



The Joseph Whitaker School

An Academy specialising in Sport and Performing Arts

2018-19

**Teaching and Learning Policy
Curriculum Policy**

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 pupil has access to provision of the highest quality, which will allow them to achieve their full learning potential.

We recognise that to achieve this aim, we must pay as much attention to professional learning as we do to the processes of pupil 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.

SECTION ONE: TEACHING AND LEARNING

Aims

Teachers are expected to deliver consistently 'good' and 'outstanding' lessons by:

- Continuously refreshing their subject knowledge, understanding the courses they are delivering and using current teaching and learning initiatives so that their expertise can be shared confidently with pupils 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 pupils in their classes so that they plan lessons, differentiate activities and deploy support appropriately, so that all pupils 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 pupil engagement, concentration, motivation and application
- Setting clear and appropriately challenging learning objectives, and ensuring that these objectives are shared with pupils and reviewed throughout the lesson so that pupils can take greater responsibility for ensuring their progress towards them
- Effectively checking pupils' 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 pupils 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 pupils demonstrate good attitudes to their work and have mutual respect for both teachers and peers alike
- Managing incidents of indiscipline calmly and consistently; both teaching and applying the school behaviour systems displayed in each classroom, applying 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, as specified in the school's marking policy.

Continuing Professional Development

We aim to support colleagues to achieve these aims by:

- Providing regular school-based training focusing on specific aspects of teaching and learning, including teaching to support the achievement of boys and DP students, supporting the learning of pupils with SEN, metacognition, target driven learning and feedback and mental health. A marking review and CPD time spent reflecting on effective marking strategies will be completed in 2018/2019 to ensure teacher workload is considered.
- Learning best practice from other colleagues within school or other schools by attending network meetings and visiting other schools within EMET. In departments where an EMET Director of learning has been appointed, HOF/HOD will have the opportunity to meet and discuss ideas to strengthen their subject area.
- Allowing Heads of Faculty the flexibility and time to provide bespoke subject training within their own subject area.
- Developing leadership potential and succession planning within school by developing middle leader opportunities for aspiring and new heads of department by providing practical strategies in order to excel at the middle leader role.
- Developing the teaching of NQTs and RQTs by providing a blend of support and practical strategies as a beginning teacher.
- Ensuring diversity within leadership roles by providing support for underrepresented groups.
- Allowing colleagues to attend external training, which is specifically linked to their appraisal targets or Faculty improvement priorities including nationally recognised qualifications including Leadership Pathways, NPQML, NPQSL and the national SENCO award where time and costings are appropriate.
- Encouraging colleagues to utilise peer observation, or video technology, to evaluate the teaching and learning in their classroom.
- Providing coaching and mentoring where appropriate through a Supportive Appraisal system
- Providing AST support to develop best practice across faculties and for individual colleagues; 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 through CPD sessions
- Working as an effective partner with the University of Nottingham and Nottingham Trent University on the PGCE programme and through EMET on the School Direct programme.
- Ensuring all staff complete training on Safeguarding and Prevent through Hays online provision and all staff are required to read the policy 'Keeping Children Safe in Education'
- Ensuring the relevant staff have up to date first aid qualifications, which are required for their roles and responsibilities.

Quality Assurance

In order to ensure high quality teaching and learning, leaders at all levels within the school work collaboratively 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 Quality Assurance process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school.

Quality Assurance includes:

- Lesson observations
- Learning walks
- Work scrutiny
- Pupil voice
- Data analysis
- Self-evaluation
- Robust line management
- In-house inspection of all Faculty areas at least once every two years.

The Headteacher and Vice Principals will conduct an on-going audit of all lesson observations and recommend specific colleagues or areas 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.

Quality Assurance procedures are detailed within the school's Quality Assurance and Self-evaluation documentation.

SECTION 2: CURRICULUM

Aims

The curriculum is designed to enable all our pupils 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 well-being.

Structure of the curriculum

The curriculum is delivered through lessons, educational visits, extended hours learning, assemblies, events, homework and alternative curricular days. The curriculum has been designed to provide all students with a broad experience appropriate to their needs, abilities, interests and aspirations. A comprehensive programme of enrichment activities encompassing study support, sport, music, drama, outdoor activities, trips and visits underpins the academic curriculum, giving students access to an extensive range of opportunities.

The 2014 National Curriculum in England provides the framework for schools to plan, implement and evaluate their own curricular against national expectations. As an Academy The Joseph Whitaker School is legally able to determine our own provision in terms of curriculum. Each of our subjects have aligned their Programmes of Study to the aims and subject content of the National Curriculum. Full details of the subject curriculums for each year group can be found below by clicking on the links below.

New KS4 and KS5 specifications have been introduced on a rolling programme with the first new subject specifications examined in 2017. This has obviously had implications on KS3 curriculum and departments have amended their schemes of work accordingly.

The National Curriculum can be accessed by clicking on <https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>

Curriculum: Key Stage 3

Programmes of Study are delivered through timetabled subjects and provide a wide foundation from which our pupils can be successful at KS4.

We provide additional literacy and numeracy provision for those pupils whose basic skills require additional development; this happens from the September of Year 7 and continues until pupils have made progress sufficient for them to study the curriculum at the same pace as their peers. Our aim is to ensure that no pupils leave Year 8 without functional levels of literacy. Some pupils may be disapplied from MFL as deemed appropriate. Pupils entering the school below the expected level for their age group (NS) will be supported through use of the dedicated Catch-up Funding monies from the DfE. Specialist nurture provision is available for pupils with very high levels of need. In Years 8 and 9, some students receive additional English lessons which replace one MFL lesson.

Grouping of KS3 pupils

Based on prior attainment data and information supplied from primary schools, the cohort is divided into teaching groups. In EBacc subjects, pupils are set according to their intake data from KS2 and internal assessments. We ensure that there is an even mix of students in terms of gender and that those students eligible for Pupil Premium are placed in aspirational groups.

Key Stage 3 Curriculum hours (September 2018)

Pupils follow a fortnightly timetable with 25 hours per week. The table below shows the number of hours per week for each subject during 2018-2019:

Subject	Year 7	Year 8	Year 9
English	4	3	3
Mathematics	4	3	3
Science	3	3	3
Art	1	1	1
Drama	1	1	1
French	-	1.5	1.5
Geography	1	1.5	1.5
History	1	1.5	1.5
IT	1	1	1
Music	1	1	1
PE	2	2	2
PSHCE	1	1	1
RE	1	1	1
Technology	2	2	2
Spanish	2	1.5	1.5
Total	25	25	25

Planned Curriculum: Key Stage 4

The curriculum offer is designed to ensure maximum progress and excellent routes into either sixth form provision at school, local colleges or apprenticeships. The course offer, outlined in the Options booklet, promotes academic excellence, with course choice being tailored to closely match the needs of individual pupils.

Key Stage 4 Curriculum hours (September 2018)

Students follow a fortnightly timetable with 25 hours per week.

The table shows the number of hours per week for each subject or option during 2018-2019:

Subject	Year 10	Subject	Year 11
English	4	English	4
Maths	3	Maths	4
Science	5	Science	5
Moral Issues and Life Skills	1		
PE	2	PE	2
Option A	2.5	Option A	2.5
Option B	2.5	Option B	2.5
Option C	2.5	Option C	2.5
Option D	2.5	Option D	2.5
Total	25	Total	25

In Year 11 students have an extra Maths lesson instead of Moral Issues and Life Skills.

In Year 10, provision for PSHCE and RE is made through units of work in the Moral Issues and Life skills course as well as collapsed timetable days.

The large majority of students study both English and English Literature. Triple science is offered via a combination of the core curriculum and the options programme, giving pupils a total 7.5 hours per week.

To download information on our current Key Stage 4 options, Year 7 curriculum, Year 8 curriculum and Year 9 curriculum, please refer to our website at www.josephwhitaker.org.

Information Advice and Guidance (IAG)

Getting pupils onto the right options is essential. Pupils receive high quality information, advice and guidance through:

- PSHCE
- Tutors
- Subject staff
- Futures Careers Service
- Guidance interviews with senior staff.

The Assistant Head (Logistics and Curriculum) manages the options process.

Parents and pupils are invited to an options evening and a Year 9 parent's evening. For pupils where selecting courses is proving more difficult parents, the pupil and a member of the senior staff will meet to discuss the most suitable curriculum.

Information Communication Technology

ICT is an entitlement to all of our pupils. Skills, knowledge and attitudes are developed through timetabled ICT lessons at Key Stage 3 for all pupils, and at Key Stage 4 through GCSE Computing, iMedia and elements of work within all other subjects.

There is very good provision for ICT both within dedicated ICT suites and netbook trolleys in all Faculty areas.

E-safety is taught from Year 7, pupils following a programme of learning. The aim of this will be to develop young adults who can use new technologies responsibly and safely.

Planned Curriculum: Key Stage 5

There are two elements to the planned curriculum for our post-16 pupils: Courses and Guidance and enrichment.

Courses: Students follow a fortnightly timetable with 18 hours per week. Students are offered a range of GCE, BTEC and Vocational courses in KS5. Provision is also made for students who did not secure a grade 3 or above at GCSE level in English and Mathematics. We maintain an attractive range of courses, outlined in the post-16 prospectus. To download information on our current Key Stage 5 options and our Key Stage 5 curriculum, please refer to our website at www.josephwhitaker.org.

Guidance and enrichment: This is time dedicated to helping students achieve our aims for them as 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.

Students who apply to The Joseph Whitaker Sixth Form will be accepted provided that they meet the entrance requirements of the course and 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.

Work Related Learning

Learning about the world of work is integrated within PSHCE and throughout all subjects from Year 7.

Withdrawal for particular activities

Part of admission to The Joseph Whitaker School is an acceptance that all pupils 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 the curriculum or the Headteacher and request such a withdrawal, giving reasons. Further details of this area of the school's provision are outlined in Section 4 of this policy.

Additional Information

Pupils who have Special Educational Needs or Disabilities

Due to the very personalised nature of a pupil's needs, each pupil 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 Assistant Headteacher (SENCO).

Review of the Curriculum

Our curriculum is reviewed annually. This will be based on achievements, standards and participation as well as on feedback from parents and pupils.

SECTION 3: TARGET SETTING

All pupils 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 2018 targets were set as follows:

Key Stage 3

Targets are based on starting points of Key Stage 2 results for all academic subjects.
Targets are determined by English or Maths SATS results for each subject as detailed below:

English KS2	Maths KS2	Combination and Teacher Input
English	Maths	Technology
History	Computing	Art
Geography	Science	PE
MFL		Performing Arts

Students are placed into bands according to their KS2 data and the following table shows how targets are then linked to KS4 and the new GCSE grades.

Band	JWS Band	Typical Prior Attainment (Key Stage 2 data)	GCSE Targets	
			Old GCSE grades (guidance only)	KS4 New Grades
Higher ability	A	108 - 120	A- → A*	7-9
Upper-middle ability	B	100 - 107	C+ → B+	5-7
Lower-middle ability	C	90 – 99	D- → C+	3-5
Lower ability	D	< 89	F → D-	1-3

Key Stage 4

- GCSE targets are initially based on Key Stage 2 results
- Progress at Key Stage 3 is then taken into account to set up to date and aspirational targets

Key Stage 5

- ALIS forecasting is used for target setting, based on GCSE achievement
- Staff are able to set targets above ALIS and students are set the higher of the two, to ensure that they are appropriately challenged and aspire to academic success.

Variance from general principles

Targets are assessed and altered for individual pupils if they are felt to be not challenging enough. This is normally done at the start of the relevant year and is overseen by the Deputy Headteacher (Key Stage 4 Standards and Curriculum).

Communication of targets to parents and pupils

All targets, and progress towards them, are communicated to parents and pupils through SIMS Learning Gateway, tutor meetings early in the academic year, parents' evenings as well as termly progress, and full reports.

Teachers will regularly refer to targets in assessments but in classwork teachers will focus on how students can improve their work and will differentiate lessons appropriately, in order to ensure that pupils 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 four Houses which each contain 10 tutor groups. Once a fortnight, each House has an assembly which always has a spiritual, moral, social or cultural dimension and may involve an act of collective worship.

Year group assemblies also take place fortnightly.

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

In addition, each day, we have dedicated tutor periods, which may be used as a means to help pupils with their spiritual, personal, social and emotional development.

Both assemblies and tutor periods underpin the ethos that we endeavour to foster in the school.

Religious Education

Provision for Religious Education challenges pupils to reflect on questions about life's ultimate meaning and purpose. Pupils 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. Provision meets legal requirements and the Nottinghamshire Agreed Syllabus for Religious Education is adhered to and incorporated.

The RE 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. **In Year 10 RE is taught through the Moral Issues and Life Skills course.**

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 RE lessons and the school is able to make alternative arrangements to ensure that they are supervised. However, we are strongly committed to RE 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.

This policy will be reviewed annually

Adoption by the Governing Body

Signature

Headteacher



Date: 6.12.18

Signature

Chair of Governor



Date: 6.12.18



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