TEACHING AND LEARNING PROCEDURES AND ORGANISATION

This is a Support Document to the Curriculum Policy

Legal Status:

This is a Statutory Policy

Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations 2013

Applies to:

The whole school along with all activities provided by the school, including those outside of the normal school hours.

All staff (teaching and non-teaching), the Governors and volunteers working in the school.

Related Documents:

- Teaching and Learning - Curriculum Policy.
- Differentiation Policy, Assessment, Recording and Reporting Policy .Educational Visits and Off-Site Activities Policy.
- Behaviour and Discipline Policy. Marking Policy
- Homework Policy. Timetable Policy, Planning Policy.
- Special educational Needs and Disability (SEND) Policy Able, Gifted and Talented Students.
- Spiritual, Moral, Social and Cultural Development, Personal, Social, Health and Economic education and Citizenship education.
- Work Experience. ICT.
- Sex Education, Drug Awareness.

Availability

This policy is made available to parents, staff and students in the following ways: via the School website, in the Parents' portal, on the Staff portal and at Reception from where a request for a copy may be made.

Senior Leadership Team (SLT) Lead Person: The Head teacher

Lead Governor for Policy: The Education Director

Monitoring and Review:

We are aware of the need to review the Curriculum Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of Stanborough School.

The Board of Governors undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so required.

Date: Ratified in May 2021

Kaz James Interim Headteacher	Judy Clements Chair of Governors

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Aims

Stanborough School seeks to provide a positive nurturing learning environment that motivates all students to strive to reach their full potential, as individuals created in the image of God. This is demonstrated in the harmonious development of their physical, intellectual, aesthetic, social and moral powers, and results in confident responsible lifelong learners, who use their knowledge and skills to benefit others.

We aim to produce independent thinkers and not "mere reflectors of other people's thoughts" and value qualities such as curiosity, honesty, persistence, open mindedness, and respect for those having different opinions and cultural perspectives. Teachers are also learners and should strive to evaluate and improve their practice. This means developing a deepening understanding of both the teaching and learning process, and acquiring an increasing capability to build on the student's skills, knowledge and understanding. Opportunities for Professional Development enable teachers to learn and to improve their quality of teaching.

Curriculum

The curriculum is all the planned activities that we organise in order to promote learning and the spiritual, moral, social and cultural growth and development of all pupils at the school. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils and to assure their " well-being". It also includes the 'hidden curriculum', what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible global citizens, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We are however, unable to cater for some statemented children with severe needs, because we do not have the resources to do so, but if a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation. If a child's need is more severe, we discuss with the parents in order to involve the appropriate external agencies to assess him /her.

The school makes up a list of children exhibiting any form of special needs and develop a support plan for each one. This sets out the nature of the special need, and outlines how the school aims to address the need.

Baseline assessment

During the first term, we make a baseline assessment to record the skills of each child. We currently use the Cognitive Abilities Test CAT4 assessments if the student is in year 7. By measuring a student's ability to reason with different types of material, CAT4 allows us to assess the way a student thinks and how they will learn best, and in turn, enables us to adapt teaching accordingly. For all year groups, Students also complete a GL assessment for Mathematics, English and Science on entry. These assessments form an important part of the future tracking of progress for each child and to predict success in End of Year 9 Tests and GCSE grades.

Teaching and Learning Framework

This Teaching and Learning Framework gives clear expectations for effective teaching, identifying exemplary practices that will enable us to meet our goal of all students making progress. The Framework highlights the researched-based strategies that have been proven to be effective in meeting the needs of our diverse learners including English Learners, Students with Special Needs and Students with Disabilities. In addition to this, the Teaching and Learning Framework describes teaching practices that will help to prepare all students to be successful and productive 21st Century learners. These include having high expectations and effective teaching strategies.

The Argument: Visible Teaching & Visible Learning The big idea is 'know thy impact.' We believe that expert teachers are not wedded to specific ideas but instead focus regularly on evaluating the effects they have on their students and adjust teaching methods accordingly. **Visible learning** involves teachers seeing learning through the eyes of students; and students seeing teaching as the key to their ongoing learning. When learning is visible the student knows what to do and how to do it and the teacher knows if learning is occurring or not. Teaching and learning is visible when the learning goal is not only challenging but is explicit.

Teacher midframes: It is critical that teachers see themselves as evaluators of their effects on students and develop a mind frame in which they see it as their primary role to evaluate their effect on learning. Teacher's beliefs and commitments are the greatest influence on student achievement.

Nine Mind Frames of Effective Teachers:

Evaluators of the effect of their teaching on pupil's learning	See assessment as feedback about their impact.	Develop positive relationships with pupils that foster effective learning
'Change Agents' who take responsibility for enhancing all pupils learning	Engage in dialogue not monologue with pupils.	Have a common and shared language of learning which is understood by all.
Talk about how pupils learn and not about how teachers teach	Enjoy the challenge and engage pupils in the challenge	Teach students the value of: Concentration, perseverance and deliberate practice.

Art of teaching:

What expert teachers do	So that pupils
• Clear learning intentions	• Understand learning intentions,
• Challenging success criteria,	• Challenged by success criteria,
• Range of learning strategies	• Develop a range of learning strategies,
• Know when students are not progressing	• Know when they are not progressing
• Providing feedback	• Seek feedback
• Visibly learns themselves	• Visibly teach themselves

Feedback: One of the most powerful single influences enhancing achievement is feedback. For feedback to be effective it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections."
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt."
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the students are doing the learning
- provide information on how and why the student has or has not met the criteria
- provide strategies to help the student to improve

The cornerstone: The cornerstone of visual learning, how we teach and how our students excel is what we call **assessment proficiency**. This helps students develop the ability to understand what they have done well and what they now know, how the current learning links to previous learning, and what their next steps are. We see this as the smartest way to create highly engaged and increasingly independent learners.

This involves:

- The commitment to ensure that all students know why they're learning, how they're doing and where they are heading.

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- There is a consistent, pedagogical model – meaning that elements of learning are delivered in the same way in every class. Instead of reinventing the wheel for each lesson, teachers can spend their precious time personalising the learning content for every student.
- Every lesson has consistent features and activities that are all about supporting children to engage with their learning and make rapid gains as a result.
- Language is always important. To be confident, independent and assessment proficient learners, our students need to be able to reflect on what they do and share their views with peers and teachers.
- Because our students are assessment proficient, we can have regular and meaningful discussions with them about their progress. Evaluation of the children's ability to know more and do more is in our DNA.

High Expectations

- **Presentation:** High expectations of presentation across the school. Presentation is in line with the school's presentation policy and students are taking pride in their work. Pride indicates that students are a part of the learning process, not merely observers. Pride comes from having a sense of ownership and control over their learning.
- **Pitch:** Teachers are monitored to ensure that learning is pitched to a range of outcomes (A.M.S), skilfully adapted and children have clear mechanisms and routines to demonstrate their learning.
- **Productivity:** High expectation of productivity across all students. We are creating a culture where there is no significant difference between the volume of work in low and high attainers. In addition, no difference between the volume of work in different groups of students (male/female – SEND/non-SEND).

Effective teaching strategies:

Modelling: The teacher has authoritatively imparted knowledge to ensure students are engaged in learning, and generates high levels of commitment to learning. Excellent subject knowledge challenges and enthuses all learners. The teacher's approach is effective in inspiring and challenging learners and ensuring they learnt. Teacher modeling is clear and against the success criteria.

Differentiation: The teacher uses well-judged and often imaginative teaching strategies that, together with clearly directed and timely support and intervention, match individual needs accurately. Planned differentiation ensured exceptional progress for all. Very effective support is given to accelerate the progress of any learners who fall behind. Scaffolding of tasks and teacher modelling contribute to highly effective participation & understanding. The teacher is very aware of their learners' capabilities and of their prior learning.

Assessment proficient learners: All children consistently respond to teacher marking and _**feedback**_ and this helps them to make better than expected progress. All children are clear about what they are learning, how this relates to what they have done previously and what success looks like. All students demonstrate a secure ability to use self and peer assessment across all subject areas (providing that COVID-19 limitations allow for this). Precise learning intentions and success criteria are used explicitly to accelerate pupil progress and all children can clearly evidence where they have met them through self-assessment.

Assessment proficient teaching staff: The teacher systematically and effectively checks students' understanding throughout the lesson, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. Learners understand how to improve their work (through diagnostic _**feedback**_) and are consistently supported in doing so. Very effective questioning is used to gauge understanding and inform teaching and learning. Peer and/or self-assessment links to success criteria drive forward achievement. Specific references are made to the school's specific progress measures in planning. Teachers teach to the gaps in students learning, as evidenced in SOW, progress data and GL assessments.

Gaps in learning: Students are regularly given a breakdown of the topics they need to improve on. This includes annual national assessments (GL) and half termly assessments to inform future teaching and learning. Rather than teaching the curriculum in sequence, gaps in learning are re-taught and therefore, assessment informs future teaching and learning. Teachers use half termly assessments to inform, not only the students that have not made progress but which topics have not been learned effectively _(feedback)_. Booster classes and intervention in

the classroom (such as 1-2-1 support) are immediately put in place to ensure these students are back on track within a few weeks.

Intervention: When students fall behind with their learning (they do not make expected progress), they are encouraged to attend catch-up lessons during lunchtime and after school. Additionally, students receive extra support from the teacher, while the other students work independently.

TABLE 1 LINKING THE STRATEGIES TO CORE ASSESSMENT CONCEPTS:

	Where the learning is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussion, tasks and activities that elicit evidence of learning	Providing feedback that move learners forward (verbal and written)
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

How do faculty leaders support this process?
- Faculty Leaders monitor the effectiveness of marking and assessment frequently through frequent 'drop-ins to lessons and scrutiny of work'.
- Faculty Leaders use assessment to hold teachers to account by tracking progress on a frequent basis.
- Faculty leaders analyse data each half term to see which areas of the curriculum students are not learning well and ensure that they are being revisited.
- Leaders use assessment to know which year groups are falling behind and support teachers by providing ideas for accelerating progress for these groups.
- Leaders use assessment to identify differences between groups of students, such as those with Specific Educational Needs (SEND) and English as an additional language (EAL). They then ensure that support mechanisms are put in place if there is a 'gap' in progress between the groups.

Parental support
In order to have the most effective teaching, parents need to support teaching staff. The partnership between parents and teachers is vital to the success of every student, and this should be developed by regular communication, and by activities that promote collaborative working**.**

Parents should seek to support teaching and learning by
- Ensuring that students attend school regularly and punctually, in good health and with the proper equipment.
- Supporting the school policies and the teacher's roles within the school.
- Having optimistic and realistic expectations about their son's/daughter's attainments, offering praise and encouragement.
- Using the opportunities provided to participate in discussions concerning their son's /daughter's attainments and behaviour.
- Making sure that there are suitable working conditions for homework, helping their son/daughter to organize his/her time, and taking a positive and active interest in their accomplishments.
- Attending school events that enable the build-up of good working relationships between parents and teachers and students.

Inclusion Policies
a) SEN

b) ESL

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c) More Able & Talented

d) Multicultural Education

e) Gender

Inclusion Policy – Differentiation

Differentiation occurs when the teacher plans learning activities with the intention of maximizing the achievement of students based on their differing individual needs. To achieve this, learning experiences provided need to take account of the fact that students (like adults) learn at different paces and in different ways.

Setting is practiced in Mathematics. These sets need to be reviewed on a regular basis. Students may be moved within sets as deemed appropriate, after a discussion between the teacher, pupil and Faculty Leader. An outline of clear reasons must be given to both pupils and parents, in advance, in writing and they must be given the opportunity to respond, before the move is implemented.

Statement of Intent

Stanborough School believes that the choices children make at 14 and 16 are important steps towards the accomplishment of their future goals in life. Therefore, the amount of information given to children and to their parents are maximised prior to their final choice of programmes or pathways to ensure informed decision- making. Children receive information and guidance to help them:

- -recognise their potential through a variety of formal and informal sources;
- -understand their opportunities;
- -develop their capabilities and
- -link what they are learning with current and future prospects.

Management

The curriculum is structured in such a way as to allow teachers to teach: Careers, Citizenship and PSHE The provisions are based on:

- A coherent teaching programme

- Continuing guidance given by teachers, mentors, guest speakers, parents

- Accurate information: Universities handbooks, posters, agencies, past students

- Experience of work: Work experience, responsibilities given in school

- Action planning and recording of achievement: Building a progress file

- The needs of individual children which are identified through:

  1) Predicted attainment in each subject at the end of a key stage.

  2) The pattern of progress made during the key stage

  3) Areas of strength

  4) Areas of weakness

  5) Response to PSHE, career-based programmes and extra-curricular enrichment activities

  6) Interests in and out of school

KS3

The students start building their progress files in Year 9. At the end of Year 9 students are asked to choose their GCSE subjects from an option block which is distributed to students. Teachers have a chance to talk about their subjects and to present possible use on the job market. People from different areas of work are invited to talk, during organised assemblies about their careers and the pathway they follow. Students can ask questions and do some individual research on their areas of interest. Parents are also invited into school for a presentation addressing the options available. They are asked to discuss the options with their children and return the sheet signed. This is done during a period of three to four weeks

Curriculum (Please See the Curriculum Policy)

The first module of the Career Management Log: Getting started is done in Year 9. In Year 10, students go through module no 2 of the Career Management Log: Moving On. In Year 11, they continue with the third module: Moving On, Unlock Your Potential. They are encouraged to gather as many items of achievement as possible in order to maintain an accurate and up-to-date picture of themselves.

Recording Achievement

Students are encouraged, through the progress files, to keep records of achievement, to reflect on their school work, extra-curricular activities and personal skills. They are encouraged to set individual targets for their own future actions.

Training and Development

During the third term the school organises a week of work experience for the Year 10 pupils. The placements are chosen according to the pupil's individual interests, as much as possible and their parents' input. A letter is sent home and returned signed by the parents. Before the placement, a mock interview is done at the school in preparation of the one they will have later with the employer and for those; they will have when searching for a job in the future.

The skills of writing a C.V. are included in the programme of career and guidance. During the placement, a member of staff is assigned to the pupil and visits the employer to receive feedback from them and to insure good working conditions are provided. At the end of the placement, the employer gives a written work experience report which is discussed with the child and kept in his/her progress file.

Monitoring, Reviewing and Evaluating

These provisions are reviewed by the SLT and concerned teachers to make adjustments as necessary for the following academic year.