

CURRICULUM POLICY

It is the core function and duty of the school to ensure that effective learning and teaching takes place. The governing body will ensure that there is a written policy on the curriculum (Part 1), supported by appropriate plans and schemes of work, which take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and which does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Part 2 of this policy sets out the ways in which the quality of learning and teaching is monitored and reviewed at Gad's Hill School to ensure that high standards are maintained and that quality of learning and teaching are improved at every opportunity.

Related policies:

E1 Assessment and Reporting

E5 SMSC

E7 Inclusion policy

E8 Marking

E12 Work Related Learning

A05 Exam Procedures and Access Arrangements

S3 Behaviour Management

S5 Disability

P1 Appraisal and performance management

E3 Collective worship

Definitions:

- **'Fundamental British values'** is taken from the definition of extremism as articulated in the Prevent Strategy. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **'Pupils'** is used to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage.
- **'School'** means the educational setting the standards are applied in
- **'Special educational needs'**, as defined by the Department for Education.
- **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010.

PART 1 paragraph 2: CURRICULUM

PART 1 (a) and (b)

- (a) *full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;*
- (b) *that pupils acquire speaking, listening, literacy and numeracy skills;*

FULL-TIME EDUCATION

All pupils attend Gad's Hill School on a full time basis:

KN – K2: 32 hours 20min per week

J3– U5: 36 hours 40min per week

SUPERVISED EDUCATION

The staffing ratio for children aged five or over is usually a maximum of 1:20, but in exceptional circumstances, with the agreement of the Governing Body, the ratio may be increased to 1:21.

The following qualifications and adult-to-child ratios are requirements under the EYFS Statutory Framework. Children must usually be within sight of staff and always within sight or hearing.

Children aged three or over. In Reception classes, where the majority of pupils are five or over within the school year, the staffing ratio is 1:30 (as in maintained schools) provided that a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children. Such a person may be an overseas qualified teacher or an 'instructor' (someone with the necessary qualifications or experience or both, where the governors/proprietor are satisfied with the qualifications or experience). In such Reception classes, there is no requirement, as previously proposed, for at least one other member of staff to hold a full and relevant level 3 qualification.

In other EYFS classes for children of three and above, with a person with Qualified Teacher Status (or other suitable person as defined above), the ratio is 1:13, and at least one other member of staff is required to hold a full and relevant level 3 qualification.

In EYFS classes for children of three or above, without a person with Qualified Teacher Status (or other suitable person as defined above), the staffing ratio must be at least 1:8. At least one member of staff must hold a full and relevant level 3 qualification and at least half of all other staff must hold a full and relevant level 2 qualification.

Two-year old children must have a 1:4 ratio. Whereas rising 3s (those children who start school at the beginning of the term in which they have their third birthday) in the school nursery can count as a 3 year old and therefore a 1:8 ratio is applied.

All managers must hold at least a full and relevant level 3 qualification, and half of all other staff must hold a full and relevant level 2 qualification. A named deputy must be identified, and be capable and qualified to take charge in the manager's absence.

Break and lunchtime: The EYFS Statutory Framework does not specify different ratios for these times, but allows a reduction of direct staffing when the children are at rest or sleeping. This is with the proviso that all the relevant staff are in the vicinity and readily available. The school should undertake risk assessments to assess the level of supervision that is required taking account of the particular needs and vulnerabilities of children in the EYFS. Inspectors make a professional judgement on the level of supervision and raise an issue if they have concerns. Safety should always be the first priority. It is unlikely that it would be acceptable for lunch-time supervisors to hold no qualifications and for qualified staff to be distant from the EYFS children.

AREAS OF EXPERIENCE

At Gad's Hill we strive to provide all of our pupils with a curriculum which provides experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum is constructed to ensure equality of access for all of our pupils. Policy E7: Inclusion details our provision. Curriculum planning promotes participation in a wide range of activities, and enables pupils of all ages to make progress according to their ability, increase their understanding and develop their skills.

The Curriculum Diagram outlines the structure of curriculum provision across the school. Each key stage is further detailed here.

Foundation Stage – KN and KR

Learning and development in KN and KR takes place through a wide range of adult-directed and child-initiated activities. Learning through play and first hand practical experiences provide the children with the opportunity to develop in all seven areas. Learning and development in all areas is interlinked – several areas of learning and development will take place during any one activity.

In the KN (Nursery) classes the majority of the day is timetabled as being Topic/theme/child initiated activities with free-flow between the two classrooms and the outside area. This enables the children to choose and move freely between adult directed and child initiated activities. The children gather together for: phonics sessions (Read Write inc, when children are developmentally ready) circle times, story times, Movement and Dance. On-going observational assessment takes place during this time and during other parts of the day.

In KR (Reception) lessons are timetabled – Communication and Language, Literacy and Maths (referred to as Phonics/Handwriting/Writing and Maths) occur mainly in the mornings. However, these lessons are adjusted on a daily basis to take into account the needs and interests of the class as a whole and of individuals. Lessons aim to be as practical and multisensory as possible with a range of play based activities involved within them. During the afternoons the children have longer periods of free play/ child-initiated activity time and are able to freely access resources in the classroom or in the outside EYFS gardens. On-going observational assessment takes place during this time and during other parts of the day. KN and KR pupils attend Forest School weekly.

ICT is incorporated into all areas of learning and daily life. The children in KN and KR have access to, and take turns to use iPads and IWB's. In KR most lessons involve the IWB for whole class, small group or individual work and the children often choose to use the IWB during their Child- Initiated

times. CD players are also used as well as range of remote control toys, talking albums, talking points and microphones.

The Read, Write Inc programme is used in KR and follows through into KS1. Read Write inc phonics sessions are used in KN when appropriate.

All children in the Foundation Stage have access to a wide range of play-based resources/activities designed to encourage them to develop mathematical awareness and understanding.

For more information, please refer to policy **I8: EYFS**.

Key Stage 1

Pupils in Key Stage 1 are taught largely by their Form Tutor. English and Maths are taught as distinct subjects. However, opportunities are given for developing these skills across the curriculum. Topics are taught in a cross-curricular manner. ICT is taught as a distinct subject however, links are made with other subjects as much as possible. This also applies to SMSC, including regular circle time activities. Within lessons, differentiation is planned for to ensure more/less able children are catered for. Pupils are taught by subject specialists for the following subjects: Spanish, PE (and swimming for K2), ICT and Music. Key stage one pupils attend Forest School on a weekly or fortnightly timetable.

Key Stage 2 Allocation of Teaching Periods

Number of 40-minute periods allocated per subject per week:

| | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--------|--------|--------|--------|
| English | 11 | 11 | 11 | 11 |
| Mathematics | 10 | 10 | 10 | 10 |
| Spanish | 2 | 2 | 2 | 2 |
| Science | 3 | 3 | 3 | 3 |
| ICT | 2 | 2 | 2 | 2 |
| Creative Design (DT/Art/Food & Nutrition) | 4 | 4 | 4 | 4 |
| Humanities | 2 | 2 | 2 | 2 |
| RE | 1 | 1 | 1 | 1 |
| Performing Arts (Drama/Music) | 3 | 3 | 3 | 3 |
| PE | 4 | 4 | 4 | 4 |
| Swimming | 2 | 2 | 2 | 2 |
| SMSC | 1 | 1 | 1 | 1 |
| Total | 45 | 45 | 45 | 45 |

Key Stage 3 Allocation of Teaching Periods

Number of 40-minute periods allocated per subject per week:

| | Year 7 (Shell) | Year 8 (L4) |
|--------------------------------|----------------|-------------|
| English | 8 | 8 |
| Mathematics | 8 | 8 |
| Spanish | 3 | 3 |
| Science | 6 | 6 |
| Computing | 2 | 2 |
| DT/Food & Nutrition | 2 | 2 |
| Geography | 2 | 2 |

| | | |
|--------------------------------------|----|----|
| History | 2 | 2 |
| Performing Arts (Drama/Music) | 3 | 3 |
| Games | 4 | 3 |
| Swimming | 2 | - |
| Art | 2 | 2 |
| CCF | - | 3 |
| SMSC inc. RE | 1 | 1 |
| Total | 45 | 45 |

Key Stage 4 curriculum

The aim of the curriculum at Key Stage Four is to prepare students to take GCSEs (or in some cases, BTECs) in a range of core and optional subjects that will enable them to progress into the Key Stage Five course of their choice – whether that be a grammar school or non-selective sixth form, college or apprenticeship – and to equip them with key employability skills and a good foundation for success in higher education.

The curriculum consists firstly of core compulsory subjects – English (students are prepared for both English Literature and English Language GCSEs), Mathematics and Dual Award Science – which are examined at GCSE level, as well as being part of the CCF which provides all students with the opportunity to gain a BTEC in Teamwork and Personal Development as well as the ILM Level 2 award in Effective Team Member Skills. Students also take courses in SMSC and Critical Thinking which are not examined, as well as taking part in weekly Games afternoons. Select students will also have the option to take Statistics GCSE. All students also have the opportunity to work towards gaining Duke of Edinburgh awards during Key Stage Four, which are highly regarded, as well as gaining First Aid qualifications.

In addition, there is a selection of Option subjects, each of which is taken to GCSE (or in the case of Music, BTEC). Students get to choose three of these Option subjects. In choosing a combination of Options, certain advice might be borne in mind. It is, educationally speaking, desirable to study a humanity, as well as – where there is an aptitude – a more practical or artistic subject. However it is possible that a student may have a particular leaning. The Option block system thus permits the choice of subjects towards particular inclinations, for example choosing a combination of more traditionally academic subjects or a selection of more artistic subjects. For the all-rounder, choosing three options can be an agonising matter, and discussions with subject teachers will be important. Each year a number of students find it difficult to give up subjects they have enjoyed in Key Stage Three, however the narrowing of the curriculum at Key Stage Four is essential in preparing students for success. We believe our curriculum provides students with the opportunity to study a range of core subjects and skills, as well as the ability to choose a more academic Options path, or a more creative one, or indeed a combination of both.

Below you will find Gad's block system for optional Key Stage Four subjects. Following the Key Stage Four information evening, students are asked to submit ranked Option choices for review from blocks 1-3 and to indicate the additional qualifications from the fourth block below that they would be interested in. The blocks are fixed and one Option only from each of blocks 1-3 can be selected. There is no limit on the optional extra-curricular qualifications.

| Block 1 | Block 2 | Block 3 | Optional extra-curricular qualifications |
|----------------|----------------|----------------|---|
| History | Geography | Computing | Duke of Edinburgh Bronze |

| | | | |
|--------------------|-------|---------|-----------------------------|
| PE | Drama | Spanish | Duke of Edinburgh Silver |
| Food and Nutrition | DT | Art | ILM Level 2 |
| | | Music | Emergency First Aid at Work |
| | | | LAMDA |
| | | | Statistics |

In an effort to raise pupil attainment at Key Stage 4, Heads of Departments and subject tutors will select courses most appropriate to our students, currently:

- GCSE English (Eduqas)
- GCSE English Literature (Eduqas)
- GCSE Maths (AQA)
- GCSE Science Trilogy double award (AQA)
- BTEC Teamwork and Personal Development (through CCF) (by CVQO through Edexcel) with Duke of Edinburgh Award (Bronze), Leadership award (core from L4 2017 onwards, option prior to this)
- GCSE French (AQA)
- GCSE Spanish (AQA)
- GCSE Computer science (OCR)
- GCSE History (AQA)
- GCSE Geography (AQA)
- BTEC Music (by CVQO through Edexcel)
- GCSE PE (Edexcel)
- GCSE Drama (Edexcel)
- GCSE DT (AQA)
- GCSE Art (AQA)
- GCSE Food Preparation and Nutrition (AQA)

All subjects are taught as three-year courses starting in U4.

The school maintains the right to withdraw any pupil from entry for any KS4 qualification following the trial examinations if their conduct and/or approach to study is unsatisfactory.

Key Stage 4 Allocation of Teaching Periods

Number of 40-minute periods allocated per subject per week:

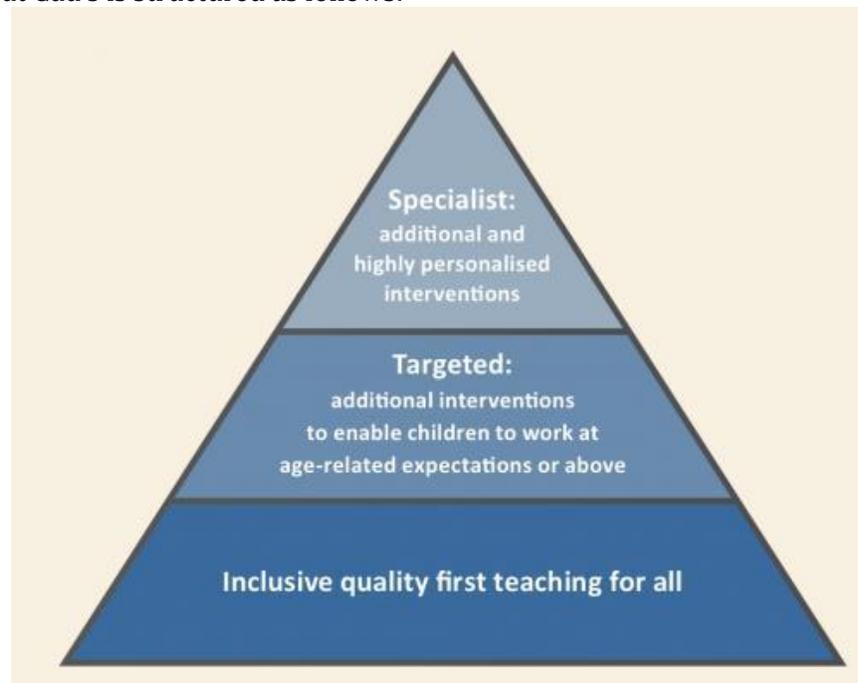
| | Year 10 & 11 |
|--------------------------|-----------------|
| English | 8 |
| Mathematics | 8 |
| Science | 9 |
| Games | 3 |
| OPTION 1 | 4 |
| OPTION 2 | 4 |
| OPTION 3 | 4 |
| CCF | 3 |
| SMSC | 1 |
| Critical thinking | 1 |
| Total | 45 |

A GCSE Induction Evening is held for pupils entering the U4th and their parents. At this Induction Evening pupils are issued with a Key Stage 4 Study Guide, which contains general information about GCSE examinations as well as individual subject information. **See Appendix B**

SPECIAL EDUCATIONAL NEEDS

Please refer to policies E7 Inclusion and A05 Examination procedures and access arrangements

SEND support at Gad's is structured as follows:



Level 1-inclusive quality teaching for all core/GAT/SEND/EAL/Vulnerable students, including reasonable classroom adjustments and access arrangements, and quality teaching strategies to ensure the support and challenge to meet the individualised needs of all students. Ensuring excellent educational opportunities for all.

Level 2-targetted interventions for any core/GAT/SEND/EAL/Vulnerable students who are not achieving age expected standards of progress/attainment, or demonstrating an additional need. These are short-term interventions with clear targets recorded on a termly provision map, where entry and exit date is recorded to track progress and monitor developing needs.

Level 3-specialist learning support (charged-please see fees section of school website) 1:1 or small group with qualified SEND teachers/ subject specialists. Where Level 1 and 2 interventions do not meet the higher needs of a student, then specialist intervention will be required. Individual Education Plans are created in liaison with the student and subject teachers and personalised learning plans are created. These interventions are booked as a full-term intervention, and reviewed at the end of each full term.

EYFS

It is important that there is no delay in identifying a child with SEN within the Early Years and making the necessary provision. When a child is identified as having SEN the Key Person will work in partnership with the parents to establish the support the child needs. If Special Educational Support is offered in school these arrangements are shared with the parents. A graduated approach is then taken involving the Nursery Manager, Key Person, Inclusion Coordinator and the parents; assess, plan, do review. (As set out in the SEND code of practice 2015).

SEN support will be given when planning and preparing for transition. If moving to another setting parental permission will be sought before sharing any information as part of this process. For further information refer to the policy **I8: EYFS**.

Junior and Senior Schools

We advise parents of children with special educational needs to discuss their child's requirements with us before he or she undergoes any entrance assessments so that we can make adequate provision for him/her and give advice on the levels of support we can offer. Parents should refer to the **Inclusion policy** and the **Exam Procedures and Access Arrangements policy**.

All pupils require different support and challenge to fully realise their potential. Pupils of all ability levels receive Quality First Teaching, being supported and challenged through a rich curriculum with diverse enhancement opportunities, including those specifically aimed at AGT pupils. Provision Maps are created following termly Assessment Meetings to ensure that, where required, pupils receive Targeted Intervention to ensure good progress. Where appropriate, the Inclusion department provide a range of Specialist provision, either small group or 1:1, that is flexible and reactive to the individual's needs; please see school fees information for relevant costs.

EHCP Pupils

In line with our inclusive SEND policy, parents may choose to educate their child with a statement or EHC plan at Gad's Hill at their own expense, but it should be made clear that inclusion of such a child must be compatible with the efficient education of the other children at Gad's. The SEND code of practice 2015 states that the LEA from which the child has received their statement must be satisfied that the School is able to make special educational provision that meets the child's needs before they are relieved of their duty to arrange provision in an appropriate school.

Parents will need to inform the LEA of the provision that they have opted for and the LEA still has a duty to maintain the child's statement/EHC plan and to review it annually. All members of the teaching staff should have full knowledge of the child's statement/EHC plan. (SEND code of practice 2015). For further information refer to the **Inclusion policy**.

Part 1 (c)

- (c) *where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are temporarily resident in England and which follows the curriculum of another country;*

All lessons, other than timetabled MFL, are taught in English.

Part 1 (d)

- (d) personal, social, health and economic education which–
 - (i) reflects the school’s aim and ethos; and
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);

Pupils are provided with a range of activities which provide personal, social, health and economic education, and which promote spiritual, moral, social and cultural (SMSC) development. SMSC is taught to all pupils from Kindergarten up as a 40 minute period per week. Aspects of SMSC are also delivered via subject-based, cross-curricular classroom teaching, through assembly or Tutor Group activities, or through presentations by visiting speakers. The teaching will encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. For further details refer to policy **E5: SMSC**.

Part 1 (e)

- (e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential;

A programme of careers advice is delivered to enable pupils to choose courses of study at GCSE, A-levels and beyond, that are appropriate to their abilities. We aim to help them “know themselves” and how their strengths, weaknesses and interests relate to the world of work; to learn about different careers and opportunities; to obtain individual and impartial guidance; to have work experience and to gain information about training, education and occupations beyond school. For further details refer to policy **E12: Work Related Learning**.

Part 1 (f)

- (f) for pupils below compulsory school age (KN and KR), a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

The school has KN and KR classes, with pupils below compulsory school age. The foundation stage curriculum has been described above in *Part 1 (a) and (b)*.

Part 1 (g)

- (g) for pupils above compulsory school age, a programme of activities which is appropriate to their needs;

Compulsory school age starts at the beginning of the term after that in which the child becomes five. Pupils must stay in some form of education or training until their 18th birthday if they were born on or after 1 September 1997.

The school's curriculum is designed to meet the needs of all of its pupils. The curriculum for key stages 1-4 has been described above in *Part 1 (a) and (b)*.

Part 1 (h)

- (h) that all pupils have the opportunity to learn and make progress;

The school's curriculum is designed for all pupils to learn and make progress. Schemes of work are written, encompasses learning objectives and resources to enable students to learn and make progress in all lessons. CAT baseline testing is carried out in K2, J5, Shell and U4 in order to measure progress and calculate value-added. A programme of after school clubs and Gradebooster sessions are planned to help all pupils to learn and make progress. Progress is assessed, monitored and reported with the aim of progressing learning, please see policy **E1: Assessment and reporting**.

Part 1 (i)

- (i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

The school aims to be effective at: "...developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment," (DfE).

Children have an opportunity to take part in a diverse selection of after-school clubs to develop additional skills and attributes pertinent to life. Additionally the house system enables children to work as part of a vertically grouped team, plan and deliver an event with the guidance of the teachers or even lead a team towards a goal, be it through academic or sporting competitions.

Key to the development of our pupils in the Senior School is the participation of all pupils in L4 up in CCF activities. These activities open the pupils to a wide range of experiences, encouraging pupils to think and learn for themselves by the application of intellectual, physical and creative effort outside a classroom situation. Skills fostered in CCF such as effective teamwork, leadership, problem-solving, responsible behaviour, and speaking and listening can all then be transferred into other learning environments, inside and outside school, as well as helping prepare our pupils for future life. Pupils also take on roles and responsibilities, and are exposed to a range of valuable experiences such as school plays, trips, volunteering, sports, assemblies, visiting speakers, and more. See also policy **E5: SMSC**.

PART 1 paragraph 3: TEACHING AND LEARNING

General Principles of Good Practice

Within our procedures for learning and teaching there should be:

- 1 Clear learning intentions for each lesson / task / stage
- 2 Clear success criteria for each lesson / task / stage
- 3 The use of clear and effective feedback and self-evaluation
- 4 The use of open-ended questioning to promote reflective learning
- 5 The use of procedures to promote pupil self-assessment and target setting

The school will ensure that teaching and learning at the school:

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- (c) involves well-planned lessons and effective teaching methods, activities and management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainment of the pupils, and ensures that these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- (j) does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Teacher Responsibilities

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. Teachers must adhere to the DfE Teacher's Standards at all times.

Teachers must:

Set high expectations which inspire, motivate and challenge pupils:

- establish a safe and stimulating environment for pupils, rooted in mutual respect ;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils:

- provide a stimulating environment.

Promote good progress and outcomes by pupils:

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- have a secure knowledge of the relevant subject(s) and cross-curricular areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading or early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired; (**see Appendix C for homework allocations**)
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- and contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt the teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs and disabilities; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- knowing and understanding how to assess the relevant subject, therapy and curriculum areas, including statutory assessment requirements;
- making use of formative and summative assessment to secure pupils' progress;
- using relevant data to monitor progress, set targets, and plan subsequent lessons;
- giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- having clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy; praise, sanctions and rewards consistently and fairly;
- managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Whole school responsibilities

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position, including when using social media;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- and ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

EVALUATION AND MONITORING OF EFFECTIVE TEACHING AND LEARNING

This policy seeks to ensure that these standards are rigorously monitored, that the evidence is reviewed and that action is taken to improve where a need for development is identified. Support and training will be offered where areas of weakness are found.

Regular CPD takes place during Monday staff meetings, as well as INSET days.

Teaching and learning is monitored through:

- **Curriculum Group reviews**
Formal 'Curriculum Group Reviews' take place twice a year for each Curriculum Group throughout the school. Curriculum Group Reviews last for one week. During a Curriculum Group Review, each member of staff is observed teaching by a member of SLT and feedback given. Student books are reviewed for evidence of pupil progress and feedback which

enables learning. Discussions take place with students about their learning, as well as with the Curriculum Group Leader. SLT review lesson observations, schemes of work, resources, pupil comments and student work. At the end of the week, SLT meet to feedback and discuss the Curriculum Group Review. The Headmaster produces a written report for the Curriculum Group celebrating the successes of the group and outlining recommendations for improvement.

- **Learning Walks**

SLT, Curriculum Group Leaders and any other member of staff are encouraged to carry out Learning Walks on a weekly basis. Learning Walks are purely to identify positive aspects of learning in order to share good practice at the Monday staff meeting. Any issues identified in the Learning Walk can be discussed with SLT.

- **Peer observations**

Teachers are observed twice during the year, by colleagues within their Curriculum Group. The aim of the observations is to provide formative feedback on an agreed focus of the lesson.

- **Pupil observations**

Teachers carry out one pupil observation a year in order to gain feedback using pupil voice of the teaching and learning that takes place in their lesson.

- **Governor observations**

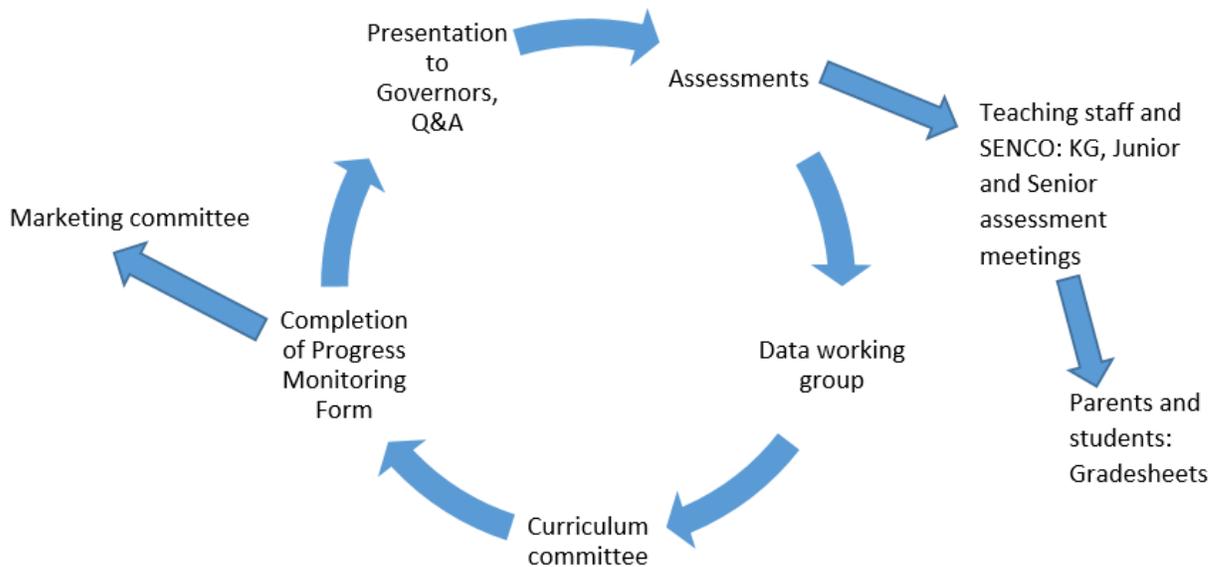
Governors aim to observe teaching staff once a year in order to better understand teaching and learning in the school, and to monitor effectiveness.

- **Assessment meetings**

Following more formal summative assessment times, Assessment Meetings take place for each stage of the school where pupil progress is scrutinized. Following these meetings, strategies to celebrate, extend and improve learning may be put in place for individual pupils or classes. Please refer to policy **E1: Assessment and Reporting**.

- **Data Working Group**

Monitoring progress through the use of assessment data at Gad's is an important whole-school process for ensuring excellence in education. The diagram below shows how our assessment data is used.



Assessments

In KG and Juniors, half-termly assessments take place. In Seniors, termly assessments take place.

Data from these assessments are processed and analysed by the Head of Seniors, Head of Juniors, Head of KG and Director of Studies. This is then disseminated to teaching staff and the Inclusion Coordinator through assessment meetings and is stored on the SIS for access by staff.

Gradesheets are completed to disseminate the data to parents and students. Please refer to policy **E1: Assessment and Reporting**.

Data working group

The Data Working Group consists of the Director of Studies, Head of Seniors, Head of Juniors, Head of KG and assigned governors. Analysis and discussion of whole-school assessment data takes place, identifying areas of progress and points for action.

Curriculum Committee

The Data Working Group present their findings to the Curriculum Committee for wider discussion and for determining actions.

Progress Monitoring Form

The Data Working Group then complete the Progress Monitoring Form with anonymised data, containing the main headlines and actions. This is presented to the full governing body for questioning, and to the marketing committee for publication of success.

- **Appraisal**

Teaching, learning and contribution to school life is monitored through the appraisal and performance management systems. Please refer to policy **P1: Appraisal and performance management**.

POLICY MONITORING AND REVIEW

The Curriculum committee will monitor and evaluate the current curriculum (academic and non-academic) offered in the school.

The Curriculum committee will:

1. consider future strategies in respect of academic and curricular issues, in order that pupils are prepared for the terminal exam-based public examination system;
2. consider further opportunities to enhance pupils' ability to achieve academic success across the curriculum, with a focus on the core subjects of Maths, English and Science;
3. discuss and propose strategies to ensure that the school meets its objectives in the school improvement plan, whilst taking into account changes in the national and local educational landscapes;
4. review progress data presented by the Data Working Group in the Progress Monitoring Form
5. and maintain effective use of teachers and resources.

The Curriculum committee will report to the Governing Body, making recommendations and proposals for approval by the Governing Body, and will then be responsible for the successful implementation and subsequent monitoring of those agreed proposals. Further information regarding the Curriculum Committee can be found in the 'Curriculum Committee aims and objectives' available on the Governance page of the SIS.

Staff responsible: SB

Reviewed and amended: October 2018

Review date: Autumn term 2019

Governor responsible: Rosnah Hassell

Appendix A Departmental information

KG and Junior stages produce handbooks containing details of the curriculum in their department, aims and objectives, organisation, administration procedures etc.

For each subject department in the Seniors, the following should be available on the SIS:

- Schemes of work for all year groups, detailing learning objectives, where to access relevant resources, differentiated tasks, assessment etc. The scheme of work should clearly show what students have covered in the curriculum, and should be kept up to date throughout the year.
- Any lesson resources, or the location of these to be clearly stated in the scheme of work
- Departmental development plan
- Any documentation that would be relevant were another teacher to take over, e.g. trip paperwork, mark book, assessments, budget, department meeting minutes, etc.

Appendix B**Key Stage 4 Handbook**

A GCSE Induction Evening is held for pupils entering the U4th and their parents. At this Induction Evening pupils are issued with a Key Stage 4 Study Guide, which contains general information about GCSE examinations as well as individual subject information:

1. An introduction to the courses studied at KS4
2. Advice on effective work, study, and homework during the GCSE years
3. Advice on revision, coursework and exam preparation
4. Information about seeking help, subject specific after-school clubs
5. Course costs

The handbook also contains specific subject information including:

1. Details of the exam board and specification.
2. A breakdown of the examination framework (coursework, theory, modules etc).
3. A term-by-term outline of the major aspects of the GCSE course.
4. A list of textbooks or other resources, which may be used during the course.
5. A list of resources which will be provided by the school (text books, maps, safety equipment etc).
6. A list of resources which the students may be encouraged to purchase (WHS, Letts study guides, worksheets, calculators, etc).
7. A detailed description of major coursework tasks.
8. A list of deadlines for draft and final submissions of coursework

Appendix C**Homework Allocations**

Homework is set daily as per a published timetable. Children should write down details of the tasks set in their homework diary. Subject tutors must add information about homework assignments to the homework page of the SIS.

Key Stage 1

Written homework (Topic/English): one piece per week – 40 minutes.

Reading: every night - 10 minutes.

Spellings: ten spellings to be learnt each week.

Maths: mathematics and/or written activity per week - 20 minutes.

In Year 2, in the summer term, an additional piece of maths or English is set on a Tuesday night, for collection on a Thursday – 20 minutes.

Key Stage 2 (amount in total, including at least 15 minutes independent reading)

J3 – 30 mins

J4 – 40 mins

J5 – 50 mins

Remove – 1 hour

Key stages 3 and 4 One subject homework per week (amount per subject per night, up to 3 subjects per night). Key stage four pupils may receive two subject homeworks a week.

Shell – 30 mins

L4 – 35 mins

U4 – 45 mins

L5 – 50 mins

U5 – 1 hour

Staff must give sufficient time for homework to be completed, ideally one week in KS3. **All** homework set must be recorded clearly on the homework page of the SIS, with no exceptions.