

Teaching & Learning Principles

Curriculum journey

The curriculum is carefully planned & all staff understand curriculum endpoints including how to support students to get there. The curriculum is logically sequenced within & across subjects to ensure consistency, it is set up to regularly re-visit & build upon key concepts. Students can articulate their learning over time because they engage with & value their learning journeys across the curriculum, as a result they understand how what they are learning links into the wider context of the lesson, topic, previous topics & year. Students know & apply the wide range of strategies that are used to support long term retention from year 7. Explanations are clear & tasks are well planned to ensure that pupils know more, remember more & can do more. Metacognitive strategies, including thinking before, during & after tasks is explicitly modelled to help students build their expertise. As a result, students have a deep understanding of how to learn & are self-regulated Students. Students & staff value homework - students know its purpose & have strategies to overcome barriers. It is personalised & integrated into the curriculum to enhance learning & it is completed to a high standard

Assessment

Assessment is accurate, appropriate & accessible due to rigorous and regular moderation. Formative assessment is constantly used & acted upon to reshape learning, ensuring lessons are pitched appropriately so that all Students progress. Questioning, targeted at all Students, is used to check & help students' understanding. Staff deeply consider students' questions to inform teaching & learning. Summative and formative assessment is used to assess students' knowledge, skills & retention of key concepts. Where appropriate, it is used to reshape the curriculum . KS3 Curriculum & assessment is planned to provide opportunities for students to learn how to revise. Regular feedback, including marking, impacts on progress, improves SPAG & enables students to answer the 3 key questions. As a result, students **know** their strengths & weaknesses, **how** to improve & are given time to act upon feedback to **show** improvement. Regular feedback means all students' work is high quality.

Communication Skills

Communication skills lie at the heart of effective teaching. There is a clear vision & approach to developing reading, writing, oracy & vocabulary across each subject. A culture of reading is valued, promoted & celebrated in curriculum & enrichment experiences. Students engage & reflect upon what they have read including texts which promote diversity & empathy. Because reading strategies, modelled with sentence starters, are embedded seamlessly across the curriculum students are confident and independent readers. Students can articulate their ideas in an academic & formal manner because vocabulary instruction is planned for & strategically mapped across the curriculum. Exploratory & formal talk are habitual. Students understand the importance of oracy & their writing reflects this. The process of writing is explicitly taught, as a result students communicate with accuracy. Individual barriers are effectively planned for to enable & encourage the engagement of all students.

Know your students

Learning is planned & delivered to ensure all students make progress & provides an inclusive classroom for all. Teachers use formative & summative assessment regularly & rigorously. They know the interventions that support students & build on these; they know their students' aspirations because careers information is easily accessible, this is used to help motivate students. All staff know their students well & use data and seating plans appropriately to inform their teaching & ensure all students make progress. All staff meet SEND students' needs & one-page profiles are 'live'. Teachers routinely use the strategies which are informed by structured conversation targets, to deliver effective learning & collaborate with colleagues to develop consistency. All SEND learners have regular structured conversations to foster a shared ownership of learning. Colleagues have a deep understanding of how we choose to treat children & effectively use student voice to build relationships & develop trust & self-esteem.

Culture of excellence

All staff contribute to a culture of collaboration, research, coaching, mentoring & co-observation ensuring the school has a common approach to teaching & learning grounded in subject integrity. Colleagues consistently reflect upon & improve subject knowledge & subject delivery to ensure a deep understanding of the curriculum intent & its implementation. The school is at the forefront of curriculum design & creates a culture of effective & meaningful CPD. There is a culture of shared leadership & coaching, where teachers are encouraged to work collaboratively & provide opportunities to ensure the success of new initiatives for students. The school environment is a showcase for learning. This culture of excellence leads to outstanding educational experiences for students and progressive professional development for staff.

The classroom & beyond

A cohesive 7-year journey motivates all students to become aspirant & self-regulated students with a clear vision for their future. PRIDE as a learner is embedded in classroom routines & underpins all we do. Academic enrichment challenges students to extend their understanding of subjects; it develops confidence & resilience in unfamiliar contexts with new people. Students have a wide variety of opportunities that develop their talents, character & interests allowing them to take a leading role in shaping their future. Teaching is responsive & sensitive to current affairs & contextual issues which enables students to form educated opinions & a greater awareness of the world.