

**Tyldesley School**  
**CURRICULUM – TEACHING AND LEARNING POLICY**

**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.

**Related Documents:**

- Vocational Curriculum Policy, Assessment, Recording and Reporting Policy, Differentiation Policy,
- Educational Visits and Off-Site Activities Policy, English as an Additional Language Policy,
- Marking Policy, Homework Policy, Gifted and Talented Students Policy
- Special educational Needs and Disability (SEND) and Inclusion Policies, AQA (QCF) Btec, NCFE and ASDAN
- Subject Policies including, where relevant, Schemes of Work (Programmes of study)

**Availability:**

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

**Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Head teacher as and when necessary. The Proprietor undertakes 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 three years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2020



Jemma Westby  
Headteacher



John Ivers  
Proprietor, Cambian Group

**Ethos and Vision**

Imagine the joy and excitement of learning in a vibrant, well-structured learning environment where each pupil's individual strengths, talents and aptitudes are nurtured and developed. Tyldesley school is an inclusive school which strives to provide a first-class education that encourages pupils to think independently and to develop their full intellectual, creative and physical potential. The success is the result of the recognition of the unique worth and importance of each child. The school makes provision for children and young people in Key Stage 1 to Key Stage 4 inclusively. The school will provide an environment in which all its members feel safe, valued, respected and belonging. Every pupil is encouraged and given opportunities to acquire a sensitivity to the feelings and needs of

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others, accept personal responsibility for his or her actions, and treat all property with due care, irrespective of its ownership. The school celebrates and continually promotes pupils' achievement through praise whenever appropriate. Behaviour that undermines the happy environment that is such a hallmark of school life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted, with opportunities to learn and develop from these experiences given great importance.

Using thorough and deep assessments and building important and intrinsic relationships with students, we are able to know every pupil socially, emotionally and academically. We are then able to employ strategies and practices giving the opportunity for each pupil that will enable them to flourish and acquire the confidence and self-belief to achieve a fulfilling and successful future and to become confident, accomplished and ambitious young adult. At our school we know and support each and every one of our pupils. No effort is spared to ensure that they acquire the confidence and self-belief required for success in the world beyond school. Our pastoral care is at the heart of the way we look after our pupils and allows us to gather information which can then be used for strategies in helping the learner deal with issues and problems. Their detailed knowledge of individual abilities and talents enables them to monitor pupils' progress very attentively, and help them cope successfully with the educational and personal challenges of schooling.

Our school offers a curriculum which is balanced and broadly based which promotes:

- social, moral, spiritual, and cultural
- fundamental British values
- the mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our curriculum enables the planning and delivery of unique and individualised learning opportunities and other experiences for its pupils. The national curriculum forms one part of the school curriculum. We make provision for sex and relationship education to pupils at the secondary stage. The national curriculum is just one element in the education of every child. It provides pupils with an introduction to the essential knowledge that they need to be educated citizens for their future. It introduces pupils to the best that has been thought and said; and helps stimulate an appreciation of human creativity and achievement. There is time and space in the school day and in each week, term and year to explore beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge which enables teachers the opportunity to enhance and create exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

### **Pupil Profile**

Our school is a provision that provides for those with Social, Emotional Mental Health (SEMH), as well as other needs or diagnoses, including mental health, ADHD, ASC, 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 11 and 18 years of age. Some of our children will have a Statement of Special Educational Needs or an Education Health Care Plan whilst some learners 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 bespoke and individualised curriculum design.

In our school the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of

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teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating pupils to learn;
- using a variety of assessments and opportunities for (Formal/Inform) and/or (Instructor/peer) feedback to support learning and to help pupils know how to improve their work
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress
- managing instances of poor or disruptive behaviour effectively to reduce reoccurrence of incidents.

Tyldesley 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 promotes 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 ensures that pupils' strengths are built upon and needs for their individual development addressed.

## Values

Our school curriculum is underpinned by the values of **Excellence, Respect, Courage and Perseverance** that we hold dear at Tyldesley School with our motto being "Pride and Perseverance". The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives, underpinned by these values. The curriculum seeks to promote the reputation of a school that prepares pupils for further education and life-long involvement in learning, contributing confidently to an ethnically pluralistic society.

- We value the way in which all Pupils are unique, and our curriculum promotes respect for the views of each individual Pupil, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each Pupil in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the Pupils at Tyldesley school.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

In order to achieve the school's values, the curriculum will seek to reinforce the following features of Tyldesley School which includes the:

- confidence, talent and high aspirations of its pupils;
- enquiring atmosphere and enjoyment of discourse that is a prominent feature of the school;
- support given to pupils in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.

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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 Accessibility Plan which are available to parents on request. The children are encouraged to:

- have confidence in who they are as individuals, identifying courage as a worthy attribute;
- stand up for the positive values that engender meaningful loyalties and strong communities. These include: humility, dignity, compassion and integrity;
- promote supportive relationships, and a respect for diversity and difference;
- be self-disciplined, self-directed, and demonstrate self-control;
- participate in the transformation of their society through reflection, sensitivity and action.

### **Essential Skills**

Tyldesley 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***

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in lessons in English, and also in modern languages. The teaching of literacy and literary skills is not, however, confined to these subjects, and the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all pupils' work. Communication skills are enhanced.

#### ***Mathematical***

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

#### ***Scientific***

This area is concerned with increasing 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.

#### ***Technological*** (including Art and Design, ICT and Food Technology)

These skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

#### ***Human and Social*** (including Geography, History and Religious Studies)

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 most schools, the subjects of history and geography make a strong contribution to this area. In our school our topic based Personal, Social and Health and Economic (PSHE) education alongside our knowledge and understanding of the world makes a strong contribution to this area.

#### ***Physical*** (which is supported by an extensive extra-curricular programme in this area)

This area aims 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.

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**Aesthetic and creative** (including Art, Drama, Photography and Music) 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, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

### **Sex and relationships education**

The School provides Sex and Relationships education in the basic curriculum. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the School's Sex and Relationships Education is available to parents/guardian/carers. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents/guardian/carers may withdraw their pupils from any other part of the sex education provided without giving reasons.

### **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.

### **Religious education**

Religious Education is incorporated into distinct lessons available to all pupils. Other religions are also taught, so pupils have a broader understanding of the diverse world that they are living in.

### **PE and games**

All Pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

This policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. Tyldesley 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, PSHEE 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. 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. Our school:

- leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community (includes Prevent training, Peer on Peer Abuse, FGM)
- takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and
- ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;

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- provide pupils with a broad general knowledge of public institutions and services in England;
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and
- precludes the promotion of partisan political views in the teaching of any subject in the school.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils-

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organized by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- being offered a balanced presentation of opposing views.

Therefore the understanding and knowledge expected of the pupils in Tyldesley School as an outcome of our positive approach to SMSC includes

- *An understanding of how citizens can influence decision-making through the democratic process;*
- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;*
- *An understanding that the freedom to hold other faiths and beliefs is protected in law;*
- *An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;*
- *An understanding of the importance of identifying and combatting discrimination.*

### **Personal, Social and Health Education (PSHE) and Citizenship**

Tyldesley school is committed to providing a comprehensive programme of PSHE education for all pupils, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Headteacher. Each child's PSHE education and Citizenship education informs all aspects of the school day. The form this takes ranges from the way we treat each other to planning food technology lessons based on individual's cultural heritage. We have a cross-curricular approach to PSHE education and its associated objectives may be addressed in such areas as Drama, Science, Assemblies or other curriculum areas. Our structured play sessions are specifically tailored to the needs of the group, from working with a child coping with parallel play to facilitating turn taking and initiation. We 'help pupils achieve more' by ensuring that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our, personal, social and health education and citizenship through assemblies and curricular areas to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. Insert name of school seeks to:

- develop an ethos and environment which encourages a healthy lifestyle for pupils;
- use the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- provide high quality Physical Education, with specialised teachers, and sport to promote physical activity;

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- promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

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.

### **Transition Support**

We carefully manage the transition of our pupils throughout the school and also in preparing pupils for further education. Tyldesley School offers advice to pupils and their parents/guardian/carers about the transition process from Junior School to the Senior School. Our staff also spends 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.

### **Preparation for the future**

Tyldesley 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 arranges work experience and advice is given concerning further and higher education.

### **Standards of attainment**

We carry out data analysis each year and use the data provided to find out how well pupils in our school are achieving, compared with pupils in similar schools. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?
- Can we identify any groups of pupils who are gifted and talented?
- Can we compare expectations and estimates with final results.

### **The Curriculum, Academic Excellence and Public Examinations**

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

### **Enrichment opportunities**

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate during lunchtimes and after school. These reflect the talents and interests of the staff and pupils, while some will also involve the input and expertise of external specialists.

### **Organisation and planning**

We plan our curriculum in three phases. We agree long-term plans whose schemes of work give an annual overview of the content of the curriculum for each key stage. From these plans the teachers identify curriculum aims appropriate for the year group they teach. The overview policies and plans are updated by our curriculum co-ordinator following liaison with all teaching staff. They indicate what topics are to be taught in each term and to which groups of pupils. This long-term plan is reviewed on an annual basis. In our medium-term plans, we give clear

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guidance on the objectives and teaching strategies that are used when teaching each topic. Our short-term plans are written by our teachers write on a weekly or daily basis. They are used to set out the learning objectives for each session and to identify the resources and activities required for the lesson. 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. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. These are reviewed annually and may be subject to change.

We base our teaching on our knowledge of the pupils' level of attainment. Teachers make on-going assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to take into account 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' Personalised Learning Plans (PLP) 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 Insert name of school is of the highest possible standard they can achieve.

### 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/guardian/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 Tyldesley School 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.

The teaching at Tyldesley School is committed to inspiring, motivating and enriching the learning opportunities of its Pupils in terms of both curricular and co-curricular delivery. Teaching styles are adapted to meet the varying needs of our Pupils. Our Schemes of work are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge Pupils. To this end the aim of Tyldesley School is to provide a broadly based academic curriculum that will be delivered within the context of the school's aims and mission. The curriculum underpins the fundamental aims of Tyldesley School. The school encourages its pupils to develop intellectual independence and an enduring love of learning for its own sake, equipping them for the challenges of a rapidly changing world. The programmes of study at the School are inclusive of the National Curriculum. They include not only the full range of academic subjects but also a wide variety of physical and creative experiences. Pupils benefit from opportunities to exercise initiative, develop team-working skills, and participate in visits beyond the

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classroom. The curriculum not only supports pupils' academic progress but also fosters in them awareness and understanding of a range of spiritual, moral, cultural and social issues. In this way, it promotes their development into compassionate, empathetic and confident individuals.

### **Effective Ethos and Classroom Environment**

Tyldesley 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/guardian/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/guardian/carers' information

Our school is an attractive learning environment. We ensure that all Pupils have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the Pupils. All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

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. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with pupils the class code of conduct. We expect all pupils to comply with these rules that we jointly devise to promote the best learning opportunities for all. 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 for sanctions as outlined in our school behaviour policy.

We aim to provide a learning environment which is challenging, stimulating, peaceful and calm, happy and caring, organised and well resourced, makes learnings accessible, encouraging and appreciative, welcoming, enabling equal access and inclusion and providing a professional working atmosphere. The Headteacher Vicky Heaton is to provide strategic lead and direction, support and offer advice to colleagues and monitor Pupil progress in specific subject area or activities.

### **The curriculum and members of teaching staff**

Teachers ensure that an appropriate level and standard of homework is regularly set and marked so that learning outcomes may be consolidated and the needs of individual Pupils identified and met. 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.'

Through our teaching we aim to:

- enable Pupils to become confident, resourceful, enquiring and independent learners;
- foster Pupils' self-esteem and help them build positive relationships with other people;

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- develop Pupils' self-respect and encourage Pupils to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- cater for the needs of individual Pupils;
- personalise learning;
- enable Pupils to understand their community and help them feel valued as part of this community;
- help Pupils grow into reliable, independent and positive citizens;
- Enable achievement and provide challenge appropriate to the ability, interests and needs of each Pupil;

**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 critical part of the schools managerial role and teachers, care staff and managers will input into the development as well as pupils own feedback.

In Tyldesley School the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work;
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress;
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- setting appropriate homework;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress;
- managing instances of poor or disruptive behaviour.

Behaviour that undermines the happy environment that is such a hallmark of Tyldesley school life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted

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

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- 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 senior pupils and the views of our pupils, parents/guardian/carers and staff.

We design our curriculum to ensure that it is broad, well balanced and covers all the required areas of learning. We modify our curriculum and teaching to meet the needs of individuals and groups of pupils including our gifted and talented and disabled pupils or those with a special educational need. 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;
- 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 senior pupils and
- the views of our pupils, parents/guardian/carers and staff.

### **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.
- working in partnership with children, staff and parents/guardian/carers to achieve shared goals.
- keeping parents/guardian/carers /carers regularly and fully informed about the progress and achievements of their children through reports and parents evenings.

The Headteacher carries out book appraisals, whereby books are checked for consistency of marking and being up to date. Planning appraisals are carried out by Headteacher who check planning is up to date and evaluated. All teachers are observed working with classes once or twice a year, and Newly Qualified Teachers (NQTs) are observed each half term. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy. 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 inspectors to evaluate the impact that teaching has had on pupils' learning. Such additional evidence should include:

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- 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/guardian/carers and carers, staff and placing authorities, where appropriate;
- 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.

### Effective learning

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory, kinaesthetic and sensory); 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. As outlined in the Assessment and Marking Policy, informal formative assessment takes place continuously in the classroom and comprises of:

- well understood learning objectives which are shared with the Pupils
- sharing or creating learning outcomes with the Pupils to make them partners in their learning;
- plenaries being used as assessment opportunities:
- effective teacher questioning;
- observations of learning;
- analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to Pupils;
- individual target setting: SMART (specific, measureable, assessable, realistic and given in time);
- Pupils understanding how well they are doing and how they can improve.

### Effective Planning

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The curriculum must be seen as the major component of a pupil's education that, together with the pastoral care and the co-curricular activities offered, helps pupils to develop a wide range of key and transferable skills so that they leave Tyldesley school equipped to become valuable members 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 and love for learning, intellectual curiosity, creativity, personal growth and development. 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. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. We base our teaching on our knowledge of the Pupils' level of attainment. Teachers make ongoing assessments of each Pupil's progress, and they use this information when planning their lessons. It enables them to take into account 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' Personal Learning Programmes. 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 Tyldesley school is of the highest possible standard. We set academic targets for the pupils in each academic year and we share these targets with pupils and their parents/guardian/carers. We review the progress of each Pupil at the end of term. Our lessons have clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the Pupils' work. We evaluate all lessons so that we can modify and improve our teaching in the future

### **Children with Additional and Special Educational Needs and Disabilities (SEND): The curriculum and the work of the Teaching and Learning personnel**

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

If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher makes an assessment in consultation with the Deputy Head of this need and in most instances is able to provide resources and educational opportunities that meets the child's needs within the teaching group. If a child's need is more severe, consideration is given to involving appropriate external agencies and special support teachers. We always provide additional resources and support for children with learning difficulties and/or disabilities.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. 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 a statement, the SENCO 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.

### **Pupils with an Educational Healthcare Plan (EHCP) - please also refer to our *Special Educational Needs and Disabilities Policy***

Should a pupil be in receipt of a EHCP, we will provide an education that meets their needs as specified by their EHCP.

### **English as an Additional Language (EAL)**

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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.

### **Learning outside the classroom - Educational visits/off-site activities**

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. Tyldesley school curriculum offers a series of educational journeys that deepen the Pupils' understanding of the world around them. Trips extend Pupils' knowledge of past and present. When the children move to the Senior School they have the opportunity for educational visits further afield. Our experience is that Pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences.

### **Enrichment opportunities**

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate after school. 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/guardian/carers are informed, and their permission obtained before the visit takes place. 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.

### **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 .

### **Careers guidance - please also refer to our *vocational policy***

Pupils at Tyldesley School are supported in their preparation for formal examinations at various stages of their education. They receive specific support in Study Skills 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 until Year 9, we provide opportunities for pupils to understand the world of work and the promotion of their economic wellbeing. 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. These are a few of the ways in which pupils are prepared for the future beyond Tyldesley School.

### **Communication with Parents/Guardian/Carers**

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

- holding meetings with parents/guardian/carers' to explain our school strategies;
- sending information to parents/guardian/carers at the start of each term in which we outline the topics that the Pupils will be studying during that term at school;
- sending regular reports to parents/guardian/carers in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents/guardian/carers how they can support their Pupils with homework. We suggest support for older Pupils with their projects and investigative work;
- posting information on the parents/guardian/carers and public pages of the school website;
- being available - we have an open door policy;
- strong lines of communication with parents/guardian/carers living overseas.

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

### Concerns and complaints

Parents/guardian/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.

### Evaluation and Monitoring

Evaluation is measured against a range of indicators, which include whole school and individual pupil indicators.

*Whole school indicators include:* examination results, destination of school leavers and inspections

*Individual pupil indicators:* development of positive self-image, progression in the skills of numeracy, literacy, self-expression and ICT, an appreciation of the natural and man-made world, increasing independence, self-motivation and self-discipline, an appreciation of human aspirations and achievements, an ability to work together in co-operative groups and an acquisition of the appropriate life skills.

*The curriculum, academic excellence and public examination.* Whilst accepting the need to prepare our Pupils for further education, we strive to ensure that the pursuit of our goals, aims and objectives are consistent with achieving the goals set out in this policy.

### Subjects Offered at Tyldesley School

Pupils follow a broad curriculum at all 'Key Stages', enabling them to acquire skills in thinking, speaking and listening, literacy and numeracy and gain experience in scientific, technological, social, physical, and aesthetic and creative education.

#### Key Stage 3 (11-14 years, Yrs 7-9 incl.)

All pupils will study the same curriculum as in KS1&2 with the addition of GCSE Biology Science, BTEC Applied science and if appropriate for individual children.

Pupils from Key Stage 3 onwards will also have access to ESafety tutorials, CEOP presentations, Domestic Abuse/Arrange Marriages, FGM, Prevent, Law and Online safety, Careers and Transgender workshops and access workshops with Drug, Alcohol and Sexual Health Workers.

#### Key Stage 4 (14-16 years, Yrs 10 & 11)

Pupils at Key Stage 4 follow a diverse range of subjects. These include, where appropriate: GCSE. We are very conscious that young people with special needs are often not extended to achieve their potential. In our school, we are determined that every opportunity will be available for children to make progress.

Tyldesley School will also offer a variety of portfolio and internally assessed courses which can be used to accredit any projects or to offer those pupils who may struggle at GCSE Exams and work to that standard. The list below is

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a basic overview of what the school will offer its Key Stage 4/5 pupils but is not comprehensive as links with local colleges will ensure options increase overtime and could include:

- BTEC - Applied Science (Level 1) and Health and Social Care (Entry 1, Level 1 and 2)
- AQA Unit awards - Budgeting, employment skills, cooking and art projects
- OCR - Business and Media
- Entry Level Certificates - Science, Design and Technology, Art and Design, English, Maths and Humanities
- NCFE Award (entry 3 - level 2) - Citizenship, Health and Social Care, Child Development, Employability
- Asdan Short Course Awards - PSHE, Citizenship, Volunteering Award, Expressive Arts, Work skills, and Activity Awards
- Asdan Full Awards - Bronze, Silver and Gold Awards
- Duke of Edinburgh and John Muir Award will also be on offer for those pupils with a passion for the outdoors.
- BTEC Leadership and Management Level 3
- Edexcel - Functional Skills in Literacy, Numeracy and ICT will also be offered from Entry Level to Level 2.

Links with local colleges and high school will also mean City and Guilds Diplomas can also be accessed in:

- Hair & Beauty, Motor Vehicle Studies and Business Studies.

### Key Stage 5

Pupils will now given a wider based curriculum focusing on their progress towards independence and preparing them for the work of work/ further education.

Links with local careers advisors and training providers will be made through the school and part of pupils timetables will involve CV building, Volunteer work and visiting follow on provision.

Academic qualifications such as Personal Development Award, Functional Skills and Preperation for Working Life will also be offered internally as well as A level options such as

Psychology

Sociology

Business

Media

ICT

Business Management

Tyldesley School also has its own Independence Programme which covers all basis for offering support and confidence when moving on from our school.

This Policy will be reviewed annually.

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