



LIFE SCHOOL

CURRICULUM TEACHING AND LEARNING POLICY

This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the school.

Document Details

Information Sharing Category	Public Domain
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Authorised by (if required)	Chief Executive Officer
Review / Update Date	01/01/2022
Responsible Area	Proprietor and Senior leadership team

Amendments:

Date	Amendment

Legal Status:

- This is a statutory policy
- Regulatory Requirements, Part 1, paragraph 2(2)(a) to (j) Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.

related

In accordance with best practice and where appropriate regulatory requirements, it is our school policy to ensure that we supply:

- Full time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an EHCP.
- Speaking, listening, literacy and numeracy skills.
- Personal, social and health education which reflects the school's aims and ethos.
- The opportunity for all pupils to learn and make progress.
- The promotion of fundamental British Values to all our pupils
- Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

LIFE SCHOOL is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Availability: This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of all staff (teaching, support and agency staff), pupils on placement, contractors, the Chief Executive Officer, the Advisory Board and volunteers working in the school. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy being required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Related documents:

- Learning Outside the Classroom (LOtC) - Educational visits and Off-site Activities policy;
- Special Educational Needs and Disability (SEND) Policy;
- The school's assessment and tracking procedures
- Personal, Social Health and Economic (PSHEE) Education and Spiritual, Moral, Social and Cultural (SMSC) Development;
- Staff Behaviour Policy (Staff Code of Conduct)
- Subject Policies and Schemes of Work.

Monitoring and review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher, being responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all staff, ensuring all planning is appropriately differentiated with relevant, appropriate learning objectives.
- The Headteacher along with the teaching and therapy team review the long-term and medium-term planning and ensure that appropriate targets and strategies are in place. It is intended that the ongoing review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of all staff at LIFE SCHOOL
- The advisors undertake 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 one year 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 requires. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Sarah Quilty
Headteacher

Alastair Saverimutto
Chief Executive Officer

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Introduction: LIFE SCHOOL is a school characterised by academic excellence, broad and inclusive pastoral care, and inspiring education. We enable children at a formative stage in their development to experience the joy and excitement of learning in an environment that celebrates individual strengths and talents and that allows pupils to develop the confidence, motivation, and personal growth that are the hallmarks of our school. We believe all students should receive a rich provision of activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

The School's purpose is to realise its core values. We believe that: every learner has the gift of innate curiosity that we can nurture into life-long learning; all our learners can develop the ability and confidence to flourish and become who they truly are; and building a vibrant, joyful, and healthy community of principled, open-minded, and compassionate individuals is why our school exists. Our Curriculum revolves around a shared definition of learning that is expressed in the School's Mission and through our curriculum intentions:

Mission: Life SCHOOL will provide staff and pupils with the skills, resilience, drive and determination to enjoy school and achieve their potential.

Curriculum Stages – As a comprehensive sports programme underpins the education here at LIFE SCHOOL, sport features heavily within our curriculum. Pupils can also select subjects that they wish to study and there is no subject off limits. The following protocol is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

- To Promote Learning and Raise Progress - *'The most important role of teaching is to promote learning and to raise pupils' achievement.'*
- To Develop Young People - *'It is also important in promoting pupils' spiritual, moral, social and cultural development.'* OFSTED

CURRICULUM PATHWAYS AND OPTIONS KS3 – KS5

Due to the high turn-over of students in SCHOOL provisions we have structured our curriculum to enable staff to create bespoke medium term plans to maximise the learning in the time the students are with us. As it is likely our students will have gaps in their knowledge and / or skills we have prioritised core subjects. Foundation subjects are taught during a half termly 'topic week'.

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KS5

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The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at LIFE SCHOOL so that teachers, parents/carers and pupils are all aware of and can work towards the highest possible standards of education. It is designed in such a way that whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at LIFE SCHOOL to ensure that high standards are always met and therefore, the best outcomes for the pupils.

Pupils at LIFE SCHOOL develop a respect and love for learning while acquiring the strong basic skills and knowledge that they will need to continue their own education. Pupils are active participants in their learning journeys. They develop the skills necessary to reflect on their learning, provide feedback to others, and set goals. It is our intention to offer a full and well-rounded programme. The curriculum is also both traditional and innovative and is supplemented by a variety of social and cultural activities.

We have high expectations for pupils, both academically and personally. The curriculum is designed to support the academic, emotional, physical, and social growth of pupils within a structured and caring framework. The major goals of the academic programme are to teach pupils to question, to encourage divergent opinions by considering alternatives to stereotyped patterns of thinking, and to encourage pupils to pursue independent research of thought-provoking issues, culminating in individual rational judgments. Academically, pupils are expected to master skills and content, to become more inquisitive and analytical, to develop research and technology skills, and to organise and present their learning in verbal, written, and digital forms. Socially, pupils are expected to become more tolerant and understanding of others and of the larger world around them, to gain greater respect for themselves and for others, and to participate actively in the community.

Knowledge, Skills, and Understanding: When we are teaching, we focus on motivating all children and on building on their knowledge, skills, and understanding of the curriculum so that they might extend their horizons of achievement. 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 children and to ensure that we meet all statutory requirements related to matters of inclusion.

LIFE SCHOOL ensures that the curriculum within School offers all pupils experiences in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. While the following is not intended to be prescriptive in the way the school organises its curriculum, it does illustrate the experiences provided by our school in the following areas:

Linguistic/Communication/Literacy: LIFE SCHOOL is concerned with developing our pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

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Mathematical/Numeracy: We help our pupils to make calculations, to understand and appreciate relationships and patterns in numbers and space, and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics and numeracy are developed in a variety of ways, including practical activity, exploration, and discussion.

Scientific: LIFE SCHOOL is concerned with increasing our 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 practical experiments, and recording findings.

Technological: LIFE SCHOOL teaches pupils about the types of technology that we interact with our everyday lives and how to use this safely and responsibly. Pupils are also taught how to create and use technology for specific outcomes, through coding and operating both software and hardware. We recognise the impact of emerging technological skills, which includes the use of information and communication technology (ICT) and we focus on promoting e-safety throughout our curriculum. Please also refer to our E-Safety policy and its associated documents for more information.

Human and Social: LIFE SCHOOL is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. We celebrate a diverse range of cultures at the school and we teach our pupils about how different cultures and traditions have shaped the world we live in today.

Physical: LIFE SCHOOL places a strong emphasis on physical education. We aim to develop our 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 also acquire knowledge and understanding of the principles of fitness and health.

Aesthetic and creative: LIFE SCHOOL aims for all pupils to engage in artistic endeavour to promote creativity and to offer new and alternative routes of enquiry and expression, whether this be through theatre, visual arts, music, design, or photography.

To support the School in its implementation of the Curriculum, there are a number of supporting documents which we use, that underpin what our pupils are taught. Below are the names and a brief description of these.

Curriculum, Teaching and Learning Policy: This document underpins our Curriculum Intentions at LIFE SCHOOL; detailing the areas of the Curriculum that we teach, our Mission, Aims and our approach to areas such as SMSC and PSHEE.

Curriculum Map: Our curriculum maps detail which topics within a given subject are covered per year group. These do not detail specific learning intentions, more the core theme for the learning.

Subject Progression Map: Our detailed progression maps outline exactly what skills and knowledge should be covered within each phase of the school. They include how we organise our learning intentions across each subject and year group, detailing how these progress throughout the school.

Scheme of Work – Unit Overview For each subject, and then within each year group, we have a scheme of work which pupils will be taught from. This scheme of work will consist of a Unit Overview, assessment materials and then individual lessons. The Unit Overview details the learning intentions for each lesson and provides an overview of the knowledge and skills being covered within that scheme of work.

Approaches to learning: Throughout their academic program, pupils are given developmentally appropriate opportunities to develop research, higher-order thinking, communication, self-management, and social skills.

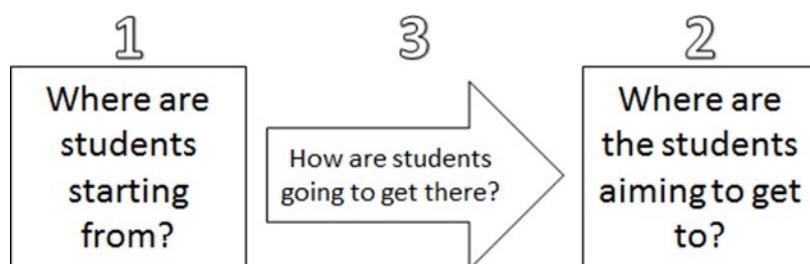
Classrooms and Learning Environments: Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs, and we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the School policy with regard to discipline and classroom management. We have a wide range of learning environments at LIFE SCHOOL, with both indoor and outdoor spaces. Our school learning environments have been appropriately risk assessed to ensure that they are as COVID Secure as possible, whilst meeting the needs our pupils. We continually review our classroom facilities and resources to ensure that they are of suitable quality, accessible to all and appropriate to support pupils' learning.

We also regularly review resources to ensure that they do not discriminate against the protected characteristics set out in the Equality Act 2010, or suggest bias towards a particular gender.

Planning should:

- Clarify objectives, including success criteria based on assessment outcomes, thus ensuring sustained and relevant progress over time;
- Identify prior learning to ensure clear progression.
- Identify clearly the subject knowledge to be taught;
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their pupil;
- Include references to differentiated work to ensure all pupils are challenged in line with their ability;
- Provide opportunities for developing independent and collaborative learning;
- Detail literacy, numeracy and communication opportunities and how they will be taught;
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
- Include SMSC considerations and opportunities to develop pupil aspiration;
- Identify relevant and challenging opportunities for home learning.

Lessons: When initially devising a new lesson, teachers are reminded to keep the lesson focused on the learning objectives and intended outcomes so that pupils move forward and make progress in their learning every lesson relative to their starting points. The following diagram is intended as a tool to ensure that initial planning remains clearly focused.



- **Use of assessment in planning** - Information from assessments should be used to set tasks that are perfectly matched to pupils' prior attainment.
- **Level of challenge** - Work should be pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual pupils work hard and try their very best. All individuals should find the tasks demanding at their own level.
- **Use of learning support** - Learning support should be highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs.
- **Opportunities to develop literacy, numeracy, and communication skills** – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson.
- **Use of strategies and tasks to engage pupils** - Strategies and tasks should enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- **Pace and depth of learning** - The pace of learning should be optimised throughout the lesson as to the best effect to support pupils at the time they need such support. As a result, almost all pupils make rapid and sustained progress.
- **Use of questioning** - Questions should be designed to tease out pupils' understanding so that the teacher is exceptionally *aware of the degree to which pupils are secure in their knowledge and understanding*.
- **Assessment of learning during lessons** - The work for each individual pupil should be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work.
- **Marking and feedback** - Marking should be frequent and regular, providing pupils with very clear guidance on how work can be improved. Pupils need to be engaged in the process. (see LIFE SCHOOL Feedback Policy)
- **Home Learning** – Home learning if given, extends the learning and is treated as being as important as the lesson.
- **Progress** – Ultimately, all pupils should make at least good progress in their learning relative to their ability and starting points and demonstrate full understanding of this. For many, this is better than might be expected. Some may demonstrate exceptional achievement.

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Planning: Teachers LIFE SCHOOL use a weekly planning sheet to plan their teaching following the planning prompt sheet (appendix 4 and appendix 5). These methods could include use of power point, use of a generic teacher planner or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan. However, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at LIFE SCHOOL to ensure the highest standards and therefore, outcomes for the pupils.

Monitoring: The annual model for monitoring of teaching and learning is as follows:

- Regular learning walks – this may include a variety of formats such as ‘drop-ins’ with a shared focus, tours of the school or support calls (appendix 8);
- Subject review – triggered by T&L issues or examination results. These are to be used to guide support and direct challenge;
- Full observation – 3 per year (appendix 5);
- Work scrutiny, ‘every six weeks (appendix 6);
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support.

Monitoring of teaching and learning is quality assured through a model of paired observation and scrutinisation wherever possible. The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.

Support for Teachers: Staff are supported in improving their teaching in the following ways:

- Tours of strength (observing good practice from colleagues)
- Coaching triangles (teachers working in groups to enhance their own practice)
- Development time targeted continuing professional development (CPD) sessions
- Observing good practice at other schools
- External courses when necessary

Pupil and Parent Involvement: The views of pupils about lessons will also be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to their child’s success in school. They are strongly encouraged to review school books, support their child in responding to their teachers’ feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged.

Homework: We recognise the importance and value of homework as an extension and consolidation of classwork. Homework can also stimulate creativity, critical thinking, and the awareness that learning can take place outside of the classroom. Homework assignments can be varied in line with the competency of the pupil. Please see our homework policy for more details.

Setting of Appropriate Home Learning Across the Whole Curriculum

Rationale: Home learning is an important part of a successful education and helps support pupils’ ability to learn in a variety of contexts. Home learning not only reinforces classroom learning, it also helps pupils to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

Nature of home learning: At LIFE SCHOOL, we believe that home learning tasks should not prevent pupils taking part in other after-school activities such as music, sport and clubs. It should be flexible so it can be completed at the family’s convenience. Homework should be enjoyable for pupils, parents and carers.

Effectiveness of home learning: Teachers must ensure that home learning is purposeful and that it enhances the pupils’ learning journey. Home learning is most effective when:

- Tasks are structured, linked to the scheme of work and their purpose is clearly explained to pupils;
- There is consistent practice across the school;
- Home learning expectations are recorded in the planner provided;
- Pupils and their parents or carers are clear about what they need to do and what the outcome will be;
- There are high expectations;

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- Feedback is clear, focussed and constructive.

Regularity of home learning:

- At LIFE SCHOOL, we allow pupils to take ownership of their own learning journey and allow teachers to respond to the needs of the pupils throughout their courses.

Pupil and Parent Involvement: The views of pupils about home learning will be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to pupils’ success in school. They are strongly encouraged to support their children with their home learning by creating the right environment and routines at home to enable home learning to be completed. Liaison with the school is encouraged through use of the pupil planner. Parent views are regularly sought and acted upon.

Marking Assessment and Feedback

Please refer to the separate Marking and Feedback policy.

Literacy and numeracy issues: Numeracy and literacy should be corrected in a way which is appropriate to the needs of the pupil. However, where a pupil’s work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focused and positive marking process. Pupils may be given time to complete corrections. The codes are designed to standardise our approach to highlighting literacy and numeracy issues. The code is designed that it might be used in a variety of curriculum areas.

Presentation of work: It is important that pupils are encouraged to present their work in an acceptable and professional manner. The following are minimum expectations for written work:

The is clear guidance for staff on how a pupil book should be laid out (appendix 9)

Marking frequency: Formative – Teachers are expected to use their own professional judgement when deciding on the regularity of their marking, depending on the number of lessons and nature of subject. However, the following guidance will be insisted on when marking is identified as an issue for a particular teacher or department.

- Subjects where pupils have three or more lessons per week: at least one example of formative assessment every two weeks.
- Subjects where pupils have less than three lessons per week: at least one example of formative assessment every three weeks.

Summative – For each year group, there are two agreed examination windows where pupil work will be summatively assessed.

Home learning – Feedback from home learning must also be prominent in pupil files/books.

Educational visits: The curriculum offers educational visits that deepen the pupils’ understanding of the world around them. 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. These include both day and residential visits that relate to our curriculum. 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 and guardians are informed, and their permission is obtained before the visit takes place. **All Educational Visits are currently being reviewed under updated UK travel guidance in-line with the COVID-19 restrictions.**

Spiritual, Moral, Social and Cultural Development (SMSC): Through the curriculum, we nurture the spiritual, moral, social, and cultural development of each pupil as well as their intellectual and physical growth. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, while developing their individual potential and qualities of character so they can make a positive contribution to the world.

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. In doing so we positively promote the British core values. In addition, 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;
- takes steps to ensure the pupils appreciate racial and cultural diversity and avoid and resist racism, and
- ensures that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology (including social networking sites), substance misuse, knives and gangs, personal relationships and personal safety;
- enables pupils to develop their self-knowledge, self-esteem and self-confidence; especially through taking on responsibilities;
- encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provides pupils with a broad general knowledge of public institutions and services in England;
- assists 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;
- encourages 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.

For more details on how our school promotes SMSC and prevents extremism, please see our: *SMSC and Preventing Extremism and Radicalisation Policies*.

Personal Social, Health and Economic Education (PSHEE) and Citizenship:

Rationale: Our PSHEE curriculum reflects the school's aim and ethos in that it promotes pupils to be confident open-minded and compassionate individuals, who can flourish in a global society. We aim for our pupils in an age-appropriate way to understand and appreciate the range of different cultures and faiths in modern democratic Britain and prepare them for engagement with public institutions and society at both a national and local level. Our PSHEE Curriculum also fundamentally encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. (These include: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.) We enable pupils to develop an understanding of public services and institutions and to take their place in the modern democratic society. 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. Please refer to our *PSHEE and Citizenship Policy*.

Spiritual development: To help pupils in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:

- promote pupils' self-esteem by valuing and rewarding their achievements;
- encourage pupils to reflect on their learning and allow them to question and explore;
- provide opportunities in and out of lessons for them to discuss and exchange views;
- be supportive of those who seek faith or wish to strengthen it.

Moral development: In order for teaching and learning to be effective, pupils at LIFE SCHOOL must adopt a shared moral code of respect. This moral code is taught through the Personal, Social, Health, Citizenship Education (PSHE) curriculum days.

- The necessity of and the importance of following appropriate rules is seen as vitally important in setting an orderly learning environment.
- Pupils are encouraged to take on responsibility for their own learning and for that of others through peer support.

Social development: As part of engaging lessons and activities, pupils are expected to interact with their peers and other members of the community. Consequently, their social development is of great importance. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to co-operate with other pupils by balancing individual and collective needs;
- a readiness to celebrate others' achievements;
- a feeling of mutual respect and tolerance;
- a culture where pupils aspire to achieve!

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Cultural development: As well as developing an awareness of their own cultural roots, pupils should also be able to appreciate the diversity and evolution of cultural traditions. In comparison to other local schools, LIFE SCHOOL has a limited cultural mix of pupils. Therefore, it is particularly important that the following should occur as part of their learning journey:

- in lessons pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;
- further opportunities for the above should take place on school trips

Monitoring of spiritual, moral, social and cultural development of pupils (SMSC): In addition to the above considerations that take place when planning teaching and learning experiences at LIFE SCHOOL, some aspects of the SMSC agenda are explicitly taught in lessons. This is audited annually (appendix 6) to ensure that pupils are given the appropriate information and guidance on essential topics that may help pupils to be successful learners, confident individuals, responsible citizens and effective contributors.

Relationships and Sex Education (including Health Education): Relationships and Sex education is guided by moral principles and pupils are taught to recognise the values of family life and the range of relationships which they develop. The policy for the School's Relationships and Sex Education is available to parents. It has regard for the government's statutory guidance on Relationships and Sex Education. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons – which can only be granted by the Headteacher.

Children with additional educational needs: Here at LIFE SCHOOL, the term "additional educational needs" refers to pupils who experience special educational needs, such as a specific learning difficulty, and also those pupils who require instruction in English as an additional language (EAL). We are committed to providing a fully inclusive model of education. Teaching and learning is fully accessible to all pupils regardless of need. Supporting resources, such as visual timetables, are routinely used throughout the curriculum.

Children with Special Educational Needs and Disabilities (SEND) - Inclusion within the Curriculum: Our curriculum is well planned for each age group and ensures that pupils of all abilities, including those with an EHCP, special educational needs and/or disabilities, are able to acquire knowledge and understanding, develop and practice new skills, and make progress in a range of areas of learning. We design our curriculum to ensure that it is as broad as possible but if we think it necessary to modify our curriculum and teaching to meet the needs of individual pupils, then we do this only after their parents 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, this is referred to the Headteacher who seeks appropriate advice. We provide individual learning programmes (IEP) which is reviewed on a regular basis. The provision in this respect is coordinated by the SENCO.

The school meets with parents on a regular basis to see how we can work together, involving other agencies if appropriate, and setting targets to support their child's progress. We are committed to meeting the needs of pupils with disabilities, as we are to meeting the needs of all groups of pupils within our school. The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared to non-disabled pupils. Teaching and learning is appropriately modified for pupils with disabilities. For example, they may be given additional time to complete certain activities or additional resources. It is possible that some pupils in possession of an EHCP cannot be accommodated at LIFE SCHOOL due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

At LIFE SCHOOL, we are committed to providing pupils with English as an additional language the necessary support to fully access our curriculum. Where this is required an appropriate programme will be implemented.

How our school actively promotes fundamental British Values: We provide positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers and other adults for our pupils. Our range of sporting and other opportunities available to pupils through the curricular programme, enables opportunities for their participation. We help our pupils acquire values and skills to enable them to develop independence and choose their path in life. Evidence of our commitment to promoting British values can be seen across the school, including our School website, Prospectus and other documentation. Routine monitoring of the British Values agenda is carried out by the Headteacher.

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 and the local and wider communities.

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. 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. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education also make a strong contribution. Additionally, we ensure the following **does not** occur at our school:

- including material in lessons which promotes non-democratic political systems rather than those based on democracy, whether for reasons of faith or otherwise;
- teach that the requirements of religious law permit the requirements of English civil or that criminal law to be disregarded;
- that our lessons suggest to pupils that all religions are wrong and that therefore those who follow them are not worthy of respect.
- that our curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Preparation for the opportunities, responsibilities and experiences of life in British society: We ensure that we effectively prepare our pupils for future life in British society. This entails developing in every young person the values, skills and behaviours they need to get on in life. All pupils receive a rich provision that develop a range of character attributes, such as resilience and grit, which underpin success in future education and employment.

Effective Teaching: The most important role of teaching at LIFE SCHOOL is to promote learning and to raise pupils' achievements. Teaching includes lesson planning, the implementation of plans, marking, assessment, and feedback. It also includes support and intervention strategies. In assessing the quality of the 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;
- engaging and motivating pupils to learn;
- encouraging questioning, debates and individual opinions;
- 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 those who may have additional educational needs;
- enabling pupils to develop the skills of learning for themselves and of setting high expectations;
- setting appropriate homework;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time, and drawing on subject knowledge and expertise to encourage pupils to make good progress;
- managing instances of poor or disruptive behaviour; (Please see our Behaviour Management Policy for more details)
- allowing opportunities for open discussion and debate of problems and themes which arise from the curriculum or everyday life.

In our lessons, we ensure that learning objectives are shared with and understood by the children. We also ensure that children understand the 'success criteria' for the lesson – i.e. what they need to do or pay attention to in order to succeed and achieve.

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Often, these success criteria will be decided jointly with the pupils to ensure that they have full understanding of them. Learning objectives and success criteria will usually be displayed in lessons.

Teaching at LIFE SCHOOL:

- enables pupils to acquire new knowledge and make progress according to their ability so that they might increase their understanding and develop their skills in the subjects taught;
- fosters within pupils 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 pupils, and ensures that these are taken into account in the planning of lessons;
- demonstrates appropriate knowledge and understanding of the subject matter being taught;
- effectively utilizes classroom resources of an adequate quality, quantity, and range;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly;
- uses information from assessments to plan teaching so that pupils can progress;
- utilises effective strategies for managing behaviour and for encouraging pupils to act responsibly;
- does not undermine 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
- does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

We also ensure that our assessment framework for pupil performance is evaluated by reference to our own school aims as provided to parents and, where appropriate, by external assessments.

Effective learning: We ensure the best possible environment for learning by developing a positive atmosphere in which all pupils feel safe and feel they belong, in which they can access appropriate resources, and in which they enjoy learning because they know the challenge will have been set at the right level. All teaching is structured to maximise learning opportunities and progress, with the end goal of ensuring pupils can function properly as adult citizens and are able to engage with public institutions and society at a local, national and international level. Lessons are planned in accordance with the following principles:

- The teaching should build on previous learning.
- It should give pupils 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 pupils can access the learning.
- 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 journey will be.

We offer opportunities for pupils to learn in different ways. These include investigation and problem solving; research; group work; pair work; independent work; whole-class work; asking and answering questions; use of ICT; fieldwork and visits to places of educational interest; watching television programs and debates, role-plays, and oral presentations. We also 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. We also recognise that some pupils may have other particular needs such as Looked After Children or those who perform a caring role at home as Young Carers. LIFE SCHOOL carefully considers what additional actions may be required to ensure these pupils receive the support they need to achieve whilst taking into consideration the impact of their needs and/or caring responsibilities.

Effective Assessment: Assessment and feedback are an integral part of the learning process. This includes both assessment of learning and assessment for learning. Our teachers systematically assess pupils and use that assessment to plan and modify provision for our pupils. We are concerned with learning outcomes, and continuous assessment is integral to this process, which includes:

- well-understood learning objectives that are shared with the pupil;
- assessments of individual subjects and their objectives;

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- sharing or creating learning outcomes with the pupils to make them partners in their learning;
- effective teacher questioning, observations of learning, and analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to pupils; and
- pupils understanding how well they are doing against the success criteria and how they can improve.

(Please refer to our Assessment Recording and Reporting Policy for more details).

Effective Planning: We use the School curriculum 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 and subject. We base our planning on our knowledge of the pupils' levels 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 focus is to develop further the knowledge and skills of the pupils. We strive to ensure that tasks are appropriate to each pupil's level of ability.

We plan our lessons with clear learning objectives. Our lesson plans contain information about the learning objectives, the planned learning activities, the resources needed, and the way in which we assess the children's learning.

Remote Learning – continuing our Curriculum Provision: In instances where LIFE SCHOOL is unable to provide on-site education to groups or all of our pupils, we have procedures in place to ensure we can offer a remote curriculum with minimal disruption to children's learning. We recognise the challenges of learning from home on both pupils and their families and as such, we support families in accessing remotely with regular contact, including video conferencing lessons where appropriate. For more details, please see our Remote Learning / COVID-19 Procedures. Additionally, the school may make adjustments to our proposed curriculum based on our assessments of pupils' learning progress to address gaps in knowledge and skills as a result of children having to learn remotely.

Monitoring the implementation of our Curriculum and measuring its impact: The Headteacher is responsible for monitoring the implementation of the School curriculum and overseeing the work of the teaching staff within the school. They will examine long and medium-term planning to ensure that appropriate teaching strategies are used. They provide strategic lead and direction; offer support and advice to colleagues; monitor pupil progress in specific subject areas or activities; provide efficient resource management; oversee subject data collection and tracking; and source partnerships with outside agencies as appropriate.

Expectations of Staff: Staff are expected to promote curricular aims by:

- having high expectations of pupils;
- employing a variety of teaching methods;
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful;
- delivering lessons that build upon previous experiences and that provide continuity and progression;
- providing learning opportunities that offer depth and challenge and that motivate and inspire children;
- involving children in the process of learning by discussing work, negotiating targets, encouraging children to evaluate their personal achievements, and giving regular formative feedback through discussion, assessment, and marking;
- developing pupils' skills to become independent learners;
- encouraging, rewarding, and valuing achievement and effort, both formally and informally;
- working in partnership with children, staff, and parents to achieve shared goals; and
- keeping parents and guardians regularly and fully informed about the progress and achievements of their children through reports and parent conferences.

Communication with Parents and Guardians: Parents and guardians have a fundamental role to play in helping children to learn. Teachers and administrators provide advice to parents about the progress of children in their studies at school and about options for the next school, if applicable. We do all we can to inform parents and guardians about what and how their children are learning by:

- holding parents' evenings to explain our school strategies;
- holding parent conferences to review the progress of each child;
- providing current information about the topics of study to parents as part of termly reports;

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- sending regular reports to parents and guardians in which we explain the progress made by each child and in which we indicate how the child can improve further;
- explaining to parents and guardians how they can support their children; and
- being available through email correspondence and telephone communication.

We believe that parents and guardians have the responsibility to support their children and the School in implementing school policies. We expect 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 us if there are matters outside of school that are likely to affect the child's performance or behaviour at school; and
- promote a positive attitude towards school, staff, and learning in general.

Transition Support: We ensure all children are prepared for their transition into the next academic year group and Key Stage.

Careers Guidance: At LIFE SCHOOL, we provide explicit, age-appropriate careers guidance to all pupils, which looks at career pathways which may be of interest to them in the long term. We recognise the importance of having goals and aspirations to work towards throughout secondary school and beyond. Our carers education enables pupils to make informed choices by understanding their strengths and weaknesses and how their interests can relate to the world of work, exploring different careers and opportunities. Our careers guidance is presented in an impartial way, with particular emphasis placed on staff avoiding stereotyping job roles to specific genders. This includes through the learning materials we use. We also avoid favouritism towards a particular education or work option.

Equality Impact Assessment: This document forms part of LIFE SCHOOL's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

Concerns and complaints: Parents 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 available to parents and pupils.