



SIR  
BOBBY  
ROBSON  
SCHOOL

## Curriculum Policy (Teaching and Learning)

# Teaching and Learning Policy 2021-22

**Our Curriculum Intent:** Our Curriculum intends to remove barriers to learning and offer opportunities and experiences to increase pupil's life chances on their journey to adulthood, through the teaching of key knowledge and skills.

## Introduction

Sir Bobby Robson School provides education for pupils between the ages of 11 and 15 years who have Education and Health Care Plans related to their Social, Emotional and Mental Health (SEMH) needs. The drive towards high quality teaching and effective learning is at the heart of what we do at Sir bobby Robson School; and only the very best examples of teaching and learning will achieve our aims.

## A. Aims and objectives

This policy aims to:

- Ensure that consistent and effective teaching and learning is delivered across the curriculum
- Provide a set of guidelines for teachers to ensure that the curriculum is accessible to all pupils, meets their needs and challenges their learning
- Ensure that pupils are developed to become confident and independent, life-long learners both in and out of the classroom
- Close learning gaps by identifying barriers to learning and providing individualised curriculum strategies for intervention that accelerate progress for pupils
- Develop academic and social skills that will create well-rounded pupils equipped to be current and future learners, placing our pupils on par with their peers nationally

Through our teaching we aim to:

- Provide an environment conducive to learning for every pupil in the school
- Identify every pupil's range of needs, and with the support team, provide for these needs both in the classroom and outside
- Assess pupils' needs regularly and have a constant dialogue about progress
- Work with parents, carers and invested partners to provide effective learning strategies for each pupil
- Make clear the roles and responsibilities for both staff and pupils within the school environment
- Provide a curriculum that meets the needs of our pupils, both on and out of the school site
- Develop pupils' self-esteem and self-image, to enable them to succeed both in and outside of school

## B. A typical lesson at Sir Bobby Robson School looks like the following:

- **An engaging start!** The best lessons will begin with a conversation that settles and engages our pupils all at once. This conversation may be prompted by using a picture, video or paper-based task that gets our pupils ready for the subject at hand. Conversations may be varied and personalised, as each adult interacts in their own chosen way to lower our pupils' emotional barriers to learning. These barriers are often subject and complexity-based. When lessons involve complex learning demands, teachers are often even more flexible, engaging, warm, yet maintain clear boundaries.
- **A focussed introduction to a new aspect of learning.** The classroom teacher will usually move into part 2 of the lesson where settled pupils, in a fixed seating plan or requested arrangement where appropriate, will be exposed to a new piece of information or skill. Alternatively, teachers may use this opportunity to revisit previously taught matter. This may be sequential and link to another piece of learning from either the previous day, or from a different part of the learning year. Opportunities for recall and longer term retrieval present themselves here. The introduction to new learning may be through a demonstration, a multimedia tool or a piece of reading.
- **Dialogue and Questioning.** The best lessons at Sir Bobby Robson School are co-constructivist, in that they invite pupils to be a part of a dialogue about the content and process of their learning. Teaching assistants, teachers and pupils converse about the nature of the task presented, explore solutions that work per group and child, and volunteer opinions on what they learn and how. Teachers continually check for comprehension by using sophisticated questioning techniques depending on the subject. Adults will also make active judgements about next learning steps based on their assessment of learning.
- **An element of application.** Pupils are encouraged to use their newly acquired knowledge or more sophisticated skills, to a task that seems to be just that right amount of challenging. TAs guide and encourage participation in these 'cornerstone' tasks that will often form the basis for retrieval/recall in the next lesson or phase of learning. Adults may also use these development tasks to point out cross-curricular or real-world links.
- **Implicit and explicit differentiation.** The most typical lessons at our school acknowledge that all of our children are capable of deriving joy from learning; but that each may need a different level of support in order to eventually find learning intrinsically useful. Lesson resources, conversations and delivery are differentiated accordingly and additionally, cater lessons to our pupils' preoccupations and preferences where possible. This may either be visible in the choice of content or the way in which content is delivered.
- **Relationships.** The best lessons at our school will overwhelmingly plan, vary and consolidate learning based on the strength of relationships between the adults and pupils in that room. A new teacher and TA combination may incorporate moments where new boundaries and relationship building are modelled. A teacher may stop academic teaching to point out moments of SEMH learning. Adults may have to make decisions about the tone, content and language of their humour if used, and use humour to anchor pupils so that they are receptive to learning. Warmth and boundaries make for some of the best lessons at Newlands, and we model this process consistently throughout our teaching day.

## C. Effective teaching

At Sir Bobby Robson School, teaching aims to be engaging, exemplary and consistent, so that our learners can engage and find fulfilment in the time that they spend in classrooms whilst making academic progress.

Effective teaching at Sir Bobby Robson School is accomplished by having consistently high standards of delivery, resource creation and dialogue across classrooms, whilst allowing for individual teaching styles to flourish. Elements of consistency and agreements over what makes for exemplary practice include the following:

### **1. Classroom routines and structure**

- Pupils and teachers are to arrive at lessons on time, at all times
- Pupils are to enter their classrooms quietly and calmly with no running
- The teacher and classroom support staff coordinate with each other to establish routines for entering and exiting classrooms
- Starter activities are to be provided at the door if appropriate
- Pupils are to enter classrooms and write dates and titles if directed by the teacher
- Learning outcomes are to be made clear for pupils
- Pupils are to accept instruction from teachers and classroom support staff equally
- Pupils should participate positively in all lessons
- Pupils should sit where indicated, at desks and chairs
- Pupils are to maintain a record of their work in their books, on files or electronically, assisted by adults
- Pupils are to be responsible for materials and resources used
- Pupils should treat displays with respect
- Pupils are to assist with keeping the learning environment clean and tidy

### **2. Promoting high expectations within the team**

- Pupils are to be set challenging and engaging work
- Equal respect is to be promoted among the team of teachers, classroom support staff and pupils at all times
- Pupils must be provided with a safe classroom environment at all times
- Teachers create a visually engaging classroom environment
- Expect pupils to be in uniform in all lessons
- Ensure that pupils have conversations at appropriate times
- Ensure that pupils remain at chairs and desks as directed
- Books are to be marked fortnightly
- Inappropriate language and behaviour is to be corrected and challenged
- Good conversational skills are to be modelled
- Classroom routines embedded over time
- Ensure that the learning is accessible to all pupils according to their needs
- End lessons punctually and calmly
- Model good relationships among staff

### **3. Structure of lessons**

Teachers and support staff provide a safe and structured learning environment. Lesson structure is as follows:

1. Lessons are to be divided into 4 parts, loosely, depending on the curriculum being taught.

2. The primary goal of a lesson is to **CONNECT**, where pupils have a chance to make links between what has been learnt and what is to come.

*CONNECT can take a few forms, including starters that hint at the upcoming content, revision of what was previously learnt, experiential knowledge made explicit or activities that are 'hooks'; all of which establish a successful environment for learning.*

3. The following goals of a lesson are to **EXPLORE** and **DEVELOP**. These goals can be met via a variety of tasks that introduce new ideas, introduce new skills and give pupils a chance to practice these skills and work towards mastery.

4. The final goal of a lesson is to **CONSOLIDATE** and **EVALUATE**. Pupils use this time to work independently or with help, to summarise new learning, reflect on their progress and identify areas for development.

These 4 stages may sometimes be spread over more than one lesson, allowing for conceptual understanding to take place. Pupils access learning within lessons from a number of sources, including texts, audio-visual tools, and demonstrations and modelling. The pace of each lesson is appropriate to the subject being taught.

## **4. Differentiation and Independent Learning**

### **4.1 Differentiation**

At Sir bobby Robson School, the need for differentiation is of paramount importance to ensure the learning needs of each pupil are met. Differentiation may take many forms and we strive to demonstrate exemplary practice in this area, resulting in all pupils being capable of accessing the learning objectives and meeting the success criteria in every lesson.

The reasons for differentiating are as follows:

1. Pupils need provisions for their individual learning needs and styles
2. Pupils learn at different speeds and in different ways, at different times
3. Pupils have different experiences, knowledge banks and skills as their starting points
4. Each pupil is entitled to a broad and balanced curriculum
5. Pupils are engaged when they are equally able to achieve their learning objectives
6. When work is closely matched to pupils' abilities they are more likely to stay on task and to achieve success

**We differentiate by:**

- **Teacher input and expectations:** Teachers at Sir bobby Robson School are actively engaged in understanding their pupils' personalities and needs, right from when they start school. This includes careful study of their EHCPs, examination of prior grades and levels and pupil seminars and meetings with other professionals and stakeholders in order to understand the pupil as an individual. Teaching is then pitched and continually tailored to these personalities, boundaries and needs.
- **Differentiated tasks:** Teachers may adapt lesson tasks based on pupil abilities and learning styles that help each pupil meet the learning objective as best as they can.
- **Targeted questioning:** Teachers can use skills hierarchies to target questions at pupils to elicit answers that match their ability.
- **Pupil preferences:** Teachers, who are aware of how their pupils prefer to learn, can deploy more than one method within a lesson that helps pupils achieve their learning outcomes. Learning can be made accessible, personalised and enjoyable. This method is most effectively used when accompanied by pupil reflection upon how they learn, and can contribute to an element of 'Pupil Voice' across the school.
- **Grouping (including pairs):** Teachers may group pupils by ability or mixed abilities to enable peer teaching and learning.
- **Resources:** Teachers can produce resources based on attainment and understanding, since some resources may be more or less suitable dependent upon literacy, speed of working, need for stretch and challenge, etc. Resources can also be tailored to meet specific learning needs.
- **Use of additional personnel including support staff and interventions:** Additional support for pupils may involve 1-to-1 work with a Teaching Assistant (TA). Pupils with developing literacy and numeracy skills may use TA help to have writing and number work modelled for them at a pace appropriate for their skills. Pupils may also need to work with an adult for additional reassurance in the case of exam or test anxiety. Additionally, teachers can liaise with other professionals such as Educational Psychology/SALT/Occupational Therapy to schedule interventions for pupils in the areas of Literacy, Numeracy, Anxiety, Social, Emotional and Exam Skills. Pupil's profiles that account for and track these interventions are available. Liaison with external professionals can also result in integrated approaches to teaching both within the classroom and outside.
- **Context:** Teachers may adapt or use resources sensitively in light of pupils' prior experiences.

- **Teaching/learning styles:** Teachers may vary their styles in different classrooms depending on the subjects that they teach and the age and emotional requirements of the pupils that they are teaching.
- **By outcome:** Teachers may give pupils the same, open-ended tasks to complete, allowing for pupil response at different levels. This can be demonstrated through the use of 'All, Most, Some' structure for learning objectives to be met. This should not be relied on regularly as the sole means of differentiation, since it can inhibit the attainment of pupils at the lower-performing end of the class.

Methods of differentiation can feed into curriculum planning, since meeting the needs of each child is central to our teaching foci.

A curriculum that is differentiated for every pupil will:

- Build on past achievements
- Present challenges to allow for more achievements
- Provide opportunities for success
- Remove barriers to participation

*Pupils learn at different rates, have different areas of interest and different levels of motivation. It is unlikely that all pupils in the same class will be at the same level in particular attainment targets. Similarly, it is unlikely that any one pupil will be at the same level in all parts of a programme of study.*

#### **4.2 Independent learning**

We want our pupils to have the skills to become lifelong learners. Therefore, it is imperative that they are given scheduled opportunities within the lessons to successfully work independently in order to develop those skills. We want our pupils to understand that self-motivation, the ability to organise oneself, make decisions and sometimes make mistakes are key to their learning and future success.

Our Teaching Assistants are receiving training in the language of independent learning, with the aim that they can prompt pupils to reflect on their own problem-solving abilities from previous learning experiences, and apply these to novel learning contexts across the school. We are working to stretch our pupils to understand and master tasks, rather than focus solely on tokenistic task completion.

#### **5. Formative assessment**

Our formative assessment practices aim to educate and inform each pupil about their progress, make learning apparent and assess that learning objectives are being met. More importantly, our practice aims to check for conceptual understanding and retention of knowledge so that each teacher knows where to take learning next. This can take a variety of forms across the school, including:

## **5.1 Marking and feedback**

There will be 6 mark scrutinies across the year – one per half term, and feedback will be provided from each of these, either in groups or individually depending on the nature of reflection required. In each scrutiny, we will be looking at the nature of pupil work as well as evidence of the ‘connect’ and ‘develop’ stages of our lesson planning, through worked examples and pieces of extended practice.

We will look for evidence of strong routine practices across the school.

Our literacy code has been reconfigured for effectiveness (based on recommendations on formative assessment by Dylan William), and modified to make conscious room for re-teaching of concepts if required. The new code, as shown below, is accessible to all subjects, has taken away elements that create confusion and those that have been shown to not be used effectively.

We have taken away student response time to create opportunities, instead, to reteach misconceptions (Hattie’s conceptual change in classrooms) as starter tasks. This, we hope, will engage our pupils directly and more effectively than previous models of student response time.

In addition:

1. Pupils are to know their targets where appropriate
2. Marked classwork is to follow these guidelines:
  - All work that is marked in detail follows the format of **What Went Well (WWW)** and **Even Better If (EBI)**,
  - **WWW**: Must include positive comments where appropriate and explain specifically, what has been done correctly
  - **EBI**: Should be a specific comment about what needs to be done to improve the work, based on specific assessment criteria, objectives or their target grade. Staff can also use this as an opportunity to identify misconceptions or errors, point to these conceptual misunderstandings and specify work that needs to be done next. As such, deep-marking is to be used as a tool for diagnosing next teaching steps.
  - Staff use a simplified literacy marking code when required
  - Detailed verbal feedback could be acknowledged with a comment
  - Good work and effort is rewarded using the school reward system and celebrated through assemblies
  - Marking is regular and work is to be deep-marked once every two weeks

**Literacy and general marking codes used to correct pupils’ work:**

## **Marking Codes**

Symbol	Extended version
Sp. E.g. Annotate	Spellings - Collect spelling errors to reteach as starters - Mark by letters – tick over the correct letters, dots or crosses under wrong ones
C	Capital letters
P	Punctuation (Full stops, commas)
SL/U	Subject-specific language/Units
Advanced: Redraft/Rework	To rewrite/rework pieces of work with identified improvements

## 5.2 Questioning

1. Open and closed questioning is to be used by all teachers as appropriate
2. Questions can be directed at pupils by ability and skill (using Bloom's taxonomy)
3. Techniques like "pose, pause, pounce, bounce" can be used to scaffold discussions
4. Pupils can be encouraged to ask questions and teachers can continually reinforce the idea that all pupil questions are valid
5. Teachers can make time to answer questions posed by pupils, allowing for pupil-led learning within lessons
6. Teachers can plan and structure questioning to encourage higher level thinking
7. Teachers can use Q & A time to encourage debate and discussion as well as model an effective conversation process

## 5.3 Peer feedback

1. When pupils are provided with success criteria for their tasks, including mark schemes, answer sheets or model answers, they can use these to provide their peers with feedback on their classwork
2. Feedback can be in the form of highlighted achievements, highlighted areas for development and suggestions for how work can be improved
3. Peer feedback can also be used as a tool for summarising learning

## 5.4 Self-assessment

1. Pupils may be provided with checklists at the start and/or end of new topics so that they are aware of content for that half-term. They can also use these checklists to assess their own knowledge prior to, and post-teaching.
2. Pupils may use mark schemes and model answers to assess their performance on tests in KS4

3. Pupils may complete evaluations based on content and/or experience at the end of units and topics in order to reflect on their own learning and progress

## C. Curriculum

The purpose of our curriculum offer is to ensure that pupils leave Sir Bobby Robson School with the skills, qualifications and citizenship values to ensure a successful transition to adult life. As a result, a personalised approach to the curriculum offer is promoted, wherever possible.

### Reading – Is the key to the curriculum

It is our belief that the ability to read and interpret written language is a fundamental skill that enables access to the curriculum. Reading is an essential for life-long learning. With this in mind the intended aim of our reading strategy is;

The reading strategy is implemented with due consideration of the following points;

- • The teaching of reading is to be given a high priority by all staff. Success in reading is crucial in developing children's self-confidence and motivation to learning in general. Reading and books are at the centre of the curriculum.
- • Teaching and learning supports the development of learning to read and reading to learn strategies.
- • The development of reading cannot be seen in isolation from writing or speaking and listening. The best readers are the best writers - we read as writers and write as readers!
- • Strategy is based on the latest research and best practice observed with an emphasis placed on constant review (effectively using the assess, plan, do, review cyclical model). Staff engage in continuing professional development to ensure practice is up to date.

For learners to feel **happy** (by fostering a love of reading), to feel **safe** (in the development of key reading skills) and to make **progress** (accessing the information that will support their development in all curriculum areas) removing barriers to learning and being prepared for the next stage on the journey to adulthood.

- • We strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way (introducing good quality books, from a variety of cultures and in a range of different styles and formats)
- • All children can learn to read and every teacher is an advocate for reading.
- • Reading is pleasurable. We promote the love of reading.

### How we teach reading at Sir Bobby Robson School

Reading skills are taught four times a week in a structured reading session focussing on **language comprehension** and **word recognition**. Reading skills are applied across all other curriculum areas with reference to and reflection on the use of those skills.

- ● Background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge are taught as part of **language comprehension**.
- ● Sight recognition, decoding and phonological awareness are taught as part of **word recognition** skills.
- ● Alongside language comprehension and word recognition we carefully consider attitudes and motivation, with an ongoing focus on reading fluency.
- ● The children's taught reading sessions will be structured with a mixture of guided group, individual and whole-class elements. The guided- group sessions enable the teacher to focus on key skills they know a specific group of children need whilst the whole class sessions allow all children (regardless of their personal word recognition and phonics skills) to access, experience and discuss high-quality texts therefore preventing them from being held back by the mechanical skills of reading. Individual reading forms part of bespoke intervention supporting pupils with their personalised reading needs.
- ● Language comprehension is not only taught discretely e.g. Vocabulary is taught at all times in all curriculum areas with the support of our word rich environment.
- ● Phonics teaching is based on and uses the structure set out in Letters and Sounds (DfE) and is supplemented by intervention programs e.g. Nessie. Phonics is taught through practical, visual, auditory and kinaesthetic learning and the use of a range of resources.
- ● All of the pupils can access a range of reading schemes: including Oxford Reading Tree, Rigby Star and Rapid Readers. These books are then grouped into different colours according to level of difficulty. The scheme contains a range of books that are both fiction and non-fiction. Pupils have access to Rapid Readers online which enables them to read these books at home with parents and carers.
- ● Reading is assessed and monitored against the age related expectations and measured against Pearson reading age tests.

Pupils will develop the skills that enable them to close the reading attainment gap (from a low starting point) and become readers for life. By the end of their time with us, pupils are able to read fluently, and with confidence.

### **Our school curriculum aims to:**

- Help pupils learn content and skills to the best of their ability
- Make learning engaging, accessible and a positive experience for all pupils such that they take ownership of their own learning and identify how they learn
- Help pupils think independently and creatively
- Teach pupils about current world issues, including the environment and political society, so that they can become immersed in issues that affect them in and outside of school
- Embed SMSC (social, moral, spiritual, cultural) and British values across the breadth of the offer, implicitly within lessons
- Enable them to become participating citizens who value equality of opportunity
- Help pupils identify the right course of action for themselves, both academically and otherwise
- Encourage pupils to develop a strong sense of self, so they can accord respect both to themselves and members of the school community

The curriculum at Sir Bobby Robson School includes not only the meeting of objectives as laid out by the National Curriculum at KS3, but also extra-curricular activities that promote their social and emotional skills and growth by providing opportunities for meaningful interactions outside the classrooms. Each element of teaching within the classroom also places implicit expectations upon the pupils to learn from modelled adult behaviour.

At the end of KS3, pupils select options for KS4 which include a choice between Home Economics, Physical Education (PE), Media, ICT and Art, in addition to the three core subjects. Teaching is tailored to the curriculum demands of these various qualifications.

Teaching in KS3 may be mapped on to the KS4 curricula demands in order to raise understanding and attainment.

## The Curriculum at Sir Bobby Robson School

At Sir Bobby Robson School we strive to achieve a balance between variety and suitability when it comes to the curriculum we offer our students. We want to ensure they have a strong chance of success but we also need to be cognisant of their social, emotional and mental health needs.

### 2021/2022 Curriculum for KS3/4

1. English
2. Maths
3. Science
4. Art/DT
5. PE
6. Humanities
7. PHSE
8. Digital Media
9. Music
10. Life Skills

### Qualifications at Sir Bobby Robson School

<b>Subject</b>	<b>Qualification Offered</b>
English	GCSE Entry Level
Maths	GCSE Entry Level
Science	GCSE Entry Level ASDAN

PHSE	Entry level ASDAN
Food Technology	GCSE Entry Level
Art	GCSE Entry Level
Physical Education	GCSE Entry Level
Media Studies	GCSE Entry Level
Humanities	GCSE Entry Level

#### **D. Assessment recording and reporting**

At Sir Bobby Robson School, we assess our pupils and record our results, for accurate tracking of progress in the following ways:

1. Diagnostic testing: Pupils, when they first arrive, take baseline tests in English and Maths, as well as for Reading and Comprehension skills. These scores augment their KS2 SATS results that are sent to the academy on admission.
2. Formative assessment: This assessment is regular and continuous, and takes place within all classrooms and outdoor environments. The quality of this assessment is monitored during learning walks, observations and marking scrutinies. More details of this are found in the policy section on formative assessment.
3. Summative assessment: We assess our pupils at 3 points in the academic year. For KS3, levels are used as a tool across the school to record progress made over time. At KS4, we are making a transition to the GCSE 9-1 system, with some subjects making this transition in Year 9. Termly progress reports are sent to parents and carers. The school records all data on a central data system (Go for Schools) once every half term.

#### **E. The role of parents and carers in teaching and learning**

At Sir Bobby Robson School, working with carers and parents is paramount to how our pupils learn and progress. We maintain constant contact with carers and update them on progress via the following:

1. Annual parents' evenings to update families on academic attainment as well as social and emotional progress
2. Report on mid-term and Annual Reviews that take place 1-to-1 with families and other involved agencies
3. Sending termly academic attainment reports that report grades and comment on how families can support pupils in order for them to progress further

4. Sending homework and revision packs for pupils that engage with learning and make their desire for such resources clear
5. Maintain regular phone contact with families in order to keep them updated about successes and targets

**Families and carers, on their part, can support their child's academic progress by:**

1. Ensuring that their child's attendance record is the best possible
2. Ensure that the pupil is equipped appropriately, as far as possible, with a uniform and kit for PE. The school also provides uniform on request.
3. Ensure that the pupils' health is monitored and that the pupil is fit and healthy, to the best of their capacity
4. Inform the school about issues likely to affect academic progress.
5. Work with the school to promote the importance of learning and progress, be it academic or social and emotional

**F. Monitoring and review**

The teaching and learning policy at Sir Bobby Robson School is reviewed regularly through the teaching year in order to account for changes and updates to curricula, developments in technology, changes to guidelines, new government initiatives or changes to the physical school environment.

The quality of Teaching and Learning is monitored throughout the academic year using the following tools:

- Learning walks
- Peer observations, feedback and dialogue
- Specific, targeted and reviewed training opportunities
- Self-reflection and evaluation
- Exercise book monitoring and book scrutiny
- Feedback from pupils, parents and carers
- Regular performance management of staff

Date Ratified by Governing Body	October 2021	Signed:
Reviewed	October 2021	Signed: