



CALDEW SCHOOL

TEACHING AND LEARNING POLICY

*Reviewed under C&PW Committee
On school website
Reviewed annually
Adopted: March 2017
Next review: January 2018*

NOTE: Caldew School is an Academy and where reference is made to school(s) this should be taken to refer to 'academy' in so far as the reference specifically applies to Caldew School.

Mission Statement

A School achieving outstanding progress and attainment for its students and community.

Teaching and Learning is the core focus of the school. Good teaching which promotes learning, progress and enjoyment is the key to raising standards. As such we aim to ensure that every student has access to a high quality education which will allow them to achieve their full learning potential. The school's approach to meeting this over-arching aim is done by delineating the curriculum framework within which students learn.

We recognise that to achieve this aim we must pay as much attention to professional learning as we do to the processes of student learning, as the two go hand in hand. It is vital that this is done within a framework of a sound and appropriate curriculum that meets both statutory requirements, individual and local needs.

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The application of this policy also forms a significant aspect of the school's response to the Public Sector Equality Duty introduced by the Equality Act 2010. In particular it adheres to the PSED requirement that all public bodies have due regard to the need to: eliminate discrimination; advance equality of opportunity; and foster good relations. It does so by setting out to ensure that the Teaching and Learning procedures of the school alongside the curriculum framework actively promote and supports these goals. The publication of the policy also forms part of the specific duty on schools to demonstrate in what ways they are complying with the PSED.

SECTION 1 – TEACHING AND LEARNING

We seek to develop a school culture in which teachers are also inquisitive learners, constantly evaluating and developing their professional practice and being fully supported to do so. It is only right that teachers echo the aspirations that we have for all of our students.

Aims

Teachers should strive to deliver consistently 'good' and 'outstanding' lessons by:

- Continuously refreshing subject knowledge, understanding the courses they are delivering and using current teaching and learning initiatives so that their expertise can be shared confidently with students in order to enthuse them, challenge and secure their progress.
- Ensuring that they use prior attainment and other data to be aware of the capabilities and specific learning needs of all students in their classes so that they plan lessons, differentiate activities and deploy support appropriately so that all students can access the curriculum, make good progress and be challenged regardless of their ability.
- Planning structured and well-paced lessons which employ a wide variety of interesting and imaginary activities and resources, including the use of new technology where appropriate, in order to sustain student engagement, concentration, motivation and application.
- Setting clear and appropriately challenging learning objectives linked to Bloom's Taxonomy and ensuring that these objectives are shared with students and reviewed throughout the lesson so that students can take greater responsibility for ensuring their progress towards them.
- Effectively checking students' understanding throughout the lesson using a wide variety of formative assessment techniques, anticipating where they may need to intervene and doing so with a striking and significant impact on the quality of learning.
- Facilitating students to take responsibility for their own learning, providing opportunities for them to work both independently and collaboratively with peers.
- Establishing a positive and productive climate for learning in which the students demonstrate good attitudes to their work and have mutual respect for both teachers and peers alike.
- Managing incidents of indiscipline calmly, consistently applying the Caldew Behaviour Code sanctions and rewards where appropriate, providing praise and positive reinforcement to foster self-esteem, motivation and confidence.
- Providing learners with regular detailed feedback, both orally and through marking, so that they know how well they have done and are aware of what they need to do next to sustain good progress.

Continuing Professional Development

We aim to support colleagues to achieve these aims by:

- Providing quality school-based training focusing annually on a specific aspect of teaching and learning but at the same time ensuring that personalised professional development pathways are also available in order to enable all staff to successfully complete their appraisal targets.
- Organising opportunities for colleagues to work collaboratively to share good practice, both within our own school and where appropriate with staff in other local schools.
- Allowing colleagues to attend external training which is specifically linked to their appraisal targets or Subject Improvement Priorities.
- Encouraging colleagues to utilise peer observation or video technology to evaluate the teaching and learning in their classroom.
- Providing coaching and mentoring where appropriate.
- Establishing a teaching & learning group who will keep abreast of current teaching and learning initiatives and cutting edge research; trial new ideas in the classroom, evaluate their impact and disseminate their findings to colleagues.

- Engaging with the work of the Carlisle Collaborative groups by ensuring staff attend the meetings for SEN, Sixth Form, Maths, English, ICT, Science, History, Geography, Modern Foreign Languages, Art, Music, Re, Health and Social Care, Technology and Student Premium
- Working with our academy 'chain' partner school Trinity School in Carlisle in order to share good practice and design bespoke CPD programmes for the benefit of both schools' staff.
- Working as an effective partner in the Carlisle Secondary Learning Consortium on the School Direct partnership development.
- Working with wider partners through LASL North and CASL to share expertise across the Secondary sector in Cumbria.

Quality Assurance

In order to ensure high quality teaching and learning the Senior Leadership Team and Subject Team Leaders aim to work in collaboration to constantly review our provision and practice so that we are able to assure the highest quality of standards and to drive forward improvement. We aim to use the self-evaluation process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school. To support this process of self-evaluation and self-challenge we will devise a robust monitoring schedule:

- Subject Team Leaders will meet regularly, at least twice every half term, with their Senior Leader Line Managers working towards an agreed agenda.
- Subject Team Leaders will conduct a paired lesson observation with a member of the Senior Leadership Team to assure consistency and accuracy of judgement, at least once every year.
- Teachers and Teaching Assistants will be formally observed at least once per year using the school's lesson observation format by their Subject Team Leader. Other observations will be conducted by the Headteacher and other senior staff as part of the quality assurance system.
- The Headteacher / Deputy Heads will conduct an on-going audit of all lesson observations and recommend specific colleagues / departments for targeted support. Where such targeted support is put in place it will be recorded on a formal support plan overseen by a specified member of SLT and reviewed after 6 weeks to ensure that it is having the necessary effect in developing the member of staff's skill set.
- Subject Team Leaders are encouraged to include the department in the quality assurance process.
- Subject areas will conduct a work scrutiny analysis at least once per term.
- Subject areas will ascertain student voice at least once per term.
- The Senior Leadership Team will devise a programme of Learning Walks, calendared to take place every half-term, focusing on a specific aspect of teaching and learning.
- The Senior Leadership Team will conduct an in-house inspection of subjects where issues have been identified.

SECTION 2 - CURRICULUM

Aims of our curriculum

Our curriculum will enable all our students to make outstanding progress, become successful learners, confident individuals and responsible citizens. They will leave us being aware of how to stay healthy and safe. They will enjoy their achievements, make a positive contribution to their communities and have the foundation from which they can sustain economic wellbeing.

Structure of our curriculum

Our curriculum will be delivered through lessons, educational visits, extended hours learning, assemblies, events, home learning and alternative curricular days. We will be adaptable in our locations, environments and routines for learning.

Themes of enterprise, identity, community participation, global and sustainable development, creativity and critical thinking, cultural diversity, spiritual, moral, social, and healthy lifestyles, will be delivered through different contexts including lessons and themed sessions.

Planned Curriculum; KS3

Programmes of study will be delivered for all students through timetabled subjects. This will provide a wide foundation from which our students can begin to specialise in KS4.

Subjects: Art, Design & Technology, Drama, English, Geography, History, ICT, Maths, Modern Foreign Languages (two for able linguists in Year 8), Music, PE, Science, Skills for Life, and Spiritual and Moral Development.

We will provide additional literacy and numeracy support for those students whose basic skills are underdeveloped. This will happen as early as Year 7 and will continue until students have made progress sufficient for them to study the curriculum at the same pace as their peers. Some students will be disapplied from MFL as deemed appropriate and will have additional literacy lessons. Students entering the school below the expected level for their age group will be further supported through use of the dedicated Catch-up Funding monies from the DfE.

Grouping of KS3 students

Yr7: Based on information supplied from primary schools and other educational data, we will divide the cohort into teaching groups. In English and Maths students will be set according to their intake data from KS2 SATs and internal assessments. Setting will also be introduced in Science, History, Geography and MFL. The remaining classes for other subjects will be based designed to stretch and challenge the most able students with a gifted and talented group alongside mixed ability classes based on student teams in Spiritual and Moral Development, Skills for Life, Drama, Music, PE and ICT.

Yr8: The number of teaching groups is 7. The cohort will be split into 2 groups (in the case of 7 classes these groups will be uneven). The population of these teaching groups will be determined initially by 2nd foreign language and literacy and numeracy needs. Students will be set in English, Maths, Science, MFL, Geography and History.

Yr9: The number of teaching groups is either 7 or 8. The cohort will be split into 2 groups (in the case of 7 classes these groups will be uneven). The population of these teaching groups will be determined initially by 2nd foreign language and literacy and numeracy needs. Students will be set in English, Maths, Science, MFL, Geography and History.

Planned Curriculum; KS4

In recognition that students need courses tailored to their specific needs, we offer 3 different curricular routes or “pathways” for Option choices. In Core subjects the students are split into two equal half-year groups allowing for vertical setting in Maths, Science, ICT, English, SfL and SMD.

The option choices within each pathway enable the school to provide a curriculum closely matched to the needs of individual students. The 3 pathways are:

English Baccalaureate: The option pathway for most of our students (at least 60%). They will choose 4 options that include an MFL, a Humanities subject and one other.

General: The students in this pathway (about 45 students) have a choice of 4 options. They must choose one of the English Baccalaureate subjects. All students in this pathway will study mainly GCSE Level qualifications.

Vocational: In this pathway students can take Construction which is delivered at Carlisle College. They will also take 2 other courses including one Ebacc course. These will include appropriate BTEC courses. Many of these students will also be able to access our range of GCSE courses.

Information Advice and Guidance (IAG)

Getting students onto the right pathway is essential. We create 3 lists based on a range of information and knowledge. Staff will review these lists of students for each pathway. We will inform parents and students. The Assistant Headteacher (Guidance) will manage the options process.

Parents and students will be invited to our customary round of information giving, including an evening where they can talk to teachers. For students where selecting courses is proving more difficult parents, the student and a member of the senior staff will meet to discuss the most suitable curriculum.

We recognise that resources are finite, which may result in unpopular courses being withdrawn from the offer. Similarly oversubscribed courses will be capped. In these cases priority will be given to students whose future is dependent on that course.

Vocational

Caldew will work with other educational organisations in the greater Carlisle area to offer a range of complementary courses at Key Stage 4. At present the one course we offer is:

City & Guilds Level 1 courses in Building Craft Skills (up to 15 students);

As a school that wishes to develop the enterprise skills of our students, we will provide an extensive range of work preparation and enterprise events. These will feature in all key stages.

Information Communication Technology.

ICT is an entitlement to all of our students. Skills, knowledge and attitudes will be developed through timetabled ICT lessons and through all other subjects. All Caldew students should achieve an ICT qualification. GCSE Computing is available as a full GCSE course and can be taken alongside core ICT as an option by all students.

There will be provision for departments to book ICT rooms. Subjects with a heavy emphasis on the development of ICT learning (D&T, Business Studies, SfL etc) will manage their own ICT provision, but it will be made available to other departments as time permits. Laptops are available to use in English, SfL, Humanities, Business Studies and Land Based Studies.

E-safety will be taught from Yr7, students following a programme of learning. The aim of this will be to develop young adults who can use new technologies responsibly and safely (separate policy). Each year a dedicated series of assemblies will focus on students staying safe in the online world.

Work Related Learning.

Learning about the world of work will be integrated throughout most subjects from Yr7. Departments will include WRL in their schemes of work. The full IAG program followed by the students is mapped and available from the school website. It includes optional Work Experience in Year 11 for the students once they have completed their GCSE exams.

Our focus on developing enterprise skills within our students will contribute to all students' WRL. These opportunities will be mainly based around events.

Withdrawal for particular activities

Part of admission to Caldew School is an acceptance that all students will take an active and full part in the whole curriculum that is provided for them.

There are some circumstances where parents may wish to request a withdrawal from a particular part of a course or school activity. These may be to do with religious beliefs and assemblies, or sex education. If this is the case, a parent should contact the Deputy Headteacher responsible for student and staff guidance and request such a withdrawal, giving reasons. Further details of this area of the school's provision is outlined in Section 4 of this policy.

Planned Curriculum; KS5 (post 16)

There will be 3 elements to the planned curriculum for our post 16 students: guidance, enrichment and courses.

Guidance and enrichment: This will be time dedicated to helping students achieve our aims for them; successful learners, confident individuals and responsible citizens. They will leave us being aware of how to stay healthy and safe. They will enjoy their achievements, make a positive contribution to their communities and have the foundation from which they can sustain economic wellbeing.

Courses: We aim to offer 2 strata of courses; applied A Levels and the more traditional A levels. We will maintain an attractive range of courses.

Students will apply to Caldew Sixth Form and will be accepted provided that they have a proven record of successful study which suggests this would be an appropriate route. Admission to the Sixth Form is based upon the relevant admission policy.

Additional Information

Gifted and Talented

There is a separate policy document for our G&T students.

Students who have Special Educational Needs

Due to the very personalised nature of a student's needs, each child will be assessed as an individual, and their curriculum adapted appropriately and as financial resources permit. Examples of these personalised programmes are available from the SENCO or Intervention Coordinator.

Review of Caldew's Curriculum.

Our curriculum will be reviewed annually. This will be based on achievements and standards, behaviour and attendance, participation, the qualities displayed by our students and feedback for parents and students.

SECTION 3 – TARGET SETTING

All students will be set challenging targets to enable them to achieve outstanding outcomes through achieving progress at least in line with expected levels of progress.

In September 2015 these will be set using:

Key Stage 3

Year 7 – 1 Level of Progress per year for each of the 2 years of Key Stage 3, based on starting points as determined for academic subjects in English and Maths.

Year 8 – 1 Level of Progress per year for each of the 2 years of Key Stage 3, based on starting points as determined for academic subjects in English and Maths.

Year 9 – a minimum of 2 Levels of Progress since the start of Key Stage 3 with many students having targets of 3 Levels of Progress since the start of Key Stage 3.

Key Stage 4

Year 10 and Year 11 – GCSE Targets are set using FFT based on Key Stage 2 starting points.

Key Stage 5

ALPS forecasting is used based on GCSE achievement as to set targets for Level 3 studies.

Variance from general principles

Students do not always progress at the same rate through their school careers. As a result, targets are assessed and altered for individual students if they are felt to be inappropriately high or not challenging enough. This is normally done at the start of the relevant Key Stage and is overseen by the Deputy Headteacher.

Communication of Targets to Parents and Students

In September each year students in Yr7, Yr10 and Yr11 have a dedicated Target Setting parents evening to communicate the expectations to parents and students alike. In other year groups the targets are discussed with students in tutor time.

All targets and progress towards them is communicated via the parental portal to parents, as well as in written form 4 times a year in student interim reports and full written report.

Teachers will regularly refer to targets in lessons and will differentiate lessons appropriately in order to ensure that students work effectively towards achieving them.

SECTION 4 – COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

Collective Worship

The school is a non-denominational secondary school.

Our pastoral system consists of 5 pastoral teams which contain 9 tutor groups. Once a week each pastoral team has an assembly and on occasions this involves an act of collective worship. Representatives from Christian groups are sometimes invited into the school to take assemblies. In addition, each week we have a thought for the week which is widely publicised and upon which students are encouraged to reflect. This is used as a means to help students with their spiritual, personal, social and emotional development.

Assemblies underpin the ethos we endeavour to foster in the school.

Parents with strong views about these aspects of our work have the right in law to withdraw their children from such arrangements.

Spiritual and Moral Development (Religious Education)

The Department for Spiritual and Moral Development challenges students to reflect on questions about life's ultimate meaning and purpose. Students are encouraged to reflect on different religions, beliefs, values and traditions. They are also encouraged to explore their own unique beliefs and values, and they are given space to express them.

The department has been renamed as 'Spiritual and Moral Development', and changes have been made to the curriculum accordingly. However, the department still contains the 'Religious Education' component necessary to meet legal requirements: the Cumbria Agreed Syllabus for Religious Education is adhered to and incorporated.

'Spiritual and Moral Development' moves towards a fresh emphasis and approach that feels more inclusive and more person-centred. It also caters for the new move by examination boards to incorporate secular world views into Religious Studies examinations, and to accredit the value of students' own responses to issues of belief.

The Course in Key Stage 3 covers philosophical and ethical issues examining the nature of belief, the relationship between beliefs and actions, and a reflective exploration of values. A number of faiths are examined, as are secular viewpoints. Key Stage 4 is taught to all students for 1 hour per week as part of their GCSE in General Studies. A GCSE in Philosophy and Ethics is run for those choosing it as an option. It has proved a popular choice and will continue to be offered as part of the Year 9 options, the related AS/A2 course is offered in Yr12 and Y13.

A more detailed programme is contained within the school's schemes of work which may be viewed at school.

Parents have the statutory right to withdraw their children from SMD lessons and the school is able to make alternative arrangements to ensure that they are supervised. However, we are strongly committed to SMD as a central aspect of each person's educational entitlement, and therefore strongly encourage children of all faith and belief backgrounds to participate. If parents wish to consider exercising the right to withdraw their child from SMD, we therefore ask them to write to the Headteacher and to discuss the matter before a decision is made.