

Curriculum journey

The curriculum is logically sequenced within & across subjects with prior knowledge & retrieval carefully considered. All staff & students understand & can articulate clearly defined curriculum endpoints related to BEDSA. Key concepts are regularly revisited & students know & apply a wide range of strategies that are used to support long term retention. Students can articulate their learning over time because they engage their learning journeys & as a result they understand how it connects to the wider context of the lesson & previous topics. Clear explanations & well-planned tasks consider cognitive load & help pupils learn more effectively. Metacognitive strategies are taught explicitly, as a result, students have a deep understanding of how to learn & are self-regulated. 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 & regular moderation. Formative assessment is used consistently & acted upon to reshape learning, ensuring lessons are pitched appropriately so that all students progress. Targeted questioning is routine & is used to check & help students' understanding. Timely summative & formative assessment is used to assess students' knowledge, skills & retention of key concepts. A variety of feedback methods are used that focus the task, subject specific processes & pupil's self-regulation where appropriate. KS3 Curriculum & assessment is planned to provide opportunities for students to learn how to revise. Consistent feedback linked to BEDSA enables students to articulate their strengths & weaknesses. As a result, students **know** their strengths & weaknesses, **how** to improve & are given time to act upon feedback to **show** improvement. Regular marking impacts on progress, improves SPAG & 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. There is a consistent approach to developing students' reading habits & skills across the school & across all subjects through the use of reading strategies. 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 & independent readers. All staff know student reading ages & plan appropriately. 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 & support the development of formal writing. The process of writing is explicitly taught, as a result students communicate with accuracy.

Know your students

All staff know their students & use data, careers aspirations & seating plans to inform their teaching, ensuring progress for all students & fostering inclusivity in the classroom. All staff meet SEND students' needs & student profiles are 'live', valued & used for planning, lesson delivery, & to support learners. Staff collaborate with colleagues to develop a range of strategies, which are informed by structured conversation targets, to be routinely used to support SEND learners including reducing cognitive load, effective modelling & worked examples. All staff know the interventions that support students & build on these. Regular structured conversations with SEND learners 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. Appropriate behaviour management strategies are used to ensure all students make progress.

Culture of excellence

The school is at the forefront of curriculum design & creates a culture of effective, bespoke & meaningful CPD. All staff share best practice through a culture of collaboration, research, coaching, mentoring & co-observation. The schools' common approach to teaching & learning is embedded & underpinned by subject integrity. Coaching is habitual leading to sustainable improvement in T&L & leads to outstanding educational experiences. All colleagues regularly co-plan with others to reflect upon & improve subject knowledge & subject delivery & to ensure a deep understanding of the curriculum intent & its implementation. Learning evaluation & feedback happens routinely leading to clear evidence of improvement.

The classroom & beyond

Our cohesive 7-year journey empowers all students to flourish as aspirant & self-regulated students with a clear vision for their future. Character is taught through PRIDE as a learner and is embedded in classroom routines & underpins all we do. A cohesive behaviour curriculum supports students in doing the right thing, at the right time, in the right way. 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 career aspirations, 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. Our students flourish as individuals, within their relationships & in society as a result of a carefully planned RSHE curriculum.