

## Teaching, Learning & Assessment Framework

2025/2026

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

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Washington  
Academy

*Enriching Lives, Inspiring Ambitions*

## Purpose

This framework sets out the principles and expectations that underpin high-quality teaching, learning and assessment at Washington Academy. It ensures that curriculum intent, classroom implementation and pupil impact are coherently aligned so that all pupils know more, remember more and can do more over time.

This document should be read alongside the *Whole School Curriculum Principles*, the *ConX Classroom model*, *The Quality of Education Handbook* and *statutory guidance*.

## 1 Curriculum Intent

Our curriculum is ambitious, broad, knowledge-rich and carefully sequenced.

- Identifies clear end points in each subject
- Builds knowledge cumulatively from Key Stage 3 to Key Stage 4
- Secures strong foundations in literacy, numeracy and communication
- Is inclusive by design, not by dilution
- Is equally ambitious for disadvantaged pupils and pupils with SEND
- Prepares pupils for further education, employment and responsible citizenship

Curriculum design reflects both substantive knowledge and disciplinary knowledge.

## 2 Implementation: The Washington Classroom

### 2.1 Learning Behaviours

- Establish consistent routines
- Create calm, disruption-free environments
- Teach behavioural expectations explicitly
- Use praise and correction purposefully
- Communicate the purpose and value of learning

Pupils are expected to be **Ready, Respectful** and **Resilient**.

### 2.2 Planning for Learning

- Plan sequentially so knowledge builds securely over time
- Identify key concepts and disciplinary vocabulary in advance
- Anticipate misconceptions
- Use assessment information to inform adaptation
- Plan explicitly for disadvantaged pupils and pupils with SEND

The SOLAR structure ensures prior knowledge is activated, new knowledge is modelled clearly and learning is reviewed and consolidated.

### **2.3 Teaching and Learning**

- Present knowledge clearly and accurately
- Model thinking processes explicitly
- Use high-quality questioning
- Check for misconceptions systematically
- Adapt teaching responsively
- Balance scaffolding with gradual release of responsibility

### **2.4 Disciplinary Thinking and Subject Expertise**

Teachers explicitly model disciplinary thinking within their subject.

- Analyse
- Evaluate evidence
- Construct arguments
- Solve problems
- Critique ideas

## **3 Assessment and Feedback**

Assessment is integral to curriculum implementation and is used to refine teaching and secure learning.

- Meaningful
- Manageable
- Motivating
- Diagnostic
- Cumulative

### **3.1 Formative Assessment**

- Retrieval practice
- Strategic questioning
- Low-stakes quizzing
- Mini whiteboards
- Live feedback
- Peer and self-assessment

### **3.2 Core Assessment Points**

- Standardised across classes
- Moderated for consistency
- Aligned with curriculum sequencing
- Assess substantive and disciplinary knowledge

### **3.3 Feedback with Impact**

Core assessment tasks are marked using the SUN model:

- Strengths
- Understanding Errors
- Next Steps

Teacher marking is completed in red pen. Pupil responses are completed in green pen.

### **3.4 Literacy and Presentation**

Literacy is the responsibility of all teachers.

- SP – Spelling
- C – Capital letter
- H – Homophone
- V – Vocabulary
- // – New paragraph
- Pu – Punctuation
- ? – Unclear meaning
- ^ – Missing word

## **4 Inclusion by Design**

Inclusion is achieved through high-quality curriculum design and adaptive teaching. Leaders systematically review the impact of strategies for disadvantaged pupils and pupils with SEND, adjusting approaches swiftly to ensure sustained progress.

- Maintain high expectations
- Identify and remove barriers
- Implement evidence-informed strategies

### **4.1 Safeguarding Through Curriculum**

Safeguarding is embedded across the curriculum and explicitly taught.

## **5 Foundations First**

- Reading fluency
- Academic vocabulary
- Extended writing
- Mathematical fluency
- Oracy and structured discussion

## **6 Quality Assurance and Professional Development**

Leaders refine and evolve curriculum design and teaching approaches over time based on evidence from assessment, pupil work and professional insight. Leaders ensure that high-quality teaching is

embedded consistently across subjects and year groups.

Quality assurance operates as a cyclical process of feedback, reflection and adoption throughout the academic year. Evidence gathered through drop-ins, work scrutiny, data review and stakeholder voice informs professional dialogue, targeted support and curriculum refinement.

QA processes are proportionate, transparent and mindful of staff workload, focusing on impact rather than compliance. The Professional Development Review (PDR) process operates independently from QA and focuses on individual professional growth rather than departmental evaluation.

- QA Meeting cycle
- QA Activity calendar
- Lesson visits
- Work scrutiny
- Moderation
- Student voice
- Department development reviews

Findings from academy-level quality assurance contribute to Trust-level review processes, including Raising Standards Board (RSB) discussions where appropriate. Consistent high-quality provision strengthens the academy's capacity for earned autonomy within the Trust's Framework for Excellence.

## 7 Impact

Impact is evaluated through sustained evidence over time. Leaders consider both quantitative and qualitative indicators to ensure that curriculum intent is translated into secure learning and strong outcomes.

Impact is visible in:

- Pupils' work over time, demonstrating increasing depth, accuracy and independence
- Secure retention of key knowledge across units and year groups
- Pupils' ability to apply learning in unfamiliar and increasingly complex contexts
- High-quality extended writing and disciplinary reasoning across subjects
- Closing of gaps between disadvantaged pupils, pupils with SEND and their peers
- Improved examination outcomes and positive destination data

Leaders evaluate impact through:

- Analysis of assessment and performance data
- Work scrutiny across year groups and pupil sub-groups
- Moderation and curriculum reviews
- Student voice and stakeholder feedback
- Departmental Development Reviews and QA processes

Where impact falls short of expectations, leaders act swiftly to refine curriculum design, strengthen

teaching and provide targeted support.

Success means that pupils:

- Know more
- Remember more
- Apply knowledge independently
- Demonstrate disciplinary understanding
- Progress successfully to the next stage of education, employment or training

Impact is therefore not defined by isolated outcomes, but by sustained improvement, equitable achievement and consistently high-quality learning experiences across subjects and year groups.