



CURRICULUM POLICY

The following policy is designed with our school vision in mind. Springfield provides a relevant academic curriculum which supports pupils to become responsible citizens, well-equipped for the technological and global society in which they will live.

Curriculum

Our curriculum is broad and balanced. We encourage pupils to take part in a range of subjects and also to extend their learning through participation in the wide variety of sporting and creative activities that take place during lunch-times and after school during period 6. Trips, social enterprise activities and 'focus days' all enrich the pupils' experience.

The vast majority of our qualifications are GCSE (level 2); although the school does offer some level 3 programmes in Mathematics. Pupils make their options choices at the end of Year 8 so that they have three years over which to be prepared for their GCSE assessments. GCSE and technical courses are reviewed internally on an annual basis in line with the options planning process.

All of our pupils are expected to study GCSE qualifications which ensure they have access to the English Baccalaureate. Therefore, in addition to their core subjects, all pupils are required to study Computing (or ICT), Humanities (Geography and/or History) and a Modern Foreign Language (French or German) at GCSE level.

An extensive personal development programme, which includes SMSC (spiritual, moral, social and cultural) development and PSHE (personal, social, health and economic) education prepares students positively for life in modern Britain. Pupils are encouraged to appreciate the values of democracy and to respect those with different faiths and beliefs.

Teaching and Learning

Our aim is to increase the occurrence of outstanding teaching across the school; all teachers have a responsibility to plan and deliver lessons in which the quality of teaching and learning is of the highest standard.

It is acknowledged that different teachers have their own preferred styles of teaching; however, it is imperative that agreed criteria are followed to ensure the best outcomes for all groups of learners.

Lesson Planning and Delivery

When devising a lesson, teachers are reminded to keep the lesson focussed on the learning objectives and intended outcomes so that pupils make good or better progress in their learning relative to their starting points. Teachers at Springfield School should strive to ensure that their planning allows for the following criteria to be met:

- **Planning** - Teachers are advised to use the Springfield lesson plan proforma; this is a requirement for observed lessons along with a class set of progress data
- **Learning Objectives** – These should be precisely differentiated and challenge all groups of learners
- **Use of assessment** - Information from assessments should be used to set tasks that are matched to pupils' prior attainment and personal targets
- **Progress** – Ultimately, all pupils should make good or better progress in their learning relative to their ability and starting points and demonstrate full understanding of this; some may demonstrate exceptional achievement
- **Differentiation** - Work should provide an appropriate level of challenge depending upon an individual's starting point. Differentiation strategies include targeted questioning, level of conceptual understanding, different activities linked to targets, focused support, group work, specific language development, literacy skills development, co-construction, flipped learning, assessment
- **Challenge** - The pace of learning should be optimised throughout the lesson as to the best effect to support, challenge and enthuse all groups of learners
- **Use of questioning** - Questions should be designed to 'tease out', assess and extend pupils' understanding
- **Use of strategies and tasks to engage pupils** - Strategies and tasks should enthuse pupils so that they persevere when faced with difficult problems. Co-construction and flipped learning approaches should be used to encourage depth of learning and independence
- **Marking and feedback** - Marking should be formative and frequent, in line with agreed school policy
- **Homework** – Homework should be set in line with school protocol to extend learning. Homework is important and so sufficient time should be allowed in lessons to record and review homework tasks
- **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 AOT** – Teachers should deploy AOT effectively to ensure that they are able to best support the pupils; the AOT should be aware of the lesson plan and scheme of work

Monitoring

Teaching and Learning is regularly monitored by Heads of Department and the SLT and, where appropriate, it forms the focus of external review/advisory visits. School Self Review (including appraisal) provides us with additional methods of monitoring the quality of

Teaching and Learning in order to provide relevant feedback and action points that are disseminated across the school. Examples of the methods used are listed below:

- Department/Year Office reviews
- Patterns of progress and attainment in different groups identified at PGAP meetings and through ARR data analysis
- Lesson observations – formal and informal
- Learning walks
- Departmental and whole school book reviews
- External reviews e.g. Challenge Partners

Schemes of Work

Medium and long term planning can be presented in a way that best suits each department. However, it is expected that schemes of work will:

- Clarify objectives and outcomes (including success criteria) for progress over time
- Identify clearly the subject knowledge, understanding and skills to be taught
- Include references to differentiated work to ensure all pupils are challenged in line with their ability and targets
- Provide opportunities for developing independent and collaborative learning such as co-construction and flipped learning
- Detail literacy, numeracy and communication opportunities and how they will be taught
- Highlight opportunities to promote SMSC learning
- Include opportunities for a variety of assessment for learning strategies
- Identify relevant and challenging opportunities for homework

Behaviour for Learning

We expect pupils to display the following characteristics of outstanding behaviour for learning in all of their lessons. Pupils should be encouraged to:

- Be confident, self-assured learners
- Show respect and consideration for others' ideas and points of view
- Ask questions where appropriate – of each other and of the teacher
- Support one another, work collaboratively, and recognise the contributions of all
- Undertake self-assessment or peer assessment and set appropriate targets for improvement
- Respond to teacher feedback and recognise that further progress can always be made
- Develop resilience in approaching problems and new learning challenges
- Select appropriate learning resources to help develop their own learning
- Work with increasing independence, developing the skills to become life-long learners
- Make effective use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work

Homework

Homework is a valuable enhancement to the learning experience of all pupils. There are various reasons for setting homework, examples of which are to:

- encourage and develop self-discipline, study habits and a range of skills in planning and organising time
- allow reinforcing, extending and consolidating of work done in class
- give pupils experience of working on their own, and to develop in pupils a sense of responsibility and commitment to their own learning
- involve parents/carers as partners in education
- prepare for assessments and examinations
- provide focused and sustained support for less able pupil
- further challenge and extend able and gifted/talented pupils

Homework is most valuable when it is clearly linked to current or future learning.

Types of homework

- Researching (extended projects set over a longer period of time or resource gathering in preparation for future lessons)
- Learning e.g. vocabulary, spellings, facts
- Extension tasks that deepen the learning in the lesson
- Writing assignments/drafting
- Reading
- Practising /rehearsing e.g. presentations, newly acquired skills, examination questions
- Projects to supplement the learning (completed over a number of weeks)
- Creating e.g. artwork, dioramas, photograph taking

Teachers will set a variety of different types of task for homework, depending upon the curriculum. If a set homework task requires pupils to use ICT to complete it, and they do not have access to a computer at home, teachers should encourage them to take advantage of the use of the school's ICT facilities at lunch-time or after school.

Frequency of homework

All subjects are expected to set homework frequently. The amount of homework may vary, but as a guide, pupils should expect to spend the following amount of time on their homework:

- In Year 7 and Year 8, pupils should expect to receive between 1 and 1½ hours homework per night
- In Years 9, 10 and 11 this should increase to 2½ hours per night
- In addition to formal homework, pupils are expected to read independently at home in order to develop their literacy skills

Equality policy compliant: objectives 5, 6, 8, 9

Review date: January 2017