

Curriculum policy and procedure

Ortus Education West Raynham School



WEST RAYNHAM SCHOOL
ORTUS EDUCATION LTD.

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1. Aims

The curriculum must be seen as the major component of a pupil’s education which, together with the pastoral care and the extra-curricular activities offered, help pupils to develop a wide range of key and transferable skills so that they leave the school equipped with the cultural capital to prepare them for adulthood and become a valuable member of society. Our planned curriculum activities are organised in order to promote learning and personal growth and development, which in turn enables the pupils to make the small steps of progress in order to realise their Educational Health Care Plan (EHCP) outcomes. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity and celebrates success and achievement. Fundamental to the ethos of Ortus Education is our determination to provide an active learning environment for limitless minds. The school places great importance firstly on the individual development of each pupil, secondly, on the acquisition of the skills of research, evaluation and judgement required for independent study; thirdly, on the development of individual enthusiasms, both curricular and co-curricular; and fourthly on its pupils’ development of qualities such as leadership, initiative and creativity. It promotes our pupils’ knowledge and understanding of British Values and promotes the social, spiritual, moral, cultural, mental and physical development of our pupils.

Our school provides for those with social, emotional and mental health difficulties (SEMH), as well as other needs or diagnoses, including ADHD, ADD, and other difficulties. Most of our children are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however most of our pupils will range between 5 and 16 years of age. Most of our children will have an Education Health Care Plan while others may be undergoing assessment. Emphasis in the school is thus on the development of community values, i.e. a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. All this, of course, has a direct bearing on our curriculum design.

Ortus Education West Raynham School is a school whose success is founded on the recognition of the unique worth and importance of each pupil. This ensures that no pupil is anonymous or unsupported. Individual attention along with small class sizes promote confident learning and academic progress. It is integral to our purpose and incumbent on us to enable a nurturing approach to pupils provided by our expert and exceptionally attentive pastoral system, which supports the personal, social and academic development of each pupil. The close relationship between teachers, pupils and parents/carers/guardians ensure that pupils’ strengths are built upon

and needs for their individual development addressed. Entry to programmes of study is regardless of gender, race, disability, sexual orientation, religion or belief. In accordance with statutory requirements the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has a policy for Special Educational Needs and Disabilities, and an Inclusion Policy which are available to parents on request.

2. Curriculum Intentions

- To make learning an enjoyable experience which develops pupils as fully rounded individuals and enables them to explore their talents and interests and achieve their potential.
- To re-engage pupils with learning and build their confidence and self-esteem so that they see themselves as successful learners.
- To develop basic skills in communication, literacy, numeracy and decision making so that they can function in adult life.
- To prepare them for the world of work and independent living and to take their place as active citizens in the UK.
- To address pupils' social, emotional and mental health needs.

We seek to deliver a curriculum that:

- Is motivating and enjoyable and engages pupils in learning.
- Is challenging and promotes high aspirations.
- Is broad and balanced.
- Encourages pupils to take responsibility for their learning and behaviour and is based upon mutual respect.
- Provides opportunities for accreditation.
- Provides pupils with opportunities to develop their skills and interests.
- Supports post 16 progressions into further education, employment or training.
- Is personalised and individualised and recognises progress and celebrates the achievement.
- Provides opportunities for pupils to "make good choices" and builds self-esteem.
- Prepares pupils for life beyond school both in their personal and working lives.
- Supports pupils to 'be healthy', 'stay safe', and 'make a positive contribution'.
- Promotes pupils spiritual, moral, social and cultural development and enables them to become active citizens.
- Promotes mental health, wellbeing to a high level, so that pupils are able to understand the foundations in which they can build from into their transition into their adult life.
- Is accessible to all pupils.

Effective Ethos and Classroom Environment

West Raynham School provides an academically challenging environment which is vibrant, happy, creative and stimulating. Our teachers have high expectations but equally foster a nurturing environment in order to promote pupils' academic growth and to provide the support they need in order to make excellent progress in their studies. We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture will promote positive self-esteem and confidence.

Organised resources, displays of children's work, stimulating materials and bright, colourful, language enriched displays all help to provide the Optimal Learning Environment. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow Department for Education (DfE) and Health and Safety (HSE) advice. We issue a 'one off' consent form for parents/carers to sign when a child enrolls at school and an additional consent form for residential and adventure activities. We provide details of proposed outings for parents/carers' information.

3. Curriculum Implementation

The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. It provides pupils with an introduction to the essential knowledge that they need to be educated citizens and introduces them to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

We plan our curriculum by creating Knowledge and Skills curriculum documents that outline the knowledge and skills to be delivered in each subject at each year group. These objectives are taken from the National Curriculum and outline any additional knowledge we would expect to deliver to our pupils. Teachers then indicate in a yearly plan what topics are to be taught in each term and to which groups of pupils depending on assessment and gaps in learning. Half-termly Schemes of Work (SOW) are produced to outline lesson plans for teachers to follow. These give guidance on the sequence of learning with objectives and teaching strategies that are used when teaching each topic. When teaching, we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

Teachers make on-going assessments of each pupil's progress and level of attainment, and they use this information when planning their lessons. It enables them to consider the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning work for pupils with special educational needs we give due regard to information and targets contained in the pupils' Individual Education Plans (IEP). Teachers modify teaching and learning as appropriate for pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work here at West Raynham School is of the highest possible standard they can achieve.

On entry, pupils complete a robust admissions process involving GL reading and spelling assessments; GL Cognitive Ability Tests (CAT-4); English, maths and science assessments; as well as collating information from previous schools which all work in conjunction with the SENDCO to write pupils an IEP. This is to ensure that they are able to access a curriculum appropriate to their learning needs, as this feeds into planning and adaptations are made as needed.

West Raynham School is committed to providing a curriculum which ensures that all of its pupils acquire and develop skills appropriate to their age and aptitude in the following areas:

Linguistic

Intent

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. At West Raynham School, our objectives in teaching literacy are:

- to teach our pupils to express themselves clearly in both writing and speech;
- to develop their reading skills;
- to enable them to use grammatically correct sentences;
- to teach pupils to spell and punctuate accurately in order to communicate effectively in written English.

Implementation

These skills are most overtly brought into focus in lessons in English. The teaching of literacy and literary skills is not, however, confined to this subject, and the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all pupils' work, whereby communication skills are enhanced.

Accreditation - we offer our pupils external Accreditations AQA GCSE English Language, Functional Skills Level 1 and 2.

Mathematical

Intent

We intend for our pupils:

- to become fluent in the basic fundamentals of mathematics

- to be able to reason mathematically by following a line of enquiry
- to develop our pupils' abilities to be able to solve problems by applying their mathematics to a variety of routine and non-routine problems
- to develop their capacity to think logically and express themselves clearly

Implementation

At all Key Stages, teachers follow blocks of learning taken from the White Rose, which are then adapted to suit our pupils' needs. Learning is blocked into the strands of maths; number; calculations; measure; statistics; and geometry.

Accreditation - we offer our pupils external Accreditations AQA GCSE Mathematics, Functional Skills Level 1 and 2.

Scientific

Intent

We intend to increase pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. The aims in teaching science at West Raynham School include:

- Building on pupils' natural curiosity and developing a scientific approach to problems
- Encouraging open mindedness, self-criticism, perseverance and responsibility
- Preparing pupils for life in an increasingly scientific and technological world
- Encouraging pupils to question the reliability of sources they read, hear or see
- Fostering concern about and appreciation of our environment
- Building pupils' self-confidence to enable them to work independently whilst developing their social skills to work co-operatively with others
- Helping pupils acquire progressive understanding of scientific processes
- Helping pupils to acquire and develop practical scientific skills
- Providing pupils with an enjoyable experience of Science so that they will develop a lasting interest and be motivated to study science at a higher level.

Implementation

Our science lessons allow pupils explore the exciting world of science through a practical, hands-on approach to scientific study that encourages them to develop a sense of enquiry and an ability to solve problems. Pupils explore resources that will inspire them to plan, conduct and evaluate experiments that will enrich their scientific knowledge of the world and develop their investigative skills. This includes time planned into the SOW for pupils to look at 'Science in real life'. In Biology, pupils study living organisms and gain a deeper understanding of the complexity of cells and organisms and of the interaction of organisms with each other and with the environment. In Chemistry, pupils make detailed observations of chemical reactions, conclude why chemical reactions take place, with reference to atomic structure and bonding. In Physics, pupils study the nature of forces, energy, electricity, and waves.

Accreditation - we offer our pupils external Accreditations AQA GCSE Biology, Chemistry and Physics and Entry Level 3.

Technological

Intent

It is the intention that ICT will be used within the curriculum to:

- to give pupils the skills and confidence necessary to access educational technology now and in the future.
- give pupils ready access to the widest possible research and resource base.
- motivate and enthuse pupils widening their interest and intellectual horizons.
- help pupils focus and concentrate.
- help promote a safe and non-threatening environment for learning with the flexibility to meet the individual needs and abilities of each pupil.
- encourage and involve pupils in collaborative group work and learning activities.
- promote skills in decision making and independent control of learning.
- enhance the presentation of work
- encourage critical thinking, imagination and creativity, problem solving, initiative and independence, teamwork and reflection.

Implementation

We follow the National Curriculum and have used support and research by the Raspberry Pi Foundation to build our computing curriculum. Pupils will become familiar with everyday applications of ICT as well as more complex areas of computing including programming and coding. The technological curriculum is taught through explicit ICT lessons. The Computing Curriculum is structured in units. For these units to be coherent, the lessons within a unit must be taught in order. However, across a year group, the units themselves do not need to be taught in a particular order, with the exception of units on programming, where concepts and skills rely on students' prior learning and experiences. The themes covered in the computing curriculum are:

Algorithms — Be able to comprehend, design, create and evaluate algorithms

- Artificial intelligence — Developing computer systems that determine the relationships between inputs and output in order to make predictions rather than following programmed instructions
- Computer networks — Understand how networks can be used to retrieve and share information, and how they come with associated risks
- Computer systems — Understand what a computer is, and how its constituent parts function together as a whole
- Creating media — Select and create a range of media including text, images, sounds, and video
- Data and information — Understand how data is stored, organised, and used to represent real-world artefacts and scenarios
- Design and development — Understand the activities involved in planning, creating, and evaluating computing artefacts
- Effective use of tools — Use software tools to support computing work
- Impact of technology — Understand how individuals, systems, and society as a whole interact with computer systems
- Programming — Create software to allow computers to solve problems
- Safety and security — Understand risks when using technology, and how to protect individuals and systems- this is outlined in the E-safety policy.

Accreditation - we offer our pupils external Accreditations of ICT Functional Skills Level 1 and 2.

Physical

Intent

Physical Education (PE) lessons aim to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. They will also learn essential life skills such as teamwork, resilience, perseverance and supporting others. All Pupils are expected to take part in the school's Physical Education lessons. Pupils can only be excused from PE lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Implementation

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach invasion games, striking and fielding, wall and net games and gymnastics from Key Stage 1 to Key Stage 4. We also follow the non-statutory guidelines for Key Stage 1 and 2 in relation to swimming activities and water safety (pupils from year 1 to year 6 have swimming lessons throughout the year).

Aesthetic and creative

Intent

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art and the study of literature because they call for personal, imaginative, and often practical, responses.

Implementation

Our art and design lessons are timetabled ensuring sufficient time is dedicated to developing the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas and evaluating work. We do this best through a mixture of group-based teaching

and individual activities, working on projects in two and three dimensions and on different scales using a wide range of materials and resources, including ICT.

Accreditation - we offer our pupils opportunities to complete a GCSE in Arts, Crafts and Design.

Human and Social

Intent

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In our school, human and social studies make a strong contribution, covering geography and religious education (RE). The geography curriculum, from KS1- KS4, allows pupils to meet the national curriculum standards through a study of both physical and human geography. The RE curriculum, from KS1- KS3, allows pupils to develop understanding of different religions all around the world, as well as opportunities to consider some of the BIG questions as they move into KS3. In addition, we teach Personal, Social and Health and Economic (PSHE) education from KS1-KS4- this includes the statutory requirements of the Relationships and Sex education within the National Curriculum.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Implementation

A yearly plan for the teaching of humanities subjects (Geography, RE and PSHE) is published at the start of each academic year for each group of pupils. It breaks down individual teaching units by term. Subject teachers refer to the New National Curriculum to ensure appropriate coverage of the breadth of study.

Accreditation - we offer our pupils external Accreditations of GCSE Geography.

Relationships and Sex education

Intent

The School provides Relationships and Sex education and Health Education in the basic curriculum as part of timetabled PSHE lessons. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's statutory guidance from the Department for Education (DfE) issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Pupils are also through PSHE lessons all about the Equality Act 2010 and our UK Protected Characteristics. Students will explore why we have these laws, who they apply to and investigate case studies where rights may or may not have been infringed upon. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents/carers may withdraw their pupils from any other part of the sex education provided without giving reasons. This is further explained in our RSE Policy.

Implementation

We ensure RSE fosters gender equality and LGBT+ equality by promoting the needs and interests of all pupils, irrespective of gender, culture or background and all teachers account for the pupils' age, ability and readiness. We aim to empower pupils to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect. We teach pupils the facts concerning their growth and development as individuals; help pupils to understand concepts such as tolerance, respect and liberty and equality; enable pupils to acquire skills relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others; encourage pupils to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues; nurture in pupils a particular set of values and give the pupils the courage to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

Spiritual, Moral, Social and Cultural Development (SMSC)

Intent

This policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. West Raynham School is a non-denominational school where pupils of all faiths

and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. This SMSC policy links and strengthens other policies so that the ideals of the school's ethos and mission statement become a reality for its pupils. Whilst SMSC is integral to all aspects of our curriculum, PSHE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Through PSHE lessons, we actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Implementation

Opportunities for SMSC are threaded throughout our curriculum. We plan for these opportunities when designing our yearly plans and teaching PSHE and RE lessons. We also ensure that SMSC opportunities are created through any educational enrichment trips that enhance learning in these subject areas.

Preparation for the future and Careers

Intent

West Raynham School provides an appropriate curriculum for preparing pupils for further higher education, career choices and adult life. We aim to provide pupils with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access. It is our intention to:

CEIAG at West Raynham School will:

- Provide a planned programme of activities to which all pupils from Years 8-11 are entitled
- Help them to plan and manage their careers
- Provide information, advice and guidance (IAG) which is impartial, unbiased and is based on the pupils' needs
- Follow best practice guidance from the careers profession and other expert bodies
- Work in partnership with the outside providers to ensure all pupils access education, employment or training after KS4
- Aim to provide inspiration and aspiration as well as advice about Local Market information

Implementation

Pupils at West Raynham School receive specific support in PSHE lessons that includes guidance on revision technique, making notes, examination technique and management of stress. Pupils are encouraged to learn about their own academic strengths and weaknesses and the type of learning method that best suits them as an individual. Whilst we do not specifically instigate careers advice from outside agencies until Year 7, we provide opportunities for pupils to understand the world of work and the promotion of their economic wellbeing through PSHE lessons. There are talks from professionals in various fields as well as visits to places of employment and manufacture. Through visiting speakers, pupils receive motivational and inspirational guidance that will help them in their current and future endeavours. Pupils receive interview training at the appropriate stage. We offer a careers guidance service, provided by a specialist independent careers advice company to support pupils with their future choices.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

Enrichment opportunities

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of enrichment activities, which operate in school as part of the curriculum. These reflect the talents and interests of the staff and pupils. We ensure that all tasks and activities that the pupils perform are safe. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/carers are informed, and their permission obtained before the visit takes place if it sits outside of our blanket consent. Learning assistants and other adult helpers are deployed as effectively as possible. Sometimes they work with individual Pupils and sometimes they work with small groups.

Transition Support

We carefully manage the transition of our pupils throughout the school and also in preparing pupils for further education. We spend time towards the end of the current academic year working with their new prospective class for the year ahead. This allows pupils to familiarise themselves with their new teacher in readiness for the next year group. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally.

Homework

The school sets homework as appropriate. Often the most valuable homework a child can do are activities outside of the school curriculum. Examples may be; The Duke of Edinburgh Award, sports clubs, Cadet Corps, etc.

English as an Additional Language (EAL)

We are committed to providing pupils with the necessary support and teaching who require English as an additional language. To this end there is a policy in place and established practices implemented by the school.

4. Curriculum Impact

Teachers use on-going assessments of each pupil's progress and level of attainment, and they use this information when planning their lessons and adapting their teaching. It enables them to consider the abilities of all their pupils. Assessment will be both formative and summative. Summative assessments at KS1 to 3 will mostly be through low-stake quizzes and a portfolio of children's work. At the end of KS3 and during KS4, assessments may also be in the form of exam papers or coursework portfolios. We use GL assessments for reading and spelling at the end of each term. We provide pupils with the opportunity to complete half termly pupil voice questionnaires to give teachers valuable feedback they are able to incorporate into their lessons.

Due to the high adult ratio there are numerous opportunities for verbal feedback each lesson allowing for misconceptions to be addressed immediately.

Assessments for attainment will be tracked on Learning Ladders against key objectives in each subject.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work at West Raynham School is of the highest possible standard they can achieve.

The Impact of our curriculum approach can be measured in

- Increased access to education for our pupils
- Increased access to the community and participation in extra-curricular activities
- The pupils meeting and Exceeding their EHCP Outcomes and targets
- Our yearly progress Data
- Our yearly attainment Data
- Termly GL reading and spelling tests
- Our pupils are able to discover and explore new interests
- Our pupils develop their communication skills – building on their self-esteem, confidence and a range of Positive Mental Health
- Outcomes
- Our pupils are equipped with the appropriate knowledge and skills to be able to take the next steps beyond West Raynham School and into adulthood
- We have happy pupils who have enjoy their learning journeys and challenges

The Curriculum, Academic Excellence and Public Examinations

Whilst accepting the need to prepare its pupils for public examinations and further and higher education, West Raynham School will strive to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy.

The Curriculum and Members of Teaching Staff

We appreciate that people learn best in different ways. At our school we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential. 'Pupils learn and flourish when they are healthy, protected from harm and authentically engaged and stimulated.'

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave we follow the guidelines as outlined in our school behaviour policy.

5. Auditing our Curriculum, Teaching and Learning:

We ask ourselves the following questions when auditing our current performance:

- How well are we doing?
- How do we compare with similar schools?
- What more should we aim to achieve?
- What must we do to make it happen?

Self-evaluation and development is a crucial part of the schools managerial role and teachers will input into the development as well as pupils own feedback.

When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression and
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our secondary pupils and the views of our pupils, parents/carers and staff.
- the views of our pupils, parents/carers and staff.

6. Effective Teaching - Expectations of Staff

Staff are expected to actively promote the curriculum aims by:

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer depth and challenge and motivate and inspire children.
- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements.
- developing pupils' skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment and our reward system
- working in partnership with children, staff and parents/carers to achieve shared goals.
- keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and parents' evenings.

The Head teacher and a senior teacher carry out book appraisals, whereby books are checked for consistency of marking and being up to date. Planning appraisals are also carried out, where planning is checked to be up to date and evaluated. All teachers are observed working with classes at least twice per year. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning strategy. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Headteacher uses the information gained from this monitoring process to help identify common development points which can be addressed in the school's training programme for continuing professional development.

Direct observation **must** be supplemented by a range of other evidence to enable the school to evaluate the impact that teaching has had on pupils' learning. Such additional evidence should include:

- observing some lessons jointly with senior staff before discussing them also with the teacher who has been observed;
- discussing with pupils the work they have done and their experience of teaching and learning over longer periods;
- discussing teaching and learning with staff;
- taking account of the views of pupils, parents/carers
- taking account of the school's own evaluations of the quality of teaching and its impact on learning and
- scrutinising the standard of pupils' work, noting:
 - how well and frequently marking and assessment are used to help pupils to improve their learning
 - the level of challenge provided.

7. Effective learning

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. Our Schemes of Work are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge pupils. We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We provide small class sizes which ensure that each pupil's individual strengths, talents and aptitudes are nurtured and developed. All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- the teaching should build on previous learning;
- the teacher should explain the learning objectives, and why the lesson is important;
- it should allow pupils to see the links within learning;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the pupils to review what has been learnt;
- it should have built-in opportunities for feedback to the pupils, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process.

8. Disapplication

In accordance with the law, the school has the right to respond to individual needs by modifying the curriculum programmes. Decisions will only be made after discussion with the parents/carers and will allow a pupil:

- to participate in extended work-related learning
- with individual strengths to emphasise a particular curriculum area
- making significantly less progress than other pupils of his/her age to consolidate his/her learning and

progress across the curriculum.

The curriculum underpins the fundamental aims of the school. The curriculum must be seen as the major component of a pupil's education which, together with the pastoral care and the extra-curricular activities offered, help pupils to develop a wide range of key and transferable skills so that they leave the school equipped to become a valuable member of society. Our planned curriculum activities are organised in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth and development. Fundamental to the ethos of Ortus Education is our determination to provide an active learning environment for limitless minds. The school places great importance firstly on the individual development of each pupil, secondly, on the acquisition of the skills of research, evaluation and judgement required for independent study; thirdly, on the development of individual enthusiasms, both curricular and co-curricular; and fourthly on its pupils' development of qualities such as leadership, initiative and creativity.

9. Communication with parents/carers

We believe that parents/carers and guardians have a fundamental role to play in helping pupils to learn. We do all we can to inform parents/carers and guardians about what and how their children are learning by:

- holding meetings with parents/carers to explain our school strategies;
- sending regular reports to parents/carers in which we explain the progress made by each child and indicate how the child can improve further;
- posting information on the parents/carers and public pages of the school website;
- being available - we have an open-door policy;
- strong lines of communication with parents/carers.

We believe that parents/carers have the responsibility to support their pupils and the school in implementing school policies. We would like parents/carers to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school, staff and learning in general.

10. The curriculum and the work of the SENDCO

Our curriculum is designed to provide access and opportunity for all children. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents/carers have been consulted.

The school provides an Individual Educational Plan (IEP) for each child. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Where a pupil has an EHCP, the SENDCO liaises with the child's teachers to ensure that the education he or she receives fulfils its requirements and participates fully in the annual review.

11. Legal Status

Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Availability

This policy is made available to parents/carers, staff and pupils from the school website.

12. Monitoring and Review:

This policy will be subject to continuous monitoring, refinement, and audit by the Headteacher.

The Proprietor and Chair of Governors will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements, or best practice guidelines so require.

13. Concerns and complaints

Parents/carers who have concerns about any aspect of the curriculum should discuss these with the Headteacher. The School has a Complaints Procedure in place, which is on the website or available from Reception at the school.

14. Related policy documents

- Health and Safety Policy
- Behaviour Support Policy
- Safeguarding Policy