



LEARNING & TEACHING FRAMEWORK

LEARNING, TEACHING AND ASSESSMENT

Planning (Quality of Education):

- ✓ **'Curricular Goals'** set out in department planning: overall course outcome but also key sequencing points, short and medium term, that progress the pupil.
- ✓ **Impact:**
 - What can pupils do as a result?
 - What outcomes do they gain?
 - How engaged and enthused are they?
 - How well do they make the transition to the next stage and what destinations do they achieve?
- ✓ **Ambitious Curriculum:**
 - Content will be ambitious, dynamic and engaging
 - Take guidance of National Curriculum
 - Focus on Culture Capital – exposing pupils to the best of human activity and achievement
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- ✓ **Progression Model:** Planning will ensure these goals are built up over time in a model with repeated recall to ensure storage of process in long-term memory so pupils can complete skills learnt independently with fluency.
- ✓ Bridging the Gap KS3
- ✓ Preparation for Adulthood KS4
- ✓ **Assessment:** pupils at these points and challenge is set in achieving these points rather than individual lessons.
- ✓ Teachers will complete a curriculum intent, schemes of work and track student outcomes.
- ✓ Curriculum content should be ambitious, dynamic and engaging. National curriculum. Culture capital.
- ✓ High standards are systemic in ALL departments

DELIVERY FOR SEMH

Planning (Quality of Education):

- ✓ All SEMH students to receive ambitious curriculum delivery
- ✓ Every unit to provide an achievable outcome for all levels (AQA unit award, Entry Level, Functional Skills, GCSE)
- ✓ Under main 'Curricular Goals' lays individual identification of learning journeys of students with mixed ability on different pathways
- ✓ All students to be exposed to Skills for Life:
 - Communication
 - Teamwork
 - Problem-solving
- ✓ Identification of need to differentiate



LEARNING, TEACHING AND ASSESSMENT

Lessons (Implementation):

- ✓ Clear routine, lesson structure
- ✓ Lessons to be sequenced as progression models
- ✓ Clear lesson objective/topic set inclusive to all students
- ✓ Activities may then be differentiated to suit ability
- ✓ All activities are delivered to foster learning
- ✓ Recap and feedback at the end of each lesson
- ✓ Pedagogical choices and diverse learning styles are made for the pupil to know, memorise and understand with fluency
- ✓ Reading in each lesson – decoding, understanding and use of text, terminology
- ✓ Homework – to support the sequencing of learning

Assessment:

- ✓ Student outcomes for every unit delivered (AQA unit awards, Entry Level, Functional Skills GCSE plus)
- ✓ Progress is recognised as happening over time with the acquisition of knowledge and skills and assessed in how fluently they can apply them.
- ✓ Formative assessment to take place after curricular goal
- ✓ Review and interpretation of assessment data

Attitude to Learning

Teachers' will champion:

- ✓ Positive attitudes to learning
- ✓ Ability to build resilience and willingness to take on more complex tasks
- ✓ Ability to fail, learn from mistakes, feedback and try again
- ✓ Pride in how work is presented
- ✓ High expectations of numeracy and literacy
- ✓ Completion of homework and outside reading/research
- ✓ Golden Threads – Reading and Communication

Quality Assurance:

- ✓ Lesson observations
- ✓ Book/Marking scrutiny
- ✓ CPD

DELIVERY FOR SEMH

Lessons (Implementation):

- ✓ Lesson structure is clearly established for SEMH students' requirement for routine:
 - Hook – learning objective
 - Focused task
 - Recap/Plenary
 - Movement breaks
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- ✓ Awareness of needs outlined in EHCP
- ✓ Differentiated main task to suit ability and build students' individual progression journey
- ✓ Pedagogy: these choices are researched and evidenced
- ✓ Reading materials appropriate to ability
- ✓ In-class support utilised where needed for low literacy
- ✓ Identification of interventions needed and reported to SENDCo.