated into the learning experiences for some of our learners. Examples such as speech to text software, audio books and word prediction tools will be utilised for those who need it.

An immersion room is included in the new build, with a view to providing exciting and immersive learning experiences for all children. Immersion rooms are a cutting-edge technology for schools, which allow projection of images or information on all four walls of a room at the same time, creating a unique 360° experience for teaching, learning, research, and communications. The experience is similar to a virtual reality experience, but in a group setting. The possibilities this will provide for learning experiences are wide and are expected to motivate and inspire.

ASSESSMENT

Quality of Learning

Maximising Potential / Progress Monitoring

The Raise Academy Curriculum Intent underpins all curriculum plans at all Key Stages and is the basis of any curriculum development and monitoring. It incorporates the YES Trust Vision and takes account of the individual needs of students. Setting the highest expectations for students at The Raise Academy is at the heart of decision making; we strive to tailor our curriculum personalising it to the needs of our students, make full and effective use of on-going assessment for learning and set ambitious yet realistic targets enabling all students to be equipped to obtain the equivalent of at least 5 GCSEs at the end of Key Stage 4 – in most cases exceeding this, with students gaining certification in 8 GCSEs.

It is absolutely key that all stakeholders (students, staff, parents/carers) understand **current** academic performance across subject areas, how this relates to **previous** assessments of their knowledge, skills and understanding, and also indications of **future** achievements. The forensic tracking of assessment data allows us as a school to deploy the necessary and specific interventions to ensure that students make **at least** expected progress, if not accelerated progress. To ensure accuracy and effectiveness, a **uniform system** and method must be implemented for comparison, as a student navigates **Key Stage 3 and into Key Stage 4**. **Current performance** data is mapped against **targets**, which are derived from **entry point** information, whenever that may be at Raise. In order to ensure that students' potential is maximised, baseline data is obtained by teachers at the end of Autumn Term 1, using both whole school and subject level data collection methods. From this starting point **all pupils are expected to make 1 grade/level of progress by the end of the Summer Term in both Key Stages**.

A clear assessment model is in place through to GCSE for our KS3 and KS4 students and tracks progress closely demonstrating whether students are making at least expected progress as well as monitoring their attitude to learning. This will allow teachers and senior leaders to monitor the performance of students and use this, along with other contextual data, to make informed decisions and set actions for the following half term including adaptations to teaching and intervention and additional support. Senior leaders will hold termly progress meetings to ensure that all students are on track to make at least expected progress and to ensure that students needs are being fully met in the classroom and that the potential of students is taken into consideration. These will take place towards the end of Autumn Term 2.

The whole-school assessment model and tracking system ensures analysis of data entry is in line with:

- YES Trust KPIs – reportable termly to the CEO/Director of Education
- YES Trust 5 colour coding system for consistency (red-orange-yellow-green-blue)
- PDP and SDP Targets of one grade/level of progress per student, per year, per subject from their starting point

Baseline Testing - Data captured (**via GL Assessments**) and made available to all staff at the start of each academic year, allowing for a holistic view of academic ability and potential includes:

- NGRT Reading Age
- NGST Spelling Age
- CAT4 Testing – Mean SAS / Verbal / Quantitative / Non-verbal / Spatial
 - KS4 Minimum Expected Grades (MEG)
 - KS4 Maximised Aspirational Grade (MAG)

Half-termly Schemes of Work for each subject will identify the intended concepts and skills, against which the degree of student ability and understanding will be measured. This will be simply broken down into just five grades:

Excelling, Extending, Secure, Developing, Emerging

The curriculum content will be derived back from intended Key Stage 4 knowledge, skills and understanding that will be required to allow students to be “GCSE ready” at the end of Year 9, therefore SoWs will be progressively more challenging each term, revisiting and compounding topics and skills, however building in terms of complexity towards KS3 exit points.

Students will continue to be grouped based on attitude and aptitude rather than age related.

All subject areas complete **baseline assessments in Autumn 1** in order to ascertain starting points, which will allow for progress to be measured against during the year. Starting points will determine the curriculum they will be measured against in Key Stage 3, and the GCSE “working at” grade at Key Stage 4. Analysis of baseline data will be taking place during the first week of Autumn Term 2.

There will be **5 data drops** throughout the academic year (3 of which are reportable to parents/carers) which will generate a **progress score related to KPIs** and measured against expectations, using the simple 5-coloured system, identifying progress on a range between **significantly below expected** / **below expected** / **Expected** / **Above Expected** / **Accelerated**. (see below)

Key Stage 3

Grade Values	Grades
5-5.9	Excelling
4-4.9	Extending
3-3.9	Secure
2-2.9	Developing
1-1.9	Emerging

Initial baseline testing and subsequent data drops will place a student within 5 grade bands, each grade a decimalized score according to knowledge, skills and understanding within that particular set of criteria. Derived back from the GCSE criteria,

Progress Grades
Accelerated
Above
Expected
Below
Sig. Below

Current “working at” grade scores at each data drop will compare back to the baseline score and measure progress compared against expected progress for that point within the year and generate a progress grade. E.g. in order to be on track to make the expected 1 grade of progress by the end of the year, a student making expected progress will have increased their “working at” grade by 0.2 in the first data drop.

A2L Grade
Outstanding
Above
Expected
RI
Inadequate

Staff will also be reporting on **Attitude to Learning (A2L)** which will be fed back to parents/carers, as well as **Attendance** and **ClassDojo % Positive Scores**...all of which will be using the **same 5-coloured system**.

Example Progress Tracking at Key Stage 3

Student at Secure Grade 3.0 Baseline at Autumn 1:

Baseline	Progress					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Extending 4.0	4.0	4.0	4.0	4.0	4.0	4.0
Secure 3.9	3.9	3.9	3.9	3.9	3.9	3.9
Secure 3.8	3.8	3.8	3.8	3.8	3.8	3.8
Secure 3.7	3.7	3.7	3.7	3.7	3.7	3.7
Secure 3.6	3.6	3.6	3.6	3.6	3.6	3.6
Secure 3.5	3.5	3.5	3.5	3.5	3.5	3.5
Secure 3.4	3.4	3.4	3.4	3.4	3.4	3.4
Secure 3.3	3.3	3.3	3.3	3.3	3.3	3.3
Secure 3.2	3.2	3.2	3.2	3.2	3.2	3.2
Secure 3.1	3.1	3.1	3.1	3.1	3.1	3.1
Secure 3.0	3.0	3.0	3.0	3.0	3.0	3.0

Sequencing from KS3 to KS4 – Target Setting

Grades	GCSE Target (based on KS3 exit)
EXCELLING Demonstrated a comprehensive understanding of all concepts and skills in a unit of work	8 – 9
EXTENDING Grasped the main concepts and skills in a unit of work and can apply to new contexts	6 – 7
SECURE Has a secure understanding of the main concepts and skills when applied to familiar contexts	4 – 5
DEVELOPING Grasped some of the main ideas and skills in a unit of work, others require development	2 – 3
EMERGING Beginning to grasp some of the main ideas and skills in a unit of work	1

Key Stage 4

Grade Value	GCSE “Working at” Grade
9-9.9	9
8-8.9	8
7-7.9	7
6-6.9	6
5-5.9	5
4-4.9	4
3-3.9	3
2-2.9	2
1-1.9	1
0-0.9	E

GCSE grading criteria are used to both baseline and assess against across Key Stage 4 courses. As with Key Stage 3, the expectation remains the same in terms of a positive increase of 0.2 of a grade between data drops will reflect expected progress. As these are two-year courses (as shown below), a student should make 2 grades of progress between the start of Year 10 and the end of Year 11 if they are to make expected progress.

Example Progress Tracking at Key Stage 4

Student working at GCSE Grade 3.0 Baseline at Autumn 1 of Year 10:

Baseline	Progress – Year 10
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grade 4.0	4.0	4.0	4.0	4.0	4.0
Grade 3.9	3.9	3.9	3.9	3.9	3.9
Grade 3.8	3.8	3.8	3.8	3.8	3.8
Grade 3.7	3.7	3.7	3.7	3.7	3.7
Grade 3.6	3.6	3.6	3.6	3.6	3.6
Grade 3.5	3.5	3.5	3.5	3.5	3.5
Grade 3.4	3.4	3.4	3.4	3.4	3.4
Grade 3.3	3.3	3.3	3.3	3.3	3.3
Grade 3.2	3.2	3.2	3.2	3.2	3.2
Grade 3.1	3.1	3.1	3.1	3.1	3.1
Grade 3.0	3.0	3.0	3.0	3.0	3.0

Recording, Reporting and Tracking

Each term data is reported to parents in a written progress report and once a year, students receive a full written report.

Half-termly Pupil Progress Meetings (core subjects) and termly Pupil Progress Meetings (all other subjects) between subject teachers and the Senior Leadership Team are held in order to track student progress and identifying groups and individuals above/at or below target. Action plans for individuals and groups below target are drawn up and reviewed during these meetings.

Form Tutor Involvement

Form tutors monitor students in their form and speak to SLT if they think that a student needs closer monitoring

Weekly phone calls are made by Form Tutors to all parents and carers of children in their form to include discussion on their child's progress

Assessing Students' Work

Assessments form the basis of students' progress in each subject. Progress is assessed to show attainment against national benchmarks at KS4. Progress in KS3 will be tracked against the Raise KS3 Assessment model. Assessments take the form of continual assessment considering both classwork and formal written assignments or tests.

Students are told in advance the requirements of assessments. They receive a written formative comment on their work which relates to these requirements and which states:

- what has been done well

- what needs to be improved
- how this improvement will be made

The formative comments for each assessment are discussed with the student so they fully understand their level, what they have done well and what they need to do to improve even further.

Frequency of Assessments

There are half termly assessment windows for internal tracking and monitoring purposes. Key Stage 4 students will carry out Mock exams to help them prepare for formal examinations. Year 10 will sit their mocks at the end of the academic year and Year 11 will sit mock exams in November and again in March.

Grouping of Students

SLT with consultation of subject teachers are responsible for placing students in appropriate groups. All decisions concerning grouping consider student ability and attitude. Professional judgement is still required to ensure the individual child's needs are accounted for.

Example Progress Reports

K53 Academic Report - Spring Term 2024-25
Student: XXX XXXX

Attendance		Attendance percentage		Sign Posts	
Spring 1	Spring 2	Average	Spring Term	Spring Term	W. Profile

Reading		Spelling	
Age of last Reading Age	Age of last Spelling Age	Age of last Reading Age	Age of last Spelling Age
15 years 2 months	17 years 2 months	15 years 2 months	17 years 2 months

Subject	PROGRESS			ATTITUDE TO LEARNING		
	SPRING 1	SPRING 2	SPRING 3	SPRING 1	SPRING 2	SPRING 3
Mathematics	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
English	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Science	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
History	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Art	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
PE	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Music	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
PSHE	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Religion	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Physical Education	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Design Technology	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Computing (IT)	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
French	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Spanish	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Latin	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Classical Civilisation	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Modern Foreign Languages	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Art and Design	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Music	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Physical Education	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Religion	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
History	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Geography	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS
Science	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS

K54 Academic Report - Spring Term 2024-25
Student: XXX XXXX

Attendance		Attendance percentage		Sign Posts	
Spring 1	Spring 2	Average	Spring Term	Spring Term	W. Profile

Reading		Spelling	
Age of last Reading Age	Age of last Spelling Age	Age of last Reading Age	Age of last Spelling Age
15 years 1 months	17 + years	15 years 1 months	17 + years

Subject	PROGRESS			End of Y11 Target Grade	ATTITUDE TO LEARNING		
	SPRING 1	SPRING 2	SPRING 3		SPRING 1	SPRING 2	SPRING 3
Mathematics	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
English	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Science	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
History	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Art	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
PE	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Music	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
PSHE	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Religion	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Physical Education	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Design Technology	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Computing (IT)	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
French	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Spanish	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Latin	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Classical Civilisation	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Modern Foreign Languages	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Art and Design	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Music	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Physical Education	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Religion	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
History	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Geography	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	
Science	MEETS	MEETS	MEETS	MEETS	MEETS	MEETS	

Student Reviews

THE RAISE ACADEMY		KS4 Classwork Review – Have I been trying my hardest?		YES YOUTH ENGAGEMENT SCHOOLS TRUST	
Content – What is the quality and detail of my classwork?					
Significantly above expectations	Your work is consistently well detailed and contains subject specific terminology that illustrates clear understanding. You speak like a 'Mathematician', 'Historian' etc. You are doing exceptionally well in your memory checks and you need to continue to recall previous content regularly.				
Above expectations	Your work is well detailed and contains subject specific terminology that illustrates a very good understanding. You are doing very well in your memory checks and need to continue to recall previous content regularly. Your teacher will help you to speak like a 'Mathematician', 'Historian' etc.				
In line with expectations	Your work is accurate and demonstrates understanding of content. You are doing well in your memory checks and need to continue to recall previous content regularly. Your teacher will help you to challenge and maximise your understanding.				
Working towards expectations	Your work has some inaccuracies and demonstrates some understanding of content. You are trying hard in your memory checks and need to continue to recall previous content regularly. Your teacher will provide support for you to meet your expectations.				
Below expectations	Your work has inaccuracies and demonstrates a little understanding of content. You need to try harder in your memory checks and need to continue to recall previous content regularly. Your teacher will provide support for you to meet your expectations and guide you on areas that you need extra help with.				
Completion – Am I completing all my work to ensure I have no gaps in my knowledge?					
Significantly above expectations	All set and independent learning tasks are completed to a high standard and you have demonstrated you are challenging yourself and maximising your potential.				
Above expectations	All set learning tasks are completed to a high standard. You have demonstrated you are attempting to challenge yourself and maximise your potential. Your teacher will help you to continue to maximise your potential by facilitating more independence.				
In line with expectations	All core learning tasks are completed. Your teacher will guide you to challenge tasks to help you maximise your potential.				
Working towards expectations	Learning tasks have not always been completed. You have sometimes tried to complete work missing. Your teacher will provide support for you to meet your expectations.				
Below expectations	Learning tasks have not been completed and you have not made enough effort to complete tasks. Your teacher will provide support for you to meet your expectations and guide you on areas that you need extra help with.				
Presentation – Have I tried my best to present my work well?					
Significantly above expectations	All your work is presented to an outstanding level. Diagrams are consistently drawn in pencil and you have given care to letter formation. Your book is superb we couldn't be more pleased.				
Above expectations	All your work is presented to very good standard. Diagrams are mostly drawn in pencil and you have given care to letter formation. Your teacher will guide you on how make your presentation significantly above expectations.				
In line with expectations	Work is well presented, well done! Your teacher will guide you on how make your presentation above expectations.				
Working towards expectations	Work is presented with varying levels of effort. You have sometimes tried to present work well and at other times have not. Your teacher will provide support for you to meet your expectations.				
Below expectations	Presentation standards have not been met. You need to complete your work with more care. Diagrams should be drawn with pencil, there should be no graffiti and take care with letter formation and layout.				
Targets – What do I need to focus on to improve and maximise my potential?					
Teacher target to support you.					
Content that needs retrieval work and independent revision.					

Half-termly student reviews are completed in all subject areas by students to identify their own areas for further development if they are to maximise their potential, using our Trust 5-colour system of the **Maximising Potential Gauge**.

Students rate their own performance against a set of criteria in terms of the:

- **Content**
- **Completion**
- **Presentation**

Students are then involved in the identification of their own targets and anticipated support required.

This process aids and supports the subject level progress meetings that take place, in addition to informing future curriculum planning,

Personal, Social and Emotional Development (PSED) – Baseline, tracking, intervention and progress

Baseline information is gathered using the **PASS** survey and subsequently at regular, termly intervals throughout the year, a wide range of staff across the school complete the **BOXALL** Profile for each student, allowing the tracking of progress, following intervention and support, highlighting emerging needs and areas of focus moving forward.

PASS - Robust research shows that students who do not have high self-belief tend to underachieve significantly compared to their ability. The **Pupil Attitudes to Self and School (PASS)** survey is a short self-evaluation survey that we use to gain insight into attitudes that could be hindering achievement. The PASS survey is conducted annually at the start of the academic year, or on transition into the school, whichever is appropriate. It highlights nine standardised factors and is suitable for all age ranges, indicating suitable starting points for intervention:

- **Feelings about school**
- **Perceived learning capability**
- **Self-regard as a learner**

- Preparedness for learning
- Attitudes to teachers
- General work ethic
- Confidence in learning
- Attitudes to attendance
- Response to curriculum demands

BOXALL - An evidence-based tool supporting a whole school approach to assessing and addressing children and young people's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing.

We use the Boxall Profile to identify barriers to social and emotional development and highlight areas of success. The Boxall Profile, due to its roots in Attachment, provides focus and structure for effective work with students in relation to Emotional and Social development. The nurture approach expects that:

- **Learning is understood developmentally**
- **Each Classroom is a safe base**
- **Nurture is important for the development of self-esteem**
- **Language is understood as a vital means of communication (putting feelings into words)**
- **All behaviour is communicative**
- **Transitions are significant in the lives of children**
- **Parents and students themselves are included within the planning processes**

Whole School Database - The profile should only be completed with staff who know the child well and therefore can recognise what is **usual** behaviour. Initially all our staff complete the Boxall Profile for ALL students. Staff discuss students and agree what is usual behaviour. This data is collated and compared with past scores to show progress.

The Boxall Profile **informs intervention** and **support plans** for each student. Concerns are also discussed weekly during WISPAS Panel.

FEEDBACK

What is feedback?

Feedback can take different forms: peer, self, teacher marking, or verbal.

The most important reason to check and assess work is that it enables the teacher to give feedback. This then informs the teacher of the progress a student is making in their subject area. This then allows for focused planning which is tailored to the needs of individual students and that leads to further progress. Formative feedback for students – whether this is based on teacher or peer assessment - is much more useful for the student than simply knowing the mark achieved in the assessment.

Aims of feedback

- To help students make progress
- To give students dedicated time to reflect upon their learning and put in effort to make improvements
- To inform our planning and structure the next phase of learning
- To facilitate effective and realistic target setting for student and/or the teacher
- To encourage a dialogue to develop between the student and teacher
- To encourage students to have a sense of pride in their work
- To encourage students to aim for perfect presentation
- To correct mistakes, with a focus on literacy skills

Principles

- Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback. On the spot feedback is most effective.
- A dialogue, both verbal and written, should be created between teacher and student. When marked books or assessments are returned to students it is essential to allow time for students to read the comments and engage with feedback.
- Where appropriate students should be encouraged to assess their own work against the learning intention and success criteria.
- Peer and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.

Type and frequency of verbal feedback

- This is the most frequent form of feedback.
- It has immediacy and relevance as it leads to direct student action.
- Verbal feedback may well be directed to individuals or groups or students; these may or may not be formally planned.
- Verbal feedback is recorded in books as VF

Type and frequency of written feedback

- The frequency of each type of written feedback will vary between subjects and key stages; books are marked with written next steps at least once a week.
- Some departments that are more practical may well not have detailed written feedback, however students will still receive feedback from teachers on their work

- Detailed feedback clearly identifies the strengths and areas for improvement that students will then act upon.
- Maintenance marking may identify specific issues such as key words, literacy and presentation issues and students should act upon these. Staff will follow a whole school literacy marking policy to support students in developing these skills.

Type and frequency of peer feedback

- This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher.
- Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

Type and frequency of self-feedback

- Similar to peer feedback, students need an explicit and clear structure to identify their learning needs.
- Teacher share success and/or assessment criteria where appropriate.

STUDENT CENTRAL DATA

Students CTF files and paper files are requested by The Raise Academy as part of the enrolment process. CTF files are stored on the schools MIS (Arbor). All paper files are stored securely in a locked filing cabinet.

MONITORING AND EVALUATION

- Members of the SLT monitor students' books to review the quality of the curriculum, marking and student progress.
- The Senior Leadership Team monitor the impact of the policy as part of the QA process.