

School for Inspiring Talents

Policy Focus	Curriculum Policy v5
Policy Date & Version	4 th August 2017
Date Directors Approved	17 TH August 2017
Review Date(s)	July 2018
Owner/Lead	Executive Principal/ Head of Education Services

School Aim

Our overall goal is to enable young people to 'be the best they can be' and to reach it we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.

Our aims are to:

- *meet the previously unmet needs of young people and enable learning and employment;*
- *provide positive interventions into barriers to learning and negative family or intergenerational life cycles;*
- *contribute to community and social change;*
- *reduce costs to society in terms of both social and economic benefits.*

Statement of Intent for this Framework

School for Inspiring Talents (SfIT) will combine best practice in education and current theories around learning, coaching, child development and neuroscience. We recognise that we each learn differently and will use a daily balance of learning through play, guided activities and direct instruction supporting learners to find an inspiring and effective pathway to success.

Section 1

Aims / Objectives of this Framework

SfIT aims to create an innovative learning environment which dovetails universal mainstream education with therapeutic approaches. This includes the development of awareness and responsibility to positively impact behavioural change. By recognising the significance of the meanings we constantly attach to any experiences we have and in rearranging the way our brain works through the creation and strengthening of neural pathways transformational change can take place. Our students can then build for themselves a clear picture of what learning is through metacognition.

Given the range of presenting behaviours by our students, this approach has clear advantages. SfIT ensures its approach to the curriculum includes the integration of therapeutic and academic areas which support the whole learner. To this end the Multi-Disciplinary Team and teaching team work together to ensure the inclusion of any remedial emotional/mental health action necessary within the day-to-day context of the learning environment.

Our learners are provided with a personalised curriculum in a nurturing and aspirational environment. This is delivered through a thematic approach alongside a core of English, Mathematics and Science.

Section 2

Principles for this Framework

SfIT's curriculum aim is to ensure that all students engage in learning, making good progress relative to their abilities and starting points. Expectations for learning outcomes are never capped - indeed we 'expect the unexpected'.

We believe each student is an individual. We work on an asset model, building on each students' strengths and talents, ensuring that students of all ages develop an understanding of what it takes to 'be the best you can be'. The curriculum is therefore tailored to be broad and balanced.

Students are supported to develop the skills, courage and confidence to make positive choices through individual coaching, therapeutic support and group work. This is aimed to enable them to successfully transition into their next school, further education or employment; thereby improving their life chances.

In promoting a blend of individual study and supported socialised working, SfIT ensures that all students are hooked in to the enjoyment of learning as soon as possible, wanting to engage with enquiry based approaches that contain meaning and purpose for them. Our knowledge of neuroscience, attachment theory and child development moves our students through the 'Cycle of Life' and the 6 developmental stages of being, doing, thinking, power and identity, to skills and structures into separation and sexuality. This therapeutic outlook ensures that as students' progress through the stages they become increasingly able to take learning risks, all of which are needed, to access a mainstream school with confidence.

The cyclical curriculum plan is continually developed and we strive to relate this to The National Curriculum to ensure that our students are not disadvantaged when they re-integrate back into mainstream schooling.

Our curriculum:

1. is responsive to students' individual needs;
2. informs future planning (assessment for learning-AFL);
3. relates to the lesson's aim and student success criteria;
4. is responsive to learning through oral or written feedback.
5. offers time for students to read and review all feedback comments;
6. encourages students to engage in self and peer-marking in order to identify their own and others' successes together with areas for improvement;
7. includes student voice/discussion through the use of student self-evaluation stickers. These form part of our students' personal self-assessment and learning journeys.

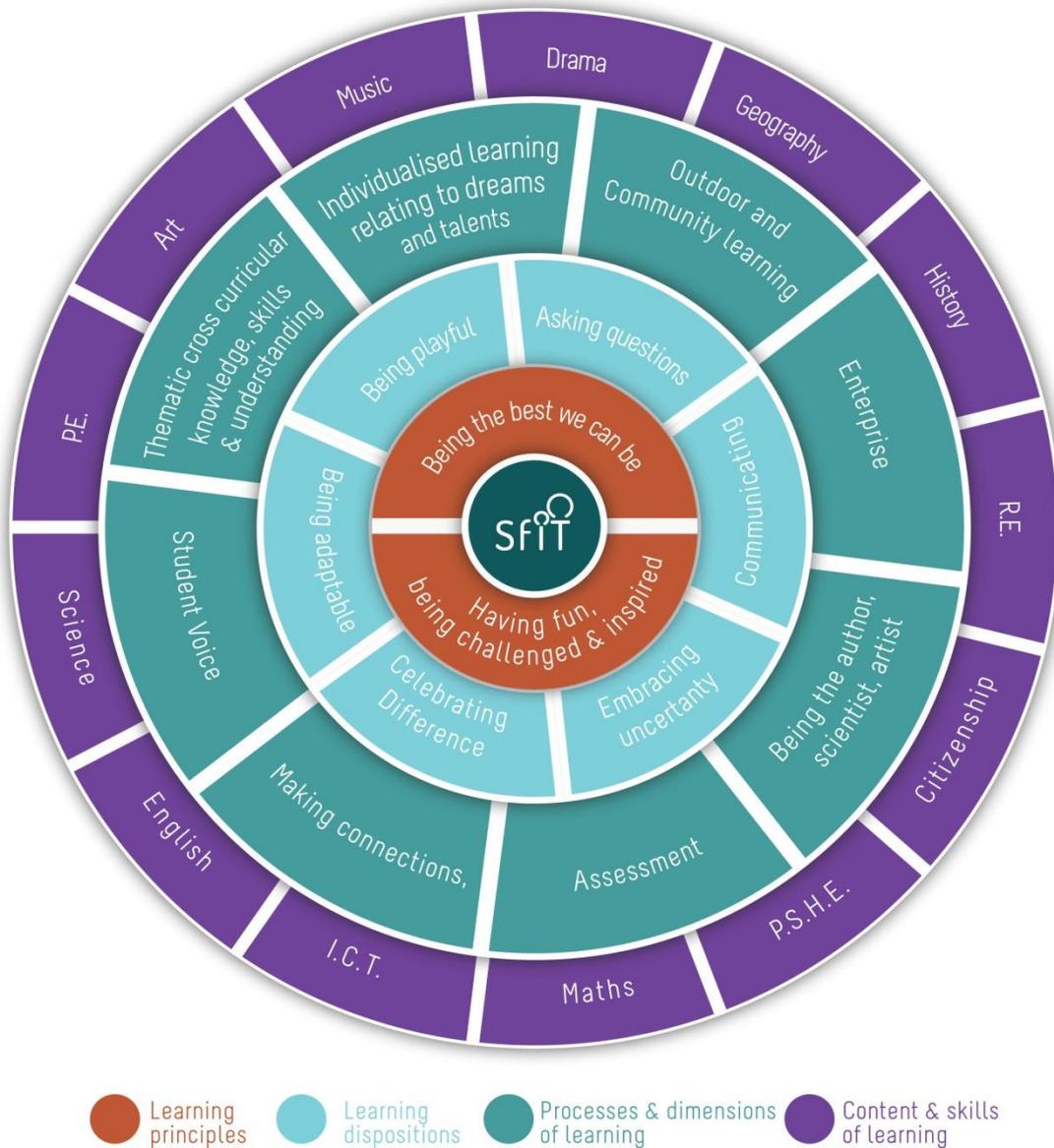
Learning Structures/Phases

A family model of tutor groupings is used whilst students are taught in phase groupings. These groupings are determined flexibly, subject to the age range and needs of the student roll at any point in time.

Our outline curriculum planning will be determined by key stages with highly differentiated learning outcomes and activities to suit each students' needs.

The size of our school and the highly personalised nature of the learning on offer means that we have the ability to specifically provide what is needed for students who require something different. The next diagram represents the

relationship within our curriculum to the four essential areas that support high quality learning and the achievement of students.



Learning Principles

These principles create a constant thread linking the learning experiences that are created for and by our students. As such, they form a significant platform for learning in and outside of the school.

Being The Best We Can Be

At the heart of our curriculum is the facilitation to help our students understand exactly what it takes to be outstanding and that this is achievable for them. This attitude permeates all other areas. We continually support our learners to understand with increasing clarity the following:

- ↻ Awareness of who they are – their strengths, areas for development, how their mindset contributes to outcomes etc.
- ↻ A sense of purpose in life – their dreams, alternative plans, connecting this purpose to the current day and their behaviours right now.
- ↻ A sense of making the best use of their world as a resource to enable their purpose.
- ↻ Developing skills that support the learner to take responsibility.

↳ Becoming more comfortable with the unknown.

Our approach involves teaching, coaching, therapy and groupwork to creatively remove barriers to learning.

Section 3

Implications for staff

Learning Dispositions

These are the attitudes and skills that link to a person's character around learning. Once developed and enhanced they bring a sense of predictability to a way an individual engages in a new environment. Through understanding these dispositions and their significance – a student (whatever their age) can begin to develop a way of being that promotes positive outcomes (whatever the challenge).

Our Learning Dispositions include:

1. **Being Playful**
2. **Asking Questions**
3. **Communicating**
4. **Embracing Uncertainty**
5. **Celebrating Difference**
6. **Being Adaptable**

Students are encouraged to develop expertise in each.

Processes & Dimensions of Learning

Our 8 dimensions of learning provide a balance to education with the clear intent that through this dimension a space and opportunity for a student's talents will emerge and can be nurtured.

Enterprise

- Self organisation moving to Project Management
- Understanding of Finance, Leadership, Marketing
- Preparing young people for the world of work and including links to local business via groups.

Being The Author, Scientist, Artist, Designer

Our students will be supported to be the scientist, artist etc. rather than merely learning about science or art, and their learning will closely link to enterprise.

This approach will include working alongside specialists who work in these fields, helping tailor the curriculum to real life processes.

This area has great potential for working in vertical groupings rather than working in key stages or our structural phases.

Assessment

Students will know exactly where they are in their learning journey and will be provided with clear feedback relating to their next steps in learning - a fundamental for high quality learning.

Making Connections

Many young people need support to make new connections in their learning. There will be a coaching mindset in the school.

Student Voice

The importance of using students to lead developments within the curriculum is central to our beliefs.

Thematic Cross-Curricular Knowledge, Skills and Understanding

The curriculum will be presented through a rolling programme of termly themes.

Exemplar Themes:

- *Autumn 2017: Differences – reflectiveness,*
- *Spring 2018: Reciprocity – regeneration,*
- *Summer 2018: Regeneration – resourcefulness.*

Individualised Learning Relating to Dreams and Talents

Making learning personal, explicitly connected with and directed towards a young person's future career and dreams has a significant impact and engagement.

Outdoor and Community Learning

This area of learning fosters an improved sense of belonging through a clearer connection between the individual and their world. Learning will take place in the area where the context is most relevant. Routinely this will mean learning outdoors in order to enhance learning in the classroom. Alongside this - building bridges with our local community is critical as some students may have experienced isolation. By working with the local community we aim to create, for our students, a sense of belonging whilst developing connections to British Citizenship alongside the importance of British Fundamental Values.

Section 4

Implications for Students

Having Fun, Being Challenged & Being Inspired

Having Fun (feeling good about learning)

- For SfIT students, having fun, being challenged and being inspired will be at the heart of all learning.
- How students feel about learning plays a very important part in how they engage in school.
- Having fun whilst learning is essential for those that have, from past experiences, wanted to avoid learning because it was in the 'too hard' category of life.
- Having fun is also about working with others on a common challenge or about gaining success at something that initially feels unmanageable.
- This process is inspiring and addictive for learners.
- The key is creating and building success.

Being Challenged (learning from feedback and being challenged by it)

Feedback is an essential form of challenge.

Our staff team's expertise provides feedback in a range of subtle ways. These will challenge the students' expectations of who they are and help them to make connections between behaviours and outcomes to envisage greater possibilities.

Being Inspired (by a real and relevant curriculum)

In providing a real and relevant curriculum we aim for it to connect with the students' sense of purpose.

Each term there is a new theme, with planning around this theme being driven by what the students know and want to find out.

Content & Skills of Learning

- Through our thematic/place-based approach, students will learn subject based knowledge and skills.
- English, Mathematics and Science provide the essential core.
- Health related aspects of PSHME are taught discretely if not encapsulated in other curriculum/ therapeutic areas.
- Across all curriculum areas, ongoing assessment ensures that our teaching and interventions are monitored for positive impact on progression; providing the clear identification of next steps to further facilitate success.
- We turn 'I can't' into 'I can' by providing positive, purposeful experiences, scaffolding success and removing barriers to learning.

Our location and school environment provides many opportunities in this dimension.

English & Literacy

Students receive a highly differentiated programme that provides a planned and progressive approach to developing literacy skills and a love of reading and writing right through all Key Stages to GCSE level.

Mathematics & Numeracy

Our students must possess, in the least, basic numeracy skills. However, we aspire to much more, as we recognise that mathematics supports the learner to develop abstract thinking and models to represent aspects of the world. This can have both practical applications and beauty. A highly differentiated and progressive programme is planned for all Key Stages to GCSE level.

Science

The science curriculum, where possible links to the thematic curriculum.

ICT

A service level agreement with the Babcock Idp Computing team supports us in developing a curriculum to develop students' skills and expertise.

Additional KS4 Information

As with other Key Stages of the school curriculum KS4 will include maths and English whilst being personalised to individual needs and subject preferences.

Careers Support

All students will have access to career support from Career South West
newtonabbot@csigroup.co.uk

It is the Directors' role to monitor and review this policy and its practice through the SEP.

Section 6

Resources Relevant to this Policy

- National Curriculum 2014 – framework for Key Stages 1 -4
- Guy Claxton: Building Learning Power – Helping Young People to Become Better Learners

Section 7

Monitoring: Compliance/ Consistency/ Impact

Head of Education Services

Section 8

Relevant Data Sets/ Metrics

Section 9

Other Comments

School for Inspiring Talents

Policy Focus	Teaching and Learning Policy
Policy Date & Version	August 2017 v3
Date Directors Approved/Adopted	17 th August 2017
Review Date(s)	August 2018
Owner/Lead	Executive Principal/ Head of Education Services

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Our aims are to:

- *Meet the previously unmet needs of young people and enable learning and employment.*
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- *Contribute to community and social change.*
- *Reduce costs to society in terms of both social and economic benefits.*

Statement of Intent for this Policy

Student learning is the core purpose of SfIT. We acknowledge and embrace the premise that the most important direct influence on how well students develop, learn and make progress is the teaching they receive. Through providing relevant, engaging, inspiring and appropriately challenging learning opportunities we aim to develop students' talents.

Section 1

Aims/Objectives of this Policy

Learning Principles

At SfIT we aim to promote and produce a constant thread of learning which links positive learning experiences created for and by our students. If students enjoy what they are doing, they will engage and push themselves to reach their full potential and in turn 'Be The Best They Can Be'.

Our aim for our students is that we develop:

- A keen sense of awareness of who they are – their strengths, areas for development, how their mind set contributes to outcomes;
- A sense of purpose in life – their dreams, alternative plans, connecting this purpose to the current day and their behaviours right now;
- A sense of making the best use of their world as a resource to enable their purpose;
- Skills, knowledge and understanding that support our learners to take responsibility;
- A sense of being more comfortable with the unknown.

Learning opportunities will promote:

- Having fun – feeling good about learning;
- Challenge – learning from feedback and being challenged by it;
- Being inspired – by a real and relevant curriculum.

We aim to develop the following learning dispositions:

- Being playful,
- Asking questions,
- Communicating,
- Embracing uncertainty,
- Celebrating difference,
- Being adaptable.

Section 2

Statutory/Strategic Basis

High quality teaching and learning consists of many elements. As the standards of teaching and learning are evaluated by Ofsted, using the Independent School Standards it is prudent to detail their definitions.

The Ofsted Evaluation Schedule states: *'The most important role of teaching is to promote learning so as to raise students' achievement. It is also important in promoting their spiritual, moral, social and cultural development. Teaching should be understood to include teachers' planning and implementing of learning activities across the whole curriculum, as well as marking, assessment and feedback. It comprises activities within and outside the classroom, such as support and intervention'.*

Inspectors must consider whether:

- teaching engages and includes all students with work that is challenging enough and that meets the students' needs as identified by teachers;
- teachers command the respect of their classes, set out clear expectations for students' behaviour in line with the direction set by school leaders, start and finish lessons on time and manage teaching resources effectively;
- students' responses, in lessons and over time, demonstrate sufficient gains in their knowledge, skills and understanding, including those of literacy and mathematics;
- teachers monitor students' progress in lessons and adapt their approach accordingly; they also monitor students' progress over time and use the information well to adapt their planning;
- teachers seek to assess the effectiveness of their own teaching and adapt this accordingly;
- assessment is frequent and accurate and used to set challenging work that builds on prior knowledge,

understanding and skills;

- information at transition points between schools is used effectively so that teachers plan to meet students' needs in all lessons from the outset;
- students understand how to improve their work;
- teaching helps to develop a culture and ethos of 'to be the best we can be';
- teachers have high expectations of all students;
- teaching across the school prepares students effectively for the next stage in their education.

Section 3 Procedures & Protocols: What does this mean we do in Practice?

At SfIT we aim to empower our students to develop as learners and practitioners who design the curriculum, taking into account:

- the content it offers;
- how it is experienced, taught and assessed;
- how it is adapted and differentiated to engage all students through personalisation aimed at meeting their needs and abilities.

The learning experiences students encounter are carefully planned at SfIT with the aim and intention of helping students develop into confident, enthusiastic and successful learners who are able to cooperate with others.

Planning ensures:

- curriculum coverage and progression,
- high expectations and achievement,
- inclusion,
- a balance of challenge and support,
- personalised learning for all students that builds upon previous experiences and learning,
- a clear focus for teaching and assessment,
- that all those involved in the classroom know what will be happening.

Section 4 Implications for Staff

Responsibilities for staff

Teaching and Learning overview

At SfIT we believe that teaching and learning strategies should be student centred. Learning opportunities and experiences focus on our thematic approach to the curriculum. At the beginning of each theme students are asked: 'What do you know?' and 'What would you like to find out?'. Planning is then guided around our student generated views giving due regard for how each programme of study and its subject content will relate to the National Curriculum. Students' ideas are valued and their active engagement encouraged as this creates learning driven by their interest, motivation, curiosity, fascination and talents.

Planning for inclusion

These three principles are essential in developing a more inclusive curriculum:

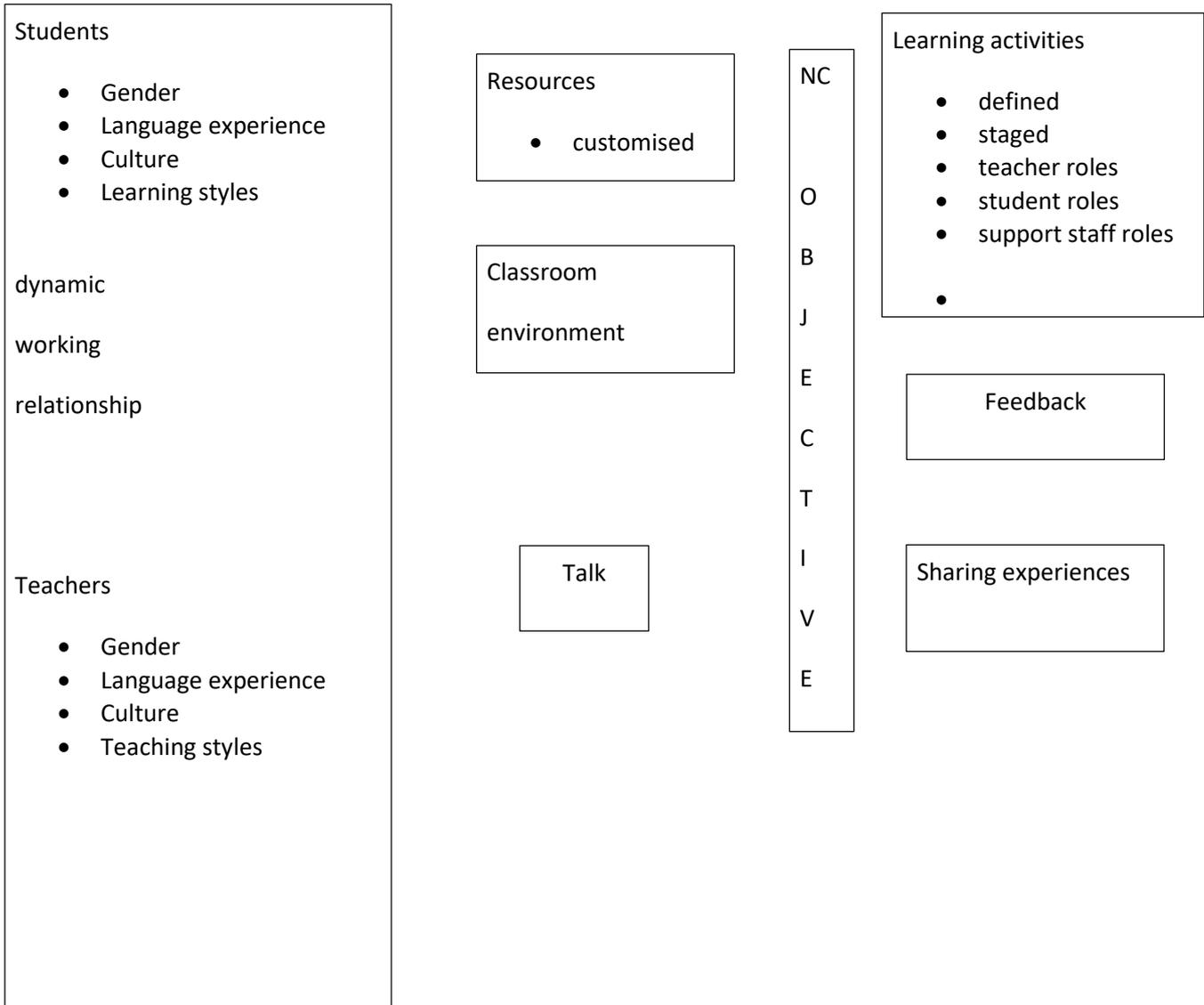
- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Elements of planning for inclusion

At SfIT we believe that:

'a lesson that doesn't include everyone is an incomplete lesson'.

'in planning a lesson we imagine it from the students' point of view'.



Establishing an inclusive learning environment

- Do I plan clearly defined and staged tasks that are purposeful and geared towards the student's experience?
- Do I plan for collaborative work with visual and contextual support?
- Are the learning activities defined to encourage involvement and contribute to the work of the group as a whole?
- Do I recognise that students will need opportunities to listen, tune in and absorb/ process before they are ready to respond?
- Do I recognise the importance of talk for learning in my planning?
- Do I provide opportunities for talk with a range of students who can act as a model for others?
- Is there a balance of visual, auditory and kinaesthetic learning?
- Is there a mixture of collaborative, independent and teacher-led learning?
- Have I considered the length of learning activities and the balance of open and closed tasks?

Section 5**Implications for Students**

It is expected that students will take responsibility for their learning. They will be supported and encouraged to work towards developing high levels of resilience, confidence and independence in order to tackle challenging learning and activities in order to fulfil their unique potential to 'Be The Best They Can Be'.

Section 6**Implications for Directors**

It is the directors' role to monitor and review this policy and its practise through the SEP.

Section 7**Monitoring: Compliance/Consistency/Impact**

Monitoring of teaching and learning will take place in a number of ways:

Scrutiny of planning and students' work;

Student conferences;

Student Work Sampling;

Observations of Teaching and Learning;

Staff Meetings;

Staff Appraisal.

Section 8**Relevant Data Sets/Metrics**

Termly reports by the Head of Education Services.

Section 9**Other Comments**