



CURRICULUM, TEACHING AND LEARNING POLICY

Legal Status:

This is a Statutory Policy which complies with Part 1, Quality of Education Provided (curriculum) paragraph of the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.

The Policy is publicly available on the school website, and a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office upon request. All who work, volunteer or supply services to our School have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal School hours, including activities away from School. Our approach at Ashwicke Hall School is student-centred and at all times, we will act in the best interests of the student.

The Head of Education is responsible for the day to day organisation of the curriculum. This include monitoring and reviewing long-term, medium-term schemes of work along with weekly lesson plans for all teachers. The Head of Education ensures that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives and teaching strategies.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Principal and the Head of Education. The Proprietor will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it will be made available to them in either a hard copy or in electronic format.

Signed:

Reviewed: March 2019

Next Review Date: March 2020

Amanda Woods

Amanda Woods
Acting Principal

This policy was last reviewed by the Principal in March 2019 and will next be reviewed no later than March 2020 or earlier if there are significant changes to the systems and arrangements in place, or if legislation, regulatory requirements or best practice guidelines so require.

Introduction: True to our mission statement, Ashwicke Hall School combines a challenging academic programme with opportunities for physical activity, and service to others, while instilling a sense of wonder and intellectual curiosity. Students are encouraged to become involved with team sports or fitness options. The number and variety of co-curricular activities provide a living education, as students are able to exercise leadership skills, develop

athletic abilities, serve the surrounding community, and share in achieving common goals with classmates who call the world their home. Our teachers have high expectations, but equally foster a nurturing environment in order to promote students' academic growth and to provide the support they need to enable excellent progress in their studies. The educational journey at Ashwicke Hall School is organised into Key Stage Three (years 7 to 9) Key Stage Four (years 10 and 11) and Key Stage Five (years 12 and 13).

Ashwicke Hall School aims to be a well-structured learning environment where each student's individual strengths, talents and aptitudes are nurtured and developed. The curriculum must be seen as the major component of a student's education, which, together with the pastoral care and the extra-curricular activities offered, help students 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.

Ethos

- Ashwicke Hall School is founded on the belief that by offering the highest standards of education, we will prepare every student to not just fulfil their potential in the present but more importantly in the future world that we live in.
- Ashwicke Hall School welcomes young people from all nationalities to an educational community which fosters a passion for excellence along with mutual respect and understanding.

Philosophy: The School philosophy centres on the firm belief that a university education is academically accessible to almost all students, not only a select few. The School believes that the success of an educational institution should be measured by the value that it adds to each student.

The School will specialise in subjects employing outstanding professionals who will use and develop pedagogies which aim not only to help students learn "the facts" but also to learn how to inquire; to research; to debate their ideas, to have the confidence to challenge received wisdom and to be open to new way of thinking; regard the wider education of its young people as equally important and students will be presented with experiences which develop their social, physical and aesthetic self in preparation for success in Higher Education.

The ethos of our institution is based upon its fundamental philosophy and is manifest in every aspect of life at the School. The ethos of Ashwicke Hall School can be described in a key set of characteristics which would include:

- Rigour;
- Challenge;
- Hard work;
- Teamwork;
- Consideration;
- Awareness;
- Enjoyment.

These characteristics define not only the experience of our students but also the work life of all our professionals.

Key aims of the curriculum and co-curriculum and of teaching and learning

- Integral to the ethos of Ashwicke Hall School is our aim to provide an active learning environment for limitless minds.
- Thus, our collaborative approach aims to promote and develop best practice for improving the quality of teaching and learning in our School.
- The curriculum at each stage of their education at the School aims to promote effective learning across a broad

range of academic subjects.

- This is supplemented by learning experiences beyond the classroom for students of all needs and abilities, including those who are more able, those with additional needs and those for whom English is an additional language (EAL).

Values: Our School curriculum is underpinned by the values of Ashwicke Hall School and our Mission Statement. Ashwicke Hall School seeks to balance the pursuit of knowledge with the wisdom, engendering a love of lifelong learning, along with appreciation for beauty, and the development of character. It combines a challenging academic programme with opportunities for artistic endeavour, physical activity, and service to others. The curriculum thus seeks to promote the reputation of Ashwicke Hall School as a school with excellent standards of study, which prepares students for a life-long involvement in learning. Its curriculum prepares students to contribute confidently to an ethnically pluralistic society. Believing in the worth of each individual and the importance of enduring relationships, Ashwicke Hall School seeks to embody and instill the values of personal responsibility, civility, compassion, justice and truth.

We value the way in which all students are unique and our curriculum promotes respect for the views of each individual student, 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 student in our School for who they are, and we treat them with fairness and honesty. We aim to enable each student to be successful, and we provide equal opportunities for all the students in our 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. It is incumbent on Ashwicke Hall School to reinforce these values by:

- developing the confidence, talent and high aspirations of all our students;
- encouraging an enquiring atmosphere;
- supporting students in and outside the classroom utilising the enthusiasm and skills of well-qualified, enthusiastic and knowledgeable staff.

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows students to develop their skills and abilities to their full potential. Students learn and flourish when they are healthy, protected from harm and authentically engaged and stimulated. Fundamental to the ethos of Ashwicke Hall School is our aim to provide an active learning environment for limitless minds. Our collaborative approach aims to promote and develop best practice for improving the quality of teaching and learning in our School. This is supplemented by learning experiences beyond the classroom for students of all needs and abilities, including those who are more able, those with additional educational needs and those for whom English is an additional language (EAL).

We aim to develop through the curriculum and wider educational programmes, an enthusiasm and love for learning, intellectual curiosity, resilience and creativity, as well as encouraging their well-being and their personal growth and development. By the time they leave the School students will be equipped to deal with the challenges of further and higher education and the demands and responsibilities in their wider adult lives. Our School curriculum is underpinned by the values of excellence, respect, courage and perseverance.

In particular we:

- respect each student;
- treat students with fairness and honesty;
- provide equal opportunities for students of all needs and abilities;
- value our environment and 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.

Through the curriculum and co-curriculum, we nurture the spiritual, moral, social and cultural development of each student as well as their intellectual and physical growth.

Above all, we believe in engendering in young people a love for lifelong learning, giving all students experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Whilst the following is not intended to be prescriptive in the way Ashwicke Hall School organises its curriculum, it does illustrate the expected experiences provided by our School in the following areas:

Linguistic: Our school is concerned with developing our students' communication skills and increasing their command of language through listening, speaking, reading and writing. We will also teach other languages including English, French, Spanish, German and Arabic, therefore there may be circumstances whereby some may use a language other than English as the main medium of instruction.

Mathematical: We help our students 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: Our School is concerned with increasing our students' 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. This would be attained through the study of Biology, Chemistry and Physics.

Technological: Ashwicke Hall School recognises that impact of emerging technological skills which includes the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components; and evaluating processes and products. Please also refer to our E-Safety (use of electronic devices policy and its associated documents). This includes Computer Science.

Human and Social: Ashwicke Hall School is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions; the subjects of Business, Economics, History and Geography make a strong contribution to Ashwicke Hall School.

Physical: Ashwicke Hall School aims to develop our students' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Students also acquire knowledge and understanding of the basic principles of fitness and health. This includes an extensive co-curricular programme.

Aesthetic and Creative: Ashwicke Hall recognises the importance of developing aesthetic and creative skills in a variety of ways, which includes Art and Music.

Curriculum: Stages: The curriculum is organised as follows:

Key Stage Three: Years 7 to 9: Students study English, Mathematics, Science, Computing, Social Studies, Art, Music, Physical Education, and 2nd and 3rd Languages, together with Physical Education and Personal, Social, Health and Economic Education (PSHEE).

Students are also offered the option to take iGCSE subjects in year 9 on a self-study basis with occasional teacher support. This challenges the more academically able, to develop further their academic skills in Biology, English, Business Studies, Computer Science, Maths, Chemistry etc.

Key Stage Four: Years 10 to 11: Students need to take English Language (1st or 2nd) and Mathematics (Regular or Pure); and can choose from the following as optional iGCSE subjects: Chemistry, Biology, Physics; a modern foreign language (French, Spanish, Arabic and German); Business Studies, Economics, Art, Music, Physical Education History, Geography, Applied Math, together with Physical Education and Personal, Social, Health and Economic Education (PSHEE).

Key Stage Five: Year 12 to 13: This includes the international AS and A Levels Route with up to a maximum of four AS and A Levels subjects, or Advanced Placement qualification of a minimum of three subjects. The subjects include: English Literature, English Language, Arabic, European History, Human Geography, Maths, Further Maths, Physics, Biology, Business Studies, Economics, Art, Music, Psychology, Computer Science, and Chemistry.

The curriculum includes not only the formal requirements of an enriched National Curriculum but also a wide range of co-curricular activities in order to enrich the experience of students. Please also refer to both our subject policies along with the School protocols in such areas as assessment (assessment, recording and monitoring policy), scrutiny of work, and additional needs.

Extra-Curricular Activities:

The School has an extensive programme of activities that takes place outside the formal curriculum and during a designated time of the day to enhance the opportunities and develop the skills of all students. The programme of activities is designed to ensure that students of all needs and abilities, will have access to a wide range of co-curricular opportunities. All students have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities. These reflect the talents and interests of the staff and students, while some will also involve the input and expertise of external specialists. These are managed by the Student Life Organization (SLO).

For one lesson a day all students are required to attend a club rather than a lesson. These clubs vary in style, ranging from different sport clubs to creativity-based activities and those more concerned with the arts. Some clubs and activities support the academic curriculum such as Drama, Creative Writing, Mind Sports Math Challenge, and Newsletter Club. The students choose these at the beginning of their time at Ashwicke Hall. After-School, non-mandatory clubs are also provided from 4.30 until 5.45 pm. Again, several different sport options are provided, as well as clubs that can enhance or introduce skills that students may not have time to learn otherwise, such as baking, chess, knitting and dance.

Curriculum, Teaching and Learning: Key Responsibilities: The Head of Education is responsible for monitoring the implementation of the SABIS curriculum and overseeing the work of Heads of Department (HoD), and Subject Leaders.

The Head of Education also ensures:

- all classes are taught the requirements of the courses and ensures that lessons have appropriate learning objectives;
- learning objectives are determined along with supporting, monitoring and reviewing the School policies and practices on teaching and learning;
- Heads of Department and Subject Leaders monitor the way their subject/s is/are taught throughout the school; provide strategic lead and direction, support and offer advice to colleagues; monitor student progress in specific subject area or activities; provide efficient resource management; and oversee subject- and/or faculty-level data collection and tracking;
- The Head of Education along with the Heads of Department examine long-term and medium-term planning and ensure that appropriate teaching strategies are used.

One-to-one university counselling: Our External Exams Officer assists students in Year 12 and 13 as they research and apply to the institutions that best fit their educational and career aspirations.

Learning outcomes in the classroom: Through our teaching we aim to:

- enable students to become confident, resourceful, enquiring and independent learners;
- foster students' self-esteem and help them build positive relationships with other people;
- develop students' self-respect and encourage students 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 students;
- personalise learning;
- help students grow into reliable, independent and positive citizens;
- enable achievement and provide challenge appropriate to the ability, interests and needs of each student.

Teaching and Learning: Whole Group Learning

Our students are able and enthusiastic. They will soak-up information and they will learn that information. The most important mechanism to be employed by the class teacher will be class teaching led by the class teacher from the front using the white board.

Such teaching is a 'Design Classic'. It has been developed over millennia (perhaps not using a white board) and is highly efficient, but it only goes so far. By itself it can produce knowledgeable students, but students who lack independence and the ability to "think for oneself".

The key element in whole group of closed questioning with one answer but questions which are followed up with deeper, more probing questions designed to stretch the thinking pattern of the learner.

Teaching and Learning: Use of Touchscreen Technology

The section above mentions that the introduction of the 'white board' is perhaps the only innovation in 'whole group teaching' over many centuries. However, over the past 2 decades the white board has become the projector screens and this has evolved into the interactive white board and in the last few years into touchscreen. Classrooms and laboratories at Ashwicke Hall School will be equipped with Interactive White Board, and because of their flexibility their powerful internet access and their storage capacity they can revolutionise whole class teaching.

Teaching and Learning: Research Based Learning

The lesson in the main conduit of information giving/exploring/discovery but "homework" can be more

adventurous and focusses on research. Tasks can be set using books other than textbooks, academic texts and articles (on the internet or in the library). So as well as a “learning the facts” homework, work set outside the classroom can focus on work in which the student has to “dig deeper” explore in depth and research on a regular basis.

Teaching and Learning: Independent Learning/Flipped Learning

Our priority must be to encourage our students to gain greater independence in their learning, to build on their high level of ability and instil a freedom to explore knowledge unaided by their teacher.

Part of this process can be the technique of “Flipped Learning” whereby students are not given homework based on the content of the lesson they have just experienced but are given work to research and prepare for a future lesson. We could also expect them to prepare to make a presentation in a future lesson based on their independent “home” work. This is reinforced through the work of our shadow teachers as part of the academic and Student Life Organisation.

Learning outside the classroom (LOtC): Educational visits: The curriculum offers a series of educational visits that deepen the students’ understanding of the world around them. Our experience is that students forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences. These include day visits which tie to our curriculum. When we plan to take students 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/guardians are informed, and their permission is obtained before the visit takes place. Before any visit out of the school the organising teacher must:

1. Consult the Principal and Head of Education who will give interim permission.
2. Complete a Risk Assessment Proforma
3. Complete a Visit Proposal Proforma
4. Bring the 2 Proformas to the Principal who will give final approval for the visit.

Action 1 above should occur at least 3 weeks prior to the proposed visit and actions 2-4 should occur at least 2 weeks prior to the proposed visit.

Effective Teaching: When we are teaching, we focus on motivating all students, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use our curriculum maps to guide our teaching. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation, covering race, gender and disability. We will strive to meet the needs of all our student, and to ensure that we meet all statutory requirements related to matters of inclusion.

At Ashwicke Hall School the most important role of teaching is to promote learning in order to raise students’ achievements. 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 students’ 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 student by:

- extending the previous knowledge, skills and understanding of all students in a range of lessons and activities over time
- enabling students to develop skills in reading, writing, communication and mathematics
- enthusing, engaging and motivating students to learn
- using assessment and feedback to support learning and to help students know how to improve their work

- enabling students to reflect and analyse their own results through our SABIS School Management System (SSMS) progress report system, AMS 047, and ACAD 303.
- Differentiation by task, by setting suitably challenging activities and providing support for students of different abilities, including the most-able and less-abled students and those who have additional needs, so that they can all learn well and make progress
- enabling students 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 students to make good progress
- managing instances of poor or disruptive behaviour.

In our lessons, we ensure that the learning objectives are shared with and understood by the student, and, to that end, are expressed in appropriate, student-friendly language. We use the Bloom's Taxonomy to strengthen the core of the SABIS Methodology to show academic differentiation between one student and the other throughout the lesson whereby one student will be asked to identify and the other to analyse for example. We also ensure that students understand the 'success criteria' for the lesson – i.e. what they need to ensure they do or pay attention to in order to succeed and achieve. This is also done through 'goals' set between the student and the teacher. Often, these success criteria will be decided jointly with the student, to ensure that they have full understanding of them. Learning objectives and success criteria will normally be displayed in lessons. The purpose of the teaching:

- enables students to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in students the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time;
- shows good understanding of the aptitudes, needs and prior attainments of the students, and ensures that these are taken into account in the planning of lessons;
- demonstrates appropriate knowledge and understanding of the subject-matter being taught;
- utilises effectively classroom resources of an adequate quality, quantity and range;
- demonstrates that a framework is in place to assess students' work regularly and thoroughly and use information from that assessment to plan teaching so that students can progress and
- utilises effective strategies for managing behaviour and encouraging students to act responsibly.

We also ensure that our framework for student performance is evaluated, by reference either to both our own School aims as provided to parents.

Lesson Observations: All teachers are formally observed once a year working with students. Recently recruited teachers are observed twice a year. Throughout the year teachers are observed frequently by the Head of Education, through announced and unannounced observation and 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 Head of Education 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. Alongside this the Head of Education, occasionally accompanied by a member of the school leadership team, will engage in in-formal drop-ins and learning walks, these will not be formally assessed – but feedback will be given to the members of the teaching staff.

Effective learning: We acknowledge people learn in many different ways, and respond best to different types of input and resources; we must therefore deliver teaching in different ways to address the needs of all our learners. We ensure the best possible environment for learning by developing a positive atmosphere in which students feel safe and feel they belong, they can access appropriate resources, but in which they enjoy learning knowing they will succeed (because they know the challenge will have been set at the right level). 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;
- it should give students the 'big picture' of the lesson;
- the teacher should explain the learning objectives, and share the learning journey;
- the lesson should use a range of appropriate resources so that all students can access the learning;
- it should allow opportunities for the students to build up their own understanding through various activities;
- it should allow opportunities for the students to review what has been learnt;
- it should have built-in opportunities for feedback to the students, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

We offer opportunities for students to learn in different ways. These include: Investigation and problem solving; research and finding out; group work; pair work; independent work; whole-class work; asking and answering questions; use of ICT; and visits to places of educational interest; watching television and responding to musical or tape-recorded material; debates, role-plays and oral presentations.

We encourage students 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. This includes both formative and summative assessments. We are concerned with learning outcomes and continuous assessment is integral to this process, which comprises of:

- well-understood learning objectives which are shared with the student;
- sharing or creating learning outcomes with the students to make them partners in their learning;
- plenaries being used as assessment opportunities, through progress report analysis action plans are drawn up specific to a student's needs
- effective teacher questioning; observations of learning; analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to students; individual target setting: SMART (specific, measurable, assessable, realistic and given in time);
- students understanding how well they are doing against the Success Criteria and how they can improve.

Effective Planning: When teaching we focus on motivating the students 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 grade level, subject. We base our planning on our knowledge of the students' level of attainment and any additional needs plan. Teachers monitor on-going assessments of each student's progress, and they use this information when planning their 'differentiated' lessons. It enables them to consider the abilities of all their students. Our prime focus is to develop further the knowledge and skills of the students. We strive to ensure that all tasks set are appropriate to each student's level of ability.

Aspirational targets are set for all students. Student targets are set in preparation for the new academic term. Aspirational targets project what students could achieve if presented with stretch and challenge that promotes progression. All targets will be reviewed between teacher and student. We implement a whole school marking and feedback procedure which all staff and students should be familiarised with.

The procedure allows for whole school consistency and coherence, in order to support students in understanding how to improve their work. The procedures for marking and feedback are shared with students in their lessons. All procedures should be followed by teachers in accordance with the Assessment Policy and for marking, assessment and feedback.

Teachers differentiate teaching and learning as appropriate for students with additional learning needs. 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 students, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our students, and we believe that their work here at Ashwicke Hall School is of the highest possible standard. Planning monitoring is carried out by the Head of Education who checks that planning is up to date and evaluated.

We set academic targets for the students in each academic year and we share these targets with students and their parents/guardians through our Digital Platform. We review the progress of each student on a regular basis during our weekly department meetings. Our lessons have clear learning objectives and our lesson plans contain information about the tasks to be set, the resources needed, and the success criteria the student should work towards. Student frequently complete self-assessments as part of their plenary and an open dialogue is fostered between class teacher and student with regards to success criteria not met, during the teacher-student progress day. Teachers reflect weekly on their overall planning and teaching, which forms the basis for strong planning and continuous monitoring of practice.

We plan our lessons with clear learning objectives. These objectives are derived from our curriculum which is a hallmark of our School and a core reason why parents are eager for their student to attend Ashwicke Hall School. Our lesson plans contain information about the learning objectives the resources needed, SMSC and the way in which we will assess the student's learning. We evaluate all lessons, so that we can modify and improve our future teaching.

Effective Ethos, Classrooms and Learning Environment: Each of our teachers makes a special effort to establish good working relationships with all students in the class. We treat the students 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 the students the class code of conduct.

Standards of attainment and progress: The school carries out data analysis regularly throughout each year and uses the data provided to find out how well students in our school are achieving, compared with students of similar abilities in other SABIS schools. We analyse the data to help answer the following questions:

- Do students perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the more able students doing, and do enough students achieve the higher levels?
- How well are students with Additional Needs doing, and are they achieving at or above expected progress?
- Can we identify any groups of students who may be underperforming?
- Are students performing at or above their expected levels?
- Can we compare expectations and estimates with final results?

In turn, this analysis enables the school to identify ways in which student's progress may be promoted further; along with influencing overall improvements to the strategies for teaching and learning.

Catering for needs and abilities: Students with Additional Needs:

Our curriculum is designed to provide access and opportunity for all our students. If we think it necessary to adapt the curriculum to meet the needs of individual students, then we do so only after parents have been consulted. If a student has an additional need, our school complies with all legislative and best practice requirements to meet these individual needs. Consideration of the specific Additional Educational Needs of individual students is highly important even in a school focused on highly able academic young people. Additional needs can be physical or emotional as well as educational.

Able, Gifted and Talented. The school caters for those students that are Able, Gifted or Talented through its rigorous curriculum, extra curricula activities and the SABIS Student Life Organisation. The curriculum includes built in applications, and testing to ensure learning for all, and challenging the more abled (please refer to our Abled, Gifted and Talented Policy & Criteria).

Diagnostic Testing will ensure that each student's proficiency in the English Language, Mathematics and various iGCSE subjects help to identify pre-existing learning gaps, check that current students are not off level and places new students in the right year level. The school diagnostic exams that span over three academic levels to assess the student's academic ability ensure that students will be ready to study core subjects and achieve higher grades.

English as an Additional Language (EAL:) We are committed to providing students 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 and shared with the teachers. Our accelerated curriculum assesses student's achievement in the productive skills of writing and speaking and the receptive skills of listening and reading. Student's achievement is judged through internal exams designed specifically for the course and personalised to the student. For further information, please refer to our EAL policy.

Learning and pastoral care: The Head of Education and the External Exams Officer provide advice to students and their parents about the progress of students in their studies, decisions about subject choices for iGCSE and A Level/AP and higher education courses and careers.

Students 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. Students are encouraged to learn about their own academic strengths and weaknesses and effective ways of approaching learning, so that they themselves become able to identify and deploy suitable methods across different tasks.

Seeing Oneself Teach: The focus our CPD will be to develop Outstanding Teaching in all our teaching staff. A major part of this drive will be a programme of interactive observations of teaching in which pairs or groups of teachers work together to observe each other teach and follow up with a pedagogical dialogue, this is done through our Peer Observation programme. As well as collaborating to produce Department Reflection Plans to identify and deploy suitable methods across different tasks.

Outstanding Teaching and Learning: Resource Assess

In addition to book resources there will be a rich variety of subject specialist journals and internet access to specialist academic resources. Teacher's will also identify research papers and topics which complement the material being covered in the classroom. Teachers have access to a vast amount of support material provided by

our regional centre such as power point presentations, sample questions, topic related projects which are aligned to the SABIS curriculum, that can be shared with the students. Each teacher will receive their own log-in for Cambridge iGCSE AS / A Level, and College Board resources.

Our aim is to develop a greater learning independence in our students and subject teachers should set work which requires students to research; question; think; evaluate; compare as opposed to merely know that.

Teaching and Learning: ICT

The school will have WIFI with appropriate filters for the students to access in times of research during certain hours of the school day on their tablet. The ICT room and library have constant WIFI throughout the day for students to use. The Library will contain a number of desk top devices for use as required. Access to the internet will be essential if our students are to develop as independent learners as outlined above. Teachers will request all work for assessment to be word processed.

Extended Projects:

Students are continuously encouraged to participate in external competitions and projects. Students must also record their project process in their Log. The process of recording and completing a project is as important as the finished project. Both the Log and Product will be assessed.

During these extended activities, students will learn to:

- **Manage** - Identify, design, plan, and complete a project (or task within a group project), applying organisational skills to meet their stated objectives
- **Use resources/research** - obtain and select information from a range of sources, analyse data, apply it relevantly, and demonstrate understanding of any appropriate connections and complexities of their topic.
- **Develop and realise** - use a range of skills, including using new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve their aims.
- **Review** - evaluate the outcome, including their learning and performance.

The Project encourages creativity and curiosity. A project topic may be directly related to a student's main study programme but should look beyond the specification. A finished product may take the form of a research based written report a production* (e.g. charity event, fashion show or sports event etc.) or an artefact* (e.g. piece of art, a computer game or realised design).

Teaching and Learning: Presentation of Work

As far as possible work for internal assessment / classroom is usually word processed. However, students will face A level (and iGCSE examination) in which they write their answers in English in an examination setting. It is therefore vital that students are provided with the opportunity to write, using a pen, under timed conditions. The examination will also assess a student's command of the English language and the correct use of punctuation and grammar.

Colleagues must therefore mark and correct their student's work diligently using the marking key and symbols supported by the SABIS marking policy. We must all encourage students to produce written work which demonstrates legible handwriting skills and a high-level command of English.

Assessment: In Course Assessment and Reports

The SABIS Regional Centre will set a formal assessment time during the academic year, these assessments should test accumulative knowledge of the course thus far and students will be given a grade. The school will ask teaching staff for a brief comment designed to indicate what inhibited the student from obtaining a higher grade and indicating areas of research which will improve their future achievement. Teaching staff will also be asked to draw

up action plans (group or individual) for certain students to help them achieve their full potential.

Ashwicke Hall School will use its designated internal SABIS School Management System to record the academic progress of students. It is our intention to enter all students for all external examinations required.

Assessment: Exam Entries

It is the responsibility of subject teachers to ensure the school's Internal (SABIS periodic and weekly Academic Monitoring System exams) and External Exams Officer correctly enters their students for the correct examination. The Internal and External Officers will also compile the school's examinations timetable. It is the responsibility of subject teachers to ensure this timetable is correct and that each student is aware of the correct dates of their examinations.

Information Advice and Guidance

Ashwicke Hall School provides opportunities for students to understand the world of work and the promotion of their economic wellbeing. This is highlighted through our rigorous advising program, and careers guidance sessions as well as visits to open days or attending academic talks. These are a few of the ways in which students are prepared for the future beyond Ashwicke Hall School.

Physical Education (PE): All students are required to take part in the Physical Education and Games programme. Students can only be excused from PE and Games lessons for medical reasons, for which a note from the SMC or Medical Centre will suffice, or other reasons agreed with the school.

Communication with Parents and Guardians: We believe that parents and guardians have a fundamental role to play in helping students to learn. We do all that we can to inform parents and guardians about what and how their children are learning by:

- Communicating with parent's regularly regarding the students' wellbeing and academic progress;
- sending information to parents and guardians at the start of each term in which we outline the topics that students will be studying during that term at school and the relevant contact people;
- uploading Curriculum Policies and Overviews to our Digital Platform;
- uploading KS3, KS4 and KS5 'courses at a glance' and exam information
- sending reports to parents and guardians in which we explain the progress made by each child and indicate how the child can improve further when requested
- posting information regarding exams and assessments on the Digital Platform for students, and parents / guardians to view
- maintaining strong lines of communication with parents living overseas through telephone calls and email correspondence which is logged onto the SABIS School Management System (Student Log YBook).

We believe that parents and guardians have a responsibility to support their child and the school in implementing school policies. We would like parents and guardians 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, and
- fulfil the requirements set out in the homework agreement.

Auditing: 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?

Enrichment opportunities: All students have the opportunity to develop existing interests and nurture new ones through a variety of clubs, enrichment activities and sporting opportunities, which operate after school. These reflect the talents and interests of the staff and students.

Our subject teachers are primarily the leaders of teaching and learning. Their own practice models high quality teaching. The Head of Education has a responsibility to monitor and evaluate the quality of teaching and learning in the School. This will be achieved through:

- appraisal of teachers, involving lesson observations and looking at students' progression through work scrutiny;
- Informal learning walks and drop-in lesson observations
- team teaching and working alongside teaching colleagues;
- leading lesson study activities, when teachers plan, observe and evaluate their student's learning together;
- talking to student about their learning in lessons and monitoring student assessment data.

Staff development and performance management policies:

- promote good quality teaching;
- Develop and monitor planning;
- Monitor the effectiveness of the School's teaching and learning policies through the school's self-review processes;
- Promote and develop the process of the School's development planning, in liaison with the Principal and the Senior Leadership Team
- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the School buildings and premises are best used to support successful teaching and learning;

Spiritual, Moral, Social and Cultural Development (SMSC): In our School we plan and provide effectively in order to develop students' spiritual, moral, social and cultural awareness. Students 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. SMSC is integral to all aspects of our curriculum. Students 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. Ashwicke Hall School builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our School promotes SMSC and prevent extremism, please see our: *'SMSC' and 'Preventing Extremism and Radicalisation'* Policies.

Personal Social, Health and Economic Education (PSHEE) and Citizenship: Please refer to our PSHEE policy. Each child's PSHEE informs all aspects of the School day. We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain that is appropriate to their age and needs. This programme rests primarily with our Student Life Coordinator (SLC), and includes all staff. We use our schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in the modern democratic society.

We explore ways to promote an awareness of the emotions of others and how our behaviour affects others. Our structured activity sessions are specifically tailored to the needs of the various groups, from working with a child who is developing coping strategies to facilitating turn taking and initiation.

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 students. Our range of artistic, sporting and other cultural opportunities is available to students through the curricular and extra-curricular programme, and their participation in these opportunities. We also provide a range of quality opportunities for students to take on responsibility in school and make a positive contribution to the school through our Student Life Organisation (SLO), local and wider communities.

Students 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. Students are encouraged to learn about their own academic strengths and weaknesses and effective ways of approaching learning, so that they themselves become able to identify and deploy suitable methods across different tasks

Sex and Relationships Education: The school provides Sex and Relationships education in the basic curriculum in which students 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. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's guidance. In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their child from any other part of the sex education provided without giving reasons.

English as an Additional Language (EAL): We are committed to providing students with the necessary support and teaching who require English as an additional language. Where this is required an appropriate programme will be implemented.

Auditing our curriculum: teaching and learning: When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on students' 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 students' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon students' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools within the SABIS network, including, for example, to provide appropriate careers guidance for our senior students;
- the views of our students, parents and staff;

Expectations of Staff: Staff are expected to actively promote the curriculum aims by:

- having high expectation of students;
- employing a variety of learning and teaching methods;
- delivering lessons which build upon previous experience, providing continuity and progression;
- providing learning opportunities which offer depth and challenge and motivate and inspire student;
- involving student in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging student to evaluate their personal

- achievements;
- developing students' 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 student, staff and parents to achieve shared goal;
- keeping the Head of Education regularly and fully informed about the progress and achievements of their student through reports and individual or department meetings.

Political education: The promotion of partisan political views in the teaching of any subject in the school is forbidden by law.

Homework: We recognise the importance and value of homework as an extension and consolidation of classwork. Homework assignments can be varied in line with the competency of the student. However, scope for this is limited by the nature of the courses in which outcomes are similar for all members of a class. The School sets prep/homework as appropriate.

Transition Support: We ensure all student are prepared for their transition into both the next academic year, from Key Stage 3 to key Stage 4 and Key stage 4 to Key Stage 5. They receive specific lessons in Study Skills which include guidance on revision techniques, making notes, examination techniques and management of stress. Students are encouraged to learn about their own academic strengths, weaknesses and the type of learning method that best suits them as an individual allowing for smooth transitions from year 9 into iGCSE and then into AS/A Level or AP. The school runs a Study Abroad Programme and ensures that students, who attend at Ashwicke Hall for a Term, have a smooth transition back into the curriculum of their SABIS 'home-school' with ease considering all SABIS curriculums are consistent internationally.

Concerns and complaints - Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the Head of Education. If the issue is not resolved parents should contact the Principal of the school. The school has a Complaints Procedure in place, which is in the policy available to parents throughout Digital Platform.

Ashwicke Hall School is characterised by academic excellence, expert pastoral care and inspiring education. We enable students at a formative stage in their development to experience the joy and excitement of learning in an environment, which celebrates individual strengths and talents and allow students to develop the confidence, motivation and ambition that are the hallmarks of our School.

Related Documents:

- English as an Additional Language Policy
- Educational Visits and Off-Site Activities Policy
- Assessment Policy
- Marking Policy
- Homework Policy
- Policy for Raising Achievement and Able Gifted and Talented Policies
- Social, Moral, Spiritual and Cultural Development
- Preventing Extremism and Tackling Radicalisation Policy
- Subject Policies including, where relevant, SABIS Study Programme.