



Castle Academy

Teaching and Learning Rubric 2021-2023

Castle Never Stops Learning

Curriculum rationale

At Castle Academy and as part of the East Midlands Academy Trust, we recognise that education involves pupils, parents, staff, governors, the community and the Trust, and that for optimum benefit all should work closely together to support the process of learning.

We are committed to high quality teaching and learning to raise standards of achievement for **all** pupils. This Teaching and Learning Rubric reflects the aims and objectives of the school and supports its vision and ethos.

Our curriculum aims to:

- provide a personalised learning experience for every pupil that takes full account of their individual needs', interests and aspirations;
- ensure that our pupils are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives;
- ensure that pupils are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond;
- make links with the learning that pupils do inside and outside the classroom;
- focus upon continual raising standards of teaching and learning in the school, to inspire and motivate pupils and staff;
- identify and share good practice in teaching and learning across all curriculum areas;
- provide guidelines for teaching and learning and establish clear criteria for best practice and consistency;
- improve levels of achievement and attainment as a consequence;
- use DR ICE as a framework to further analyse and evaluate teaching and learning.



Castle Academy	
Version: V1	Filename: <i>Teaching and Learning Rubric</i>
Intended audience: All Academy Stakeholders	Next Review: October 2023 This policy will be reviewed every 2 years.
Owner: <i>Castle Academy</i>	Union Status: Not applicable

Policy type:	
Non-statutory	Replaces Academy's current Teaching and Learning Policy



Aspect 1: *Deepening thinking*

Definition:

Lessons are planned and delivered in an effective manner that contributes directly to the full understanding of the overall lesson objectives.

What this will look like:

- Misconceptions addressed effectively.
- Pupils learn tier 3 vocabulary in each subject.
- Effective questioning and paired talk to deepen understanding and thinking.
- Work given is demanding for all pupil groups.
- Teacher has good subject knowledge and understanding.
- Books / lesson aims show the curriculum intent is being delivered in sequence.
- Resources are used effectively, including ICT and staff.
- There are opportunities for reasoning and problem solving.
- Evidence of READING being at the core of subject learning.
- Retrieval work is embedded in lessons and having an impact on pupils' ability to know and remember more.
- Pupils should choose and be guided towards activities that help them learn across the different areas of development (EYFS).
- There is a rich environment of continuous provision that the pupils can self-select and use to move learning forward (EYFS).
- All areas, including the outdoor area, are being used (EYFS).
- The practitioner uses different learning styles so that the pupils can interact with the staff and each other – eg, visual aids, touch, sounds and movement (EYFS).
- Activities that encourage (EYFS):
 - Pupils' exploration of the world around them.
 - Discussion of what pupils will make before and while making something.
 - Sustained discussion going beyond what staff and children have noticed.

Rationale:

This is to ensure that there are opportunities of and synthesis of knowledge beyond rote learning. This will mean that pupils will recall required schema and new learning is progressive and substantial.

Reflection Notes



Definition:

What this will look like:

- Rationale:**

Reflection Notes



Aspect 3: *Impact on Learning*

Definition:

The rotational use of assessment and feedback to assess pupils' achievements and assess understanding at all levels to maximise progress.

What this will look like:

- All learners show evidence of expected progress over time; remembering more, able to do more, in English, Maths and Topic books.
- There are learners or groups making accelerated progress.
- Quality and quantity of work reflects impact.
- Pupils tell you what they are learning and more importantly why.
- Pupils are learning to learn.
- Teachers show evidence of daily, weekly, monthly re-visits to prior learning in lesson or books.
- Retrieval work is effective in enabling pupils to be confident when recalling information.
- There is evidence that strategies avoid cognitive overload.
- Pupils are being helped to build on prior learning by provision of activities, such as a play or a story, at a level that is demanding but still within the pupils' reach (EYFS).

Assessment

- AfL used to ensure progress over time.
- Progress can be seen in books.
- Pupils know their own learning targets and how to improve.
- There is evidence of effective self and peer assessment.
- Ongoing assessment by adults through observation, questioning and looking at individual outcomes (EYFS).

Feedback

- Feedback follows the school's marking policy.
- Feedback gives guidance on how to progress.
- Feedback is effective enough to move learning forward, address misconceptions and is acknowledged.

Rationale:

Effective impact on learning will involve success criteria relating to the learning objectives and learning being reviewed, taking stock at strategic points. A learning dialogue is developed where students will then begin to explain their thinking and reasoning, thus promoting an ethos of pupil improvement. Pupils can reflect on what they have learnt and understood, and identify potential challenges.

Reflection Notes



Definition:

What this will look like:

- Rationale:**

The use of challenging expectations will prompt pupils to develop, justify, hypothesise and speculate alongside pupil-motivated enquiry and questioning. Teachers will develop a culture of success in the classroom through allowing pupils to feel safe to take risks and learn.

[illegible]



Definition:

What this will look like:

- Rationale:**

When pupils see the necessity to engage with a lesson, the purpose and value of knowledge is clear. Pupils will engage critically, but constructively with each other's ideas and viewpoints and allows pupils to get a feeling of satisfaction and enjoyment from working on and completing the activities set. Pupils' development and learning will be upheld and longstanding when parents and the community participate fully.

[illegible]