



We believe, you achieve

Achieving Excellence: Principles of Curriculum and Pedagogy – Our Approach



People are at the heart of all that we do. Positive respectful relationships, intrinsically woven through our schools enable **excellence by all and for all**: with no exceptions.

Learning is our core business. High quality learning and teaching is woven through our mission and our values: we believe that every young person can achieve great things, whatever their ability and whatever their background. Learning goes beyond the acquisition of knowledge and skills and incorporates the development of the whole person – their senses, feelings, beliefs, values and intuition.

Achieving excellence is exemplified through the highest of expectations, a world-class curriculum and the very best of teaching which inspires, challenges and motivates our learners to be the best they can be.

With this in mind, we have set out the intrinsic elements of learning, teaching and curriculum which all of our schools work to. Our thinking is underpinned by research and our own extensive experience, and has been developed through the sharing of expertise across our Trust. We have drawn on elements that have been proven to work in our ongoing pursuit of excellence.

Our **'Principles of Curriculum and Pedagogy'** establish the fundamental elements that we look for in our schools, in the curriculum and enrichment in its widest sense and in each and every lesson in all of our schools: every day, for all of our learners. In conjunction with each of these elements, we have established materials to guide and support our schools in the relentless pursuit of excellence.

The materials include self-assessment statements against each of the principles and plans, materials and examples of excellent practice which bring ideas to life. Our ideas and materials are not fixed: we embrace innovation and are a creative, forward-thinking organisation that finds new ways of doing things. We benefit from the expertise of all of our colleagues across our schools and draw on the cutting edge thinking of our SCITT, Teaching School and Research School.

Our Principles

- **'Educating for life'**: although important, we believe that success is not only measured through academic outcomes. 'Educating for life' embraces not only the subject-based knowledge and skills that we develop through a broad and balanced curriculum, but the development of life skills, independence and interdependence, careers, oracy and communication, numeracy, character education, wellbeing, physical health, positive social behaviour and resilience - core values integral to success as fully rounded citizens in the modern world. Through our 'curriculum pledge,' we give opportunities for all pupils to experience additional learning and social activities designed to engage, challenge, build their confidence, experience the community and contribute positively to it.

- **‘Best in Class’ learning and teaching:** how we implement our curriculum. Effective teaching ensures engagement and is underpinned by effective planning; we support colleagues in thinking about ways in which they: use assessment information to plan for all pupils; develop a motivation for learning; present new learning; dedicate adequate time to practising and embedding knowledge and skills securely; review learning; challenge and extend thinking; provide engaging opportunities which sequence and scaffold learning, building on each component to develop a secure composite of learning in the longer term. We promote the most effective mechanisms for feedback which are based on what really makes a difference to learning. We expect and enable all pupils to be active participants, engaged in their learning.
- **‘One size fits one’:** High quality, personalised support which enables inclusion. We use a broad spectrum of information about our students to nurture strong and positive professional relationships; this information helps us to plan our lessons, provide bespoke learning opportunities, extension, support and therapeutic interventions. We are inclusive in all that we do and seek out solutions where we identify barriers to learning. We recognise talent and provide opportunities to build on this.
- **A positive climate and environment for learning:** the ongoing recognition of effort, achievement, resilience and the promotion of relentless aspirant determination within clearly established classroom routines and procedures which enable learning to be maximised. Our classrooms and learning spaces are well organised and are fully conducive to supporting high quality learning.
- **‘Learning to lead’:** we are privileged to work with the leaders of the future. Through our curriculum, our teaching and through the provision of identified leadership opportunities in our schools, we develop leadership skills and capabilities to prepare our learners for the future. All adults in our schools are leaders and fully embrace the role that they play in modelling and promoting positive leadership behaviours through what they do, say and the way that they communicate on a day-to-day basis.
- **‘Improvement never stops’:** we can always improve and innovate. High quality training and staff development is integral to the way that we work and feedback is a key part of our drive for improvement. We incorporate feedback from all stakeholders – staff, students, parents, academy councillors, to help us with this. We use reflection and research to help us to identify and inform the most effective practice for best value investment to help us to secure value for money in all that we do. Collaboration is built into all that we do; we believe that we are stronger by working together.

Appendix: Principles of Curriculum and Pedagogy in Detail

<u>Principle 1 Educating for Life: Our Curriculum</u>	
All SET schools:	
1	Have a statement of curriculum intent which explains the rationale behind the curriculum as a whole.
2	Have a statement of curriculum intent for each subject and each year which details how learning builds on to what has gone before and how it leads into future learning.
3	Have schemes of work for all subjects which provide the framework from which teachers plan their lessons. The schemes include: what is to be taught, key vocabulary, timings, how work is to be assessed, how learning build on to prior learning and when curricular content is revisited, homework opportunities, differentiation, ideas for delivery.
4	Use the SET 'Curriculum Pledge' to promote additional learning and social activities to engage, challenge and build pupils' confidence and skills.
5	Ensure that all details about the curriculum are published on the school's website as statutorily required.
6	Include the following subjects in their curriculum:
7	English and communication, mathematics, science.
8	A modern foreign language
9	History
10	Geography
11	Religious education
12	Music and / or music incorporated into performing arts
13	Technology
14	Art
15	PE
16	Personal, Social and Health Education incorporating mental health and wellbeing.
17	Citizenship opportunities and community activities which build cultural capital, understanding and independence.
18	Careers education in an age-appropriate manner, linking as appropriate to local, national and international companies.
19	(KS4) Offer alternative accreditation routes to GCSEs e.g. BTEC
20	(KS4) Offer a range of accredited vocational options
21	Have an enrichment and extra-curricular offer which complements the more formal curriculum.
22	Ensure that assemblies are linked to learning and the curriculum; they are well planned, engaging and relevant.
23	Embrace opportunities to be involved in national schemes which recognise and support curriculum development e.g. CREST, UK Maths Challenge.

	<u>Principle 2: 'Best in Class' Teaching: How we Implement our Curriculum</u>
	All SET schools ensure that:
1	There is an unswerving focus on the quality of learning and teaching. CPD is tightly linked to the monitoring of teaching and learning and there are a range of mechanisms for sharing good practice.
2	Learning and Teaching is on every agenda with opportunities to share best practice.
3	Teachers follow a simple cycle of assess, plan, teach, review.
4	Teachers use both formative and summative assessment information to understand the bespoke needs of their learners - every lesson, every day.
5	Schemes of work and lessons are designed to promote opportunities for pupils to practise skills and embed knowledge in a range of situations.
6	Teachers revise and revisit material previously covered, knowing that newly learned material needs to be reviewed in order to be remembered. This approach is shown in schemes of work and lesson planning.
7	Timely and appropriate feedback is provided to inform pupils (and parents / carers) of their next steps in learning.
8	Teachers, teaching assistants and those responsible for teaching and learning have opportunities to reflect, discuss and collaborate about each pupil's learning and what is needed to help them to improve further.
9	Appropriate use is made of technology to help pupils to improve and to support teachers in their teaching.
10	There is an appropriate level of challenge for all. The climate in lessons encourages pupils to think hard and use a range of support materials to help them in their learning.
11	There are opportunities for pupils to independently extend their learning beyond the classroom.
12	Leaders and teachers respond in a timely and effective manner to the changing national landscape.

<u>Principle 3: 'One Size Fits One'</u>	
All SET schools:	
1	Understand that inclusion is the responsibility of all. Teachers use all of the information that they hold about pupils to help plan lessons to meet pupils' needs.
2	Have clear roles and responsibilities for staff which enable effective support.
3	Have clear mechanisms for sharing pupil information and ensure that strategies used to support are consistently applied.
4	Ensure that the outcomes of interventions are integrated back into class teaching.
5	Offer a range of therapeutic interventions to meet the identified needs of pupils.
6	Liaise closely with outside agencies to support pupils' needs. The agencies include for example: CAMHS, the local authority safeguarding teams, health practitioners, the police, social services.
7	Keep detailed records which show the joint work with outside agencies, evaluate the impact of the work and any emerging needs.
8	Foster positive parent / carer partnerships to support pupils.
9	Ensure that highly valued pupil voice informs practice.
10	Offer extension opportunities to deepen learning and raise aspirations.
11	Ensure that all staff (teaching and support staff) receive high quality, appropriate CPD to enable them to provide a personalised curriculum.

<u>Principle 4: A positive Climate for Learning</u>	
All SET schools ensure that :	
1	Pupils are warmly welcomed to school and to lessons.
2	Staff value each other and greet each other positively.
3	Pupil and visitor entrances are of high quality; they are welcoming and give a positive 'flavour' of the school.
4	The use of staff and pupils' names is encouraged and modelled by leaders.
5	Staff model high standards of professional dress and are positive role models.
6	Pupils are aware of that everyone has the right to teach and learn in a positive environment.
7	Teaching spaces are well organised, celebratory and conducive to learning. Teaching spaces are reviewed half-terminly as part of the Fixed Line Management Agenda to ensure that they are supportive of learning.
8	Staff celebrate and recognise pupils' achievements. Pupils are rewarded for: achievement, attainment, attendance, improvement, perseverance, contribution to the school and wider community, volunteering, leadership, any activity where an 'above and beyond' approach is demonstrated.
9	The rewards system used includes: praise postcards, letters, certificates, badges, formal awards, reward visits and experiences as appropriate.
10	Staff members are recognised both formally and informally for their work and contributions. The frequent use of a personalised 'thank you' is woven through the school culture.
11	Teachers are aware of individual pupils' aspirations; teaching is tailored accordingly. Pupils are encouraged to take responsibility for their learning.

	<u>Principle 5: Learning to Lead</u>
1	All adults in SET schools display and promote positive and supportive behaviour on a day-to-day basis. They act as leadership role models for students.
2	SET schools provide students with opportunities to be involved in leadership activities. The activities are purposeful and their impact in terms of whole school improvement is evidenced. Examples, as appropriate to context, are:
3	A school Council
4	A year Council
5	Involvement with Academy Councils
6	Subject Ambassador groups
7	Project leadership
8	Interviewing for new colleagues
9	Supporting / mentoring younger students
10	Taking part in community events /national events / volunteering



We believe, you achieve

The Lodge
Wolstanton High School
Milehouse Lane
Newcastle-under-Lyme
Staffordshire
ST5 9JU

Twitter: @shawedutrust
Tel: 01782 742910
Email: info@shaw-education.org.uk
Online: www.shaw-education.org.uk

