



Cloughwood Academy

Teaching and Learning Policy

Version and Date		Author	Committee Responsible	Review frequency	Approval	Next Review Due
1.0	15.09.2014	Mr A Larkin	TLCS	2 yearly	Approved by the TLCS Committee on 17.12.14	16.12.2016
1.1	06.12.2016	Mr G Booth	TLCS	2 yearly	Approved by the TLCS Committee on 15.12.2016	14.12.2018

Highlights from Ofsted

(May 2016)

“All groups of pupils, including disadvantaged pupils, achieve well from their different starting points.”

“...all pupils know what they are expected to achieve in each lesson.”

“Teachers’ high expectations, lessons which engage and enthuse pupils as well as an emphasis on pupils acquiring key skills in Literacy and Numeracy, stand pupils in good stead for the demands of the KS3 curriculum.”

“Strong teacher subject knowledge, high expectations for behaviour and lessons which enthuse, help pupils make rapid gains in their knowledge, skills and understanding.”

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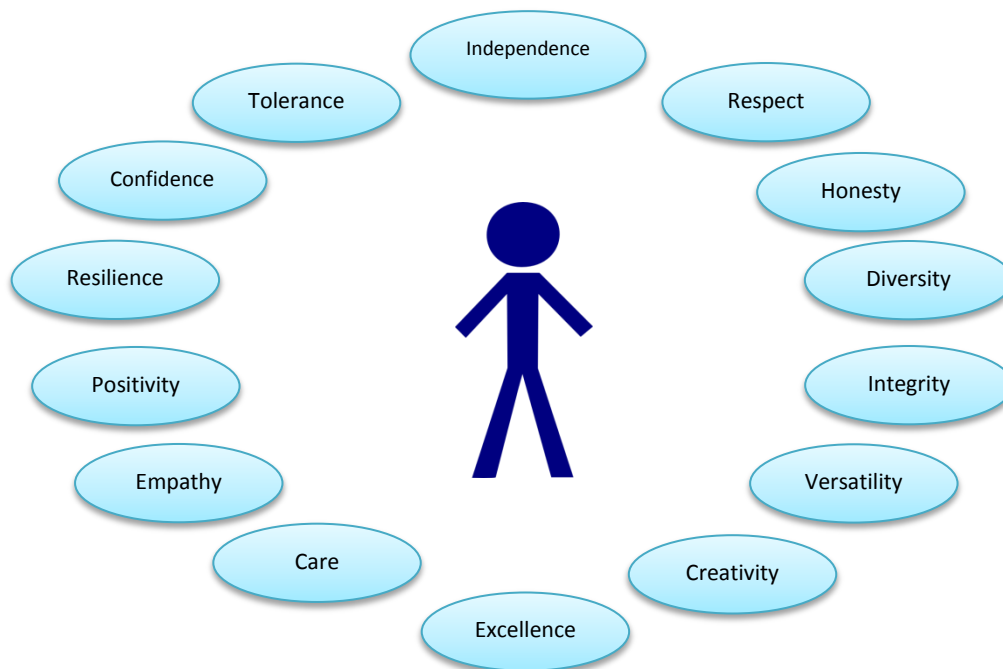
1. Mission Statement, Values and Aims

Mission Statement

To continue to develop a safe, thriving, outstanding Special Academy, creating innovative learning and personal pathways into life, work and society for all our pupils.

Values

At Cloughwood we value, promote and expect all people to demonstrate a wide range of personal and collective attributes through our day-to-day practice, relationships and ethos. These include:



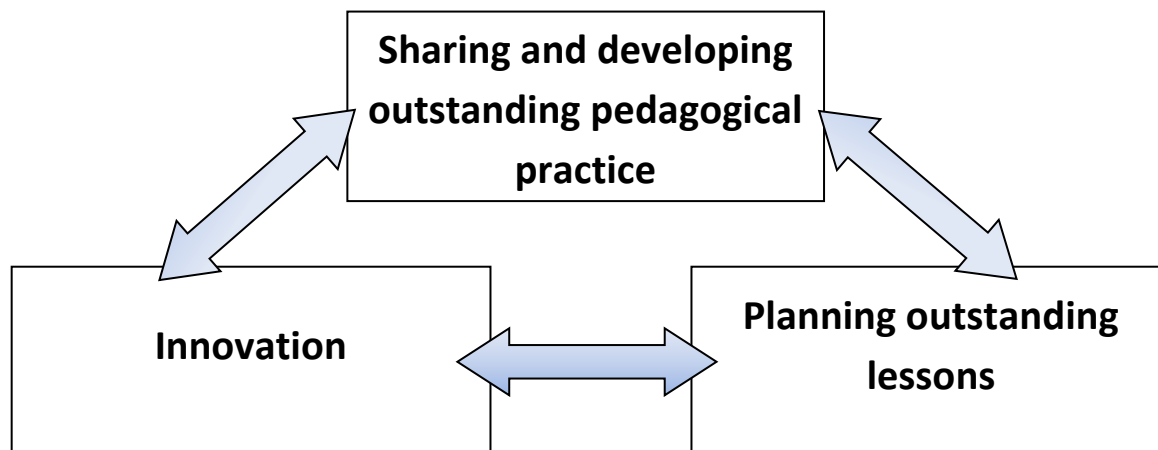
Aims

Through guaranteeing high quality teaching and learning in a state-of-the-art environment which offers a wide range of bespoke, individualised learning and personal development opportunities, we aim to produce pupils who:

- Are physically, mentally and socially able;
- Develop a lifelong love of learning and are inspired to seek out and tackle new challenges;
- Are able to face the trials and challenges of school and life, and able to overcome adversity;
- Are able to make a worthwhile and meaningful contribution towards a cohesive, complex and multicultural society;
- Develop inquisitive and creative minds;
- Develop resilience, motivation and perseverance;
- Achieve high levels of literacy and numeracy;
- Develop independence and overcome previous barriers to learning;
- Achieve results as high as peers in mainstream education and go on to appropriate and relevant post-16 destinations.

2. Teaching & Learning Priorities

We strive to enable every learning experience at Cloughwood Academy to be consistently Outstanding. We have three priorities to ensure high standards in the classroom:



After the recent Ofsted inspection (May '16), improvement targets included provision to allow

- “teachers to further develop their skills and expertise in teaching reading and writing across the curriculum so that pupils’ achievement in English at the end of KS2 and KS4 continues to improve.”

With this in mind initiatives will continue to be implemented in order to shape this direction towards improvement. Training needs have been reviewed in order to address changing pupil needs. These will build on previous strategies such as words level Literacy and strategies to involve pupils in writing and Inference Training. This evolution will lead us into further work to meet pupil needs and these include the Grow@KS3 programme which encompasses further developing reading for meaning, turning reading into writing and meta cognition skills.

3. Teachers' Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. A full copy of the Department for Education Teachers' Standards is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf

Part 1: Teaching

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

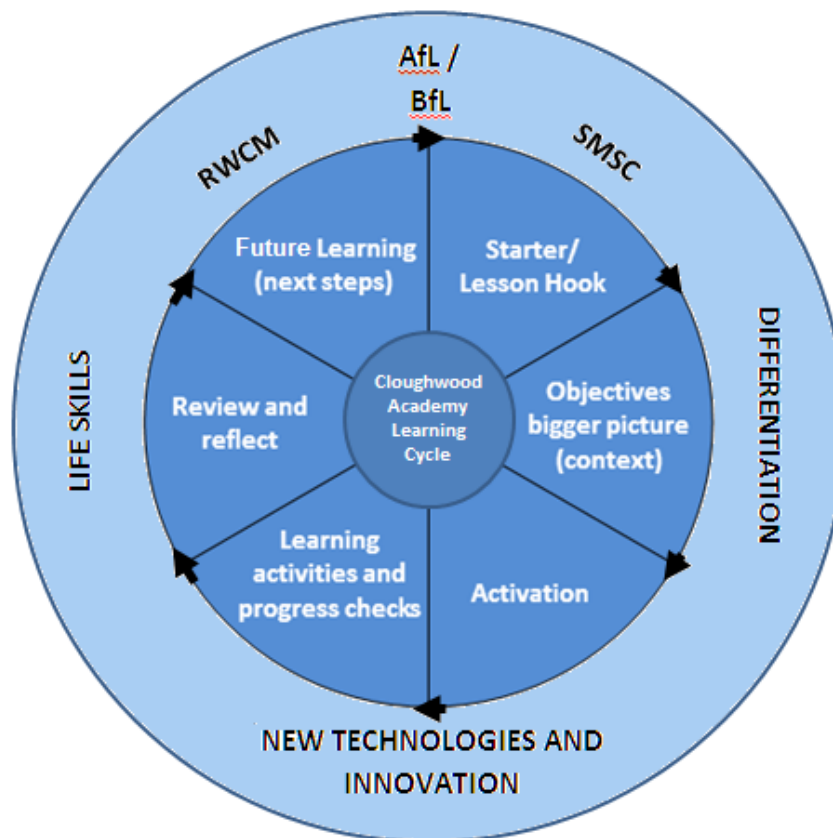
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

4. Cloughwood Academy Learning Cycle

All staff must implement the academy's whole-school teaching and learning cycle. This is at the heart of learning experiences and planning in the Academy. Further explanation can be found in appendix 1 – 'Planning for Outstanding Learning Experiences'



Cloughwood Academy Learning Cycle

AfL – Assessment for Learning including focus on Peer to Peer and Self-assessment.

BfL – Behaviour for Learning

SMCS – Spiritual, Moral, Social and Cultural, British Values

Differentiation – Individualised / matched learning experiences for all groups of learners – one size DOES NOT fit all.

New Technologies and Innovation – Use of ICT and new methodologies that enhance learning and connect it with an ever changing world

Life Skills – Employability Skills such as independent learning, thinking skills, group work, high-order thinking skills, three R's, speaking and listening, presentation skills. Vocational courses, BTEC, Public Services, Duke of Edinburgh at Year 11, Vocational/Motivational courses at Year 11

RWCM – Reading, Writing, Communication and Maths including Functional Skills at Year 9

5. Continuous Professional Development and Support

CPD

Cloughwood Academy is committed to providing high quality personalised professional development opportunities for all.

In order to develop a learning culture in all areas, the school will provide:

- Daily briefings – sharing best practice and communication.
- Tuesday staff and CPD meetings – information and development, teaching and learning focused training, BESD-related training.
- INSET and staff development days.
- Learning courses and visits to other school (e.g. ITP).
- Exam Board standardisation meetings and training.
- Courses and conferences determined by teachers with Performance Management cycle.
- Coaching meetings with Vice Principals.
- Working parties.
- Curriculum meetings and collaborative planning and assessment sessions.

Support

If extra support is required, there are a number of staff who can help:

- Line Manager
- PGCE/NQT Mentors
- Vice Principals for Teaching, Learning & Behaviour and Curriculum & Standards
- Any member of the Senior Leadership Team (SLT)
- The Principal
- Directors
- Academy Counselling Service

6. Special Educational Needs, Disability and Inclusion Team (SENDIT)

The SENDIT team support individual pupils needing to help those struggling to make up lost ground and reach a functional level of literacy including reading, writing and spelling. Full details about the work of the SENDIT can be seen in the SEN report and a copy of the SENDIT policy can be accessed from the staff area of the school's website.

Personnel

- Four members of staff are trained to deliver the Grow@KS3, one of which is a dedicated SENDIT member.
- The SENCO is trained to SEN Co-ordinator Post Graduate Certificate level.
- There are five staff trained by Educational Psychologists to provide Emotional Literacy support.
- There are three staff trained to deliver the inference strategies in their lessons.

In May 2016, Ofsted said:

“Interventions which helped pupils quickly acquire the skills to read age-appropriate texts accurately and fluently ...these improvements in pupils' reading skills have made a positive difference to their abilities as writers.”

7. Lesson Planning

Learning Folders/Planners

At the start of each term learning folders for each class will be created which must include:-

- Class data on all groups of learners.
- Seating plans – annotated with target grades/levels.
- Full SEN information and background.
- Intervention plans.
- Mark sheets/assessment records.

Lesson Plans

If cover work is being left for a colleague, these lessons must be planned on a Cloughwood Academy Cover Lesson Learning Plan pro-forma (appendix 4). These are also on the shared drive.

Lesson Plan Scrutiny

Only teachers deemed to be requiring improvement will be asked to produce detailed lessons plans.

Monitoring of Teaching and Learning

All members of staff have a responsibility to ensure that learning experiences in the classroom are consistently Outstanding. Monitoring is conducted on a formal and informal basis by Senior Teachers and the Principal. Other monitoring can be through subject reviews, preparation for Ofsted or by Directors. From time to time visitors to the school will be invited on Learning Walks to observe best practice.

8. Monitoring Systems

Curriculum Progress Talks

Vice Principals will hold regular progress talks with teachers based on the performance level and support needed as part of Performance Management targets and review. Curriculum progress talks are intended to develop, share and highlighting outstanding practice and to provide advice, guidance and support on any issue related to teaching and learning. Staff are expected to develop a learning journal using a planner which must be available for use as a conversation starting point or to provide evidence of reflective teaching.

Lesson Observations

As part of the performance management cycle teachers will be formally observed three times each year. Observations will be planned to take in a range of classes and Key Stages at different times in the week. Teachers not performing at the expected level may have additional observations connected to action plans. All observation reports will be stored on SIMs.

Book Scrutiny

Book scrutinies will be conducted every half term by the Vice Principal for Curriculum & Standards and the SLT.

Departmental Reviews/Subject Development Plans

These are conducted each year and will be subject to scrutiny by the SLT and Board of Directors.

Performance Management

The performance management of teachers and other staff will be carried out in an annual cycle. See the Employee Handbook for further details.

Questionnaires

Each year, learners, staff and parents are surveyed by the Vice Principal for Teaching, Learning and Behaviour (TL&B) and these surveys are communicated to the SLT and Board who then decide if any actions are forthcoming.

Monitoring High Standards in the Classroom

Teachers at Cloughwood Academy are expected to maintain a high level of competence in the classroom to make sure all pupils are fully engaged and are making at least good progress. It is expected that all lessons be Good or Outstanding. Inadequate or teaching requiring improvement is unacceptable and will be tackled before it has a negative impact on pupil progress.

Judgement	Outcome
Inadequate lesson	Meeting with line manager/Principal. 6 week support plan issued.
Requires improvement lesson	Feedback from observer. Further observation within 1 week. No improvement – 6 week improvement plan issued
Series of learning walks or pop-ins evidence consistently inadequate teaching	Meeting with line manager/Principal. 6 week support plan issued
Series of learning walks or pop-ins evidence consistently requiring improvement	Extended feedback from line manager. Lesson observation within a week. No improvement – 6 week improvement plan.
Good lesson	Meeting with Vice Principals to reflect on strategies to take teacher to Outstanding.
Consistently good learning walks	Meeting with Vice Principals to reflect on strategies to take teacher to Outstanding.
Outstanding	Feedback with Vice Principals to discuss best practice and celebrate achievement in classroom. Look for opportunities to share best practice with others

Appendix 1

Planning for Outstanding Learning at Cloughwood Academy

Successful Lesson Design

In successful lessons pupils are:

- Clear about what it to be learned, how it fits in with what they know already and the expected structure of the lesson
- Actively engaged in their learning so they make their own meaning and find deep and lasting understanding of new concepts and ideas
- Able to work independently as well as collaborating with peers and adults in a range of group contexts
- Able to understand learning and behaviour expectations
- Able to use assessment as a way to help themselves improve – teacher feedback, peer – and self-assessment
- Confident that they can succeed and make progress because the conditions for learning are present
- Calm, relaxed and comfortable with the relationships with staff and peers that exist in classroom situations
- Happy to take learning risks and try new experiences
- Well behaved

Common issues

Sometimes pupils do not appear to make enough progress in lessons and teachers can be unhappy about the level of engagement and participation in planned activities. Why do lessons not go to plan? The reasons for this are many yet always stem from issues with planning, differentiation, knowledge of learners and pastoral understanding.

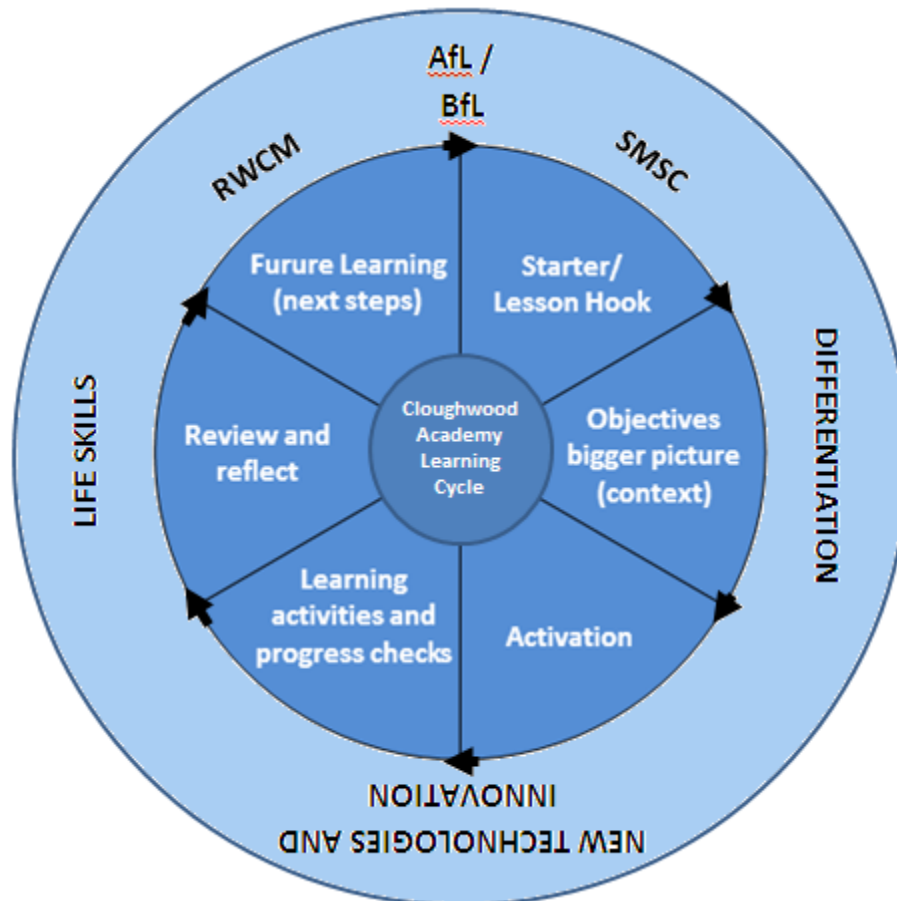
Good lesson design takes account of all the above factors and when achieved resolves many of these issues. Designing a lesson is a process which begins with clear understanding of all the pertinent parameters underpinned by an unambiguous purpose and the resources and methods available.

Teachers must be:

- Clear about the objectives and outcomes
- Aware of the range of pedagogic approaches, methods and strategies available
- Knowledgeable about *how* to select the right approaches and strategies to meet the objectives
- Able to then structure a lesson or series of lessons to ensure that learning takes place

Planning for Outstanding Learning experiences –

Structuring the learning



Cloughwood Academy Learning Cycle

Key features of effective starters / lesson hooks

- Carefully planned and create an expectation that all pupils will engage, participate and think.
- Promote challenge through engagement
- Activities are snappy, varied and active.

Objectives and big picture

- All lessons must have an expected learning target (ELT) and an aspirational learning target (ALT)
- Link targets to grades for KS4 and comments linked to beginning, developing, mastery and exceeding at KS2 and KS3 including age related expectations.
- Aim for higher order objectives to challenge learners to move to the next level
- Share the bigger picture of the learning with the pupils, e.g. how it fits in with course context, real life applications etc.

Activation

- Use a wide range of strategies to activate the learning – be creative and imaginative.
- Cater for a range of learning styles
- Plan for pupil-led learning when appropriate

- Use effective questioning to promote higher order-thinking and active listening when developing knowledge and understanding
- Modelling is more than demonstrating. It includes teachers ‘thinking aloud’ to reinforce underlying structures and concepts.

Key Features of effective learning activities

- Include independent and collaborative work
- Planned questioning to develop higher order thinking
- Effective use of innovative ICT
- Varied activities planned for groups within the class based data for G&T, SEN, IEP targets, etc.
- Tasks and questioning is designed to challenge pupils

Key features of effective progress checks

- Refer to learning objectives / targets
- Focus on how pupils are learning as well as what they have learned
- Planned to include active participation and for self and peer assessment and time for reflection.
- Allow for a variety of responses – verbal, written, physical etc.
- Occur at timely, well-judged times in the lesson

Reflect and review

- Plan different ways of reviewing learning
- Give time for pupils to demonstrate learning
- Insist that all pupils must reflect and review
- Ensure that reflect and review informs future planning

Future Learning

- Connect the learning so that pupils know their learning will progress into the next lessons.
- Set appropriate homework.

New Technologies

- Plan opportunities to enhance the learning experience with new technologies
- All classrooms have an interactive, touch-screen board and a tablet. Use apps creatively and teachers mirror work onto board

Plan for higher-order thinking and questioning

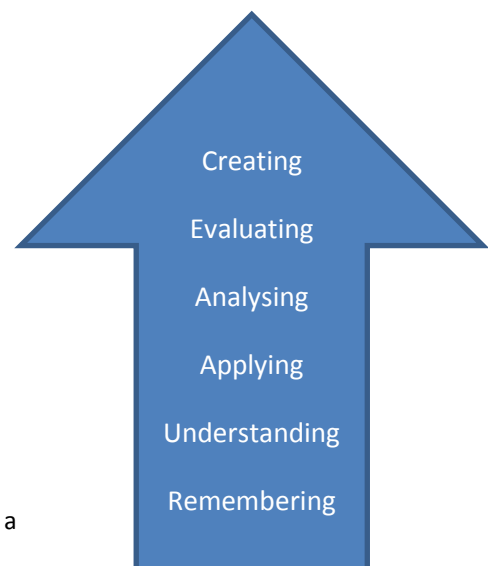
Use Blooms Taxonomy to develop and challenge¹

Differentiation

- One size does not fit all
- Plan activities, resources and questions that take into account learners’ profiles

RWCM

- Promote literacy, numeracy and communication in all lessons
- SMSC
- Find links to SMSC in all lessons



¹ See http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf for a good example of the revised Bloom’s Taxonomy

Assessment for Learning (AfL)

- AfL should be present at all points throughout a lesson and teachers must use their professional judgement in planning for AfL opportunities and in implementing strategies when opportunities arise unexpectedly.

Sharing lesson objectives with pupils

- Objectives are explained verbally and displayed and referred to throughout the lesson.
- Check understanding against the objectives in feedback opportunities and plenaries.

Helping pupils to know and recognise the standards for which they are aiming

- Success criteria must be carefully explained (and related to objectives)
- Teacher models success by providing examples of previous work so pupils can recognise features of good work.

Effective self – and peer – assessment

- Give pupils clear opportunities to talk about what they have learned and what they have found difficult, focusing on the learning objectives.
- Ask pupils to explain the steps in their thinking
- Give pupils time to reflect upon their learning
- Identify with pupils the next steps in their learning.

Quality feedback

- Value oral and written feedback
- Comments should identify the level of work a pupil has achieved.
- Comments should identify what has been done well and a point about how to improve and guidance about how to make that improvement.
- Pupil feedback opportunities should be planned in a later part of the lesson sequence

Review and reflection on assessment information

- Maintain continuous learning dialogue about the progress being made
- Frequently remind pupils of learning objectives and success criteria
- Make effective use of the plenary
- Balance teacher assessment with peer – and self – assessment
- Provide time for reflection
- Utilise time for accurate use of the Academy Rewards and Consequence Points system.

Behaviour for Learning (BfL)

- Getting behaviour right is central to effective learning experiences. To achieve this, many strategies must be considered. It is the responsibility of teachers to model the right types of behaviour and high expectations. There is a list of 100 strategies that help create a positive, successful learning environment.

Appendix 2 - SEN Information Report

What types of SEN do we provide for at Cloughwood Academy and what is our approach to teaching these pupils with SEN?

This is an all-through special academy for children with Social Emotional and Mental Health (SEMH) difficulties from year 4-11. All pupils have a statement of SEMH and may also have additional needs such as attachment difficulties, Attention Deficit Hyperactivity Disorder (ADHD) and traits of autism or Aspergers. All learners at Cloughwood are provided with an appropriately-paced and differentiated curriculum. We endeavour to match the demands of a learning task to the capability of the pupil, and employ a range of differentiated pedagogical approaches, including structured interventions and challenging extension work, for pupils in our special academy so that learners will be able to achieve their maximum potential.

How do we identify pupils who require academic interventions?

Twice in each academic year all pupils are tested using the 'new group reading test' and the Progress in English test. This establishes a baseline level for each pupil in the school in examination conditions irrespective of their SEMH needs and it is completed independently in a group session. Any pupil falling below functional reading age or with a standardised age score of 70 or below will have FFT W3 intervention, the inference intervention or Grow@KS3 intervention dependent on their individual needs.

How do we adapt the curriculum and learning environment to be as inclusive as possible?

Class sizes are small at Cloughwood Academy, enabling each pupil to have a differentiated target in each lesson. Therefore all work is carefully differentiated for each pupil by the class/subject teacher to enable pupils to achieve their potential and verbal and written teacher feedback is used at regular intervals. Teaching assistants may be allocated to role model tasks when these tasks are not understood or perceived as too difficult. At times teaching assistants may work with a pupil in class on a 1-1 basis or may 'team teach' a class with a teacher. Reading comprehension and writing is important in all subjects and there is a cross curricular emphasis on questioning for inference and inferential tasks. Rewards for achievement and effort are consistently applied throughout the school to motivate pupils and celebrate their success. The learning environment is ordered, bright, neat and tidy and as clutter-free as possible in order to aid pupils with poor attention and concentration skills to focus on their tasks. Each class has displays of key ideas, words and visuals to act as a prompt or reminder of expectations. Pupils also have enrichment sessions where extra targeted numeracy support takes place in smaller groups.

How do we consult parents and involve them in their child's education?

All of our pupils have a Statement of SEN which details their main areas of difficulty; progress in addressing those needs is monitored every year in an Annual Review of the Statement. Over the past two years, all pupils have been having these Statements converted to Educational Health and Care Plans (EHCPs) which have been introduced in response to recent changes in legislation. This new format places far more emphasis on quality collaborative, joined-up work with the intention of a wider range of professionals contributing to helping young people and their families address areas of need or difficulty. By the end of 2016/17 academic year it is expected that all pupils at Cloughwood Academy will have an EHCP, which will continue to be monitored annually.

Cloughwood has a strong ethos of parent involvement and ensures that parents are kept informed of their sons' progress throughout the year. Each pupil receives three reports every year: one at the end of the Autumn term, one just before the Easter break and a final, full summative report detailing a pupil's yearly progress at the end of the Summer term.

Young people who are Looked-After or in public care have additional support throughout the year. In addition to the reporting and monitoring processes outlined above, these pupils have multi-profession Personal Education Planning (PEP) meetings to monitor their progress in a number of areas and to identify if there are other interventions or support that can be added to further improve outcomes to ensure that those pupils are able to engage and participate as much as possible and to achieve at the same level as their peers.

In addition to the above provisions, there are many other ways that parents are kept informed at Cloughwood Academy: multi-agency work is helped through Team Around the Family (TAF) meetings, Child in Need (CIN) meetings and other arrangements to monitor pupils' and families' progress.

Parents' evenings take place at different points in the year for groups of pupils, at which parents/carers can visit school to talk about their son's progress.

Cloughwood Academy is currently in the process of developing a parent forum for the school and, in addition to the usual parents' evenings and school celebrations, other events are being planned. Parenting classes began last year and are planned to take place each year and our aim is to create a Parent Teacher Association (PTA) in the near future. We are fortunate in having two parent directors on the Academy Board.

How do we assess and review pupils' progress towards their outcomes?

Pupils are monitored throughout the year by the Special Educational Needs Coordinator (SENCO) to check that the provision offered is enabling the pupil to meet outcomes from the EHCP. They are assessed using standardised testing such as the progress in Maths and English test twice yearly and also assessed for reading using a standardised test twice yearly. Pupils' Statements and Education Health Care Plans are also reviewed yearly. The annual review includes the views of pupils and parents. Form tutors also have a responsibility to help create SEN Young Person profiles to help tutors and their teaching assistants reflect on what a child's needs are and how to meet them. Pupils on structured interventions such as Emotional Literacy Support, Grow@KS3 literacy and Inference training are monitored carefully using Pupils' Attitude towards School and Staff (PASS) tests or the benchmarking kit for literacy interventions.

How do we support pupils moving between different phases of education and other transitions?

All transitions are well planned for throughout school as children and students move from class to class and phase to phase. Primary pupils are slowly and carefully phased into the upper school during the final half term of year 6. Pupils in year 9 begin some GCSEs and BTEC qualifications early in order to gain an understanding of the demands of the GCSE courses. Students are increasingly supported in planning for their transition from school to college life including work experience. Staff from young person's services and the in-house careers co-ordinator work with pupils in school to get to know them and to advise both students and parents/carers on what is available after leaving Cloughwood Academy. Pupils in year 11 are supported by the Motivational Learning Mentors to complete voluntary work and other work-based learning throughout their final year to broaden positive experiences outside of school and prepare them for adulthood and life beyond school.

How do we support pupils with SEN to improve their emotional and social development?

Pupils have a range of support available to them such as our five Emotional Literacy Support Assistants (ELSAs), key workers and form tutors. If a child is identified as having a need that cannot be met by the skills of the academy then professional advice will be sought from other therapists and experts and pupils may require extra support inside and outside of

school. For example this may be play therapy or Child and Adolescent Mental Health Services. This will be determined through a collaborative process within a review, involving the SENCO, the educational psychologist and the placing authority. The educational psychologist will work with the ELSAs and the SENCO to give strategies and help design appropriate emotional literacy interventions for pupils who are in need of targeted support.

What training do staff have to support pupils with SEN?

The SENCO has the National Award for SEN Co-ordination Diploma (Post-grad certificate). There are four TA's trained in the 'Inference' intervention, four trained on a University College London accredited course in the 'Grow@KS3' intervention. To address SEMH needs, five staff are trained by educational psychologists as Emotional Literacy Support Assistants (ELSA). All trained ELSAs take part in regular supervision with educational psychologists to discuss concerns and talk about individual cases with specialists. All staff receive recent, up to date training on supporting the development of reading skills, Attachment, Resilience, Speech, Language and Communication strategies and Specific Learning Disabilities. The goal of whole staff literacy training is to ensure every teacher is accomplished in teaching pupils the skills of word reading, comprehension and writing. Through this training staff develop a closer alignment between intervention session approaches and teaching and learning strategies used in lessons across the curriculum. The SENCO will also identify when training is needed for specific areas for the whole school staff and will deliver training or liaise with other experts such as educational psychologists, speech and language therapists or outside literacy and numeracy specialists who can deliver training to the whole staff. The Head of Care is the academy's designated lead for Safeguarding and Child Protection and will identify when training is needed.

How do we evaluate the effectiveness of our SEN provision?

The leadership team at Cloughwood Academy, in collaboration with all staff, the SENCO and Head of Care, measure the performance of the additional needs provision every year in the Academy Self Evaluation document.

Data from all interventions is tracked across the year for every aspect of Social, Emotional and Mental Health provision as well as learning and progress in academic interventions. The SENCO plans the intervention programme for the year and manages and monitors how the staff team delivers the programmes on a day-to-day and termly basis.

Form tutors monitor the progress of the pupils in their classes and ensure that pupils are kept on track whilst also keeping a close eye on the fact that each individual pupil is safeguarded from falling behind in any area of their education and development. Form tutors make regular phone calls home to celebrate success or discuss any problems that may arise.

Each year the SENCO produces a written report on the performance of the Special Educational Needs and Disability Inclusion Team (SENDIT) and produces data and other information about the progress of individuals and groups of pupils.

How do we handle complaints from parents with SEN about provision at the school?

Parents/carers are encouraged to contact their son's Form Tutor or the Principal in the first instance, to resolve any minor concerns informally. If concerns still persist, Cloughwood Academy has a Complaints Procedure in place which is reviewed at least every three years, a copy of which is available on the academy's website or from the school office.

Appendix 3 - Cover Lesson Learning Plan Proforma

Teacher		Date		Period					
Class		Subject		NOR					
FSM	SEN SA	SEN SA+	SEN ST	G & T	Low	Med	High	LAC	Ever 6
Previous Lesson									
Lesson objective/s	Expected learning target – Aspirational learning target -								

WORK SET

Time	Planned learning activities

Where are the exercise books?
 Should exercise books be collected at the end of the lessons?
 Is there homework to set?
 Is there homework to collect?

Comment for the teacher:

Appendix 4 – Subject Summaries

Subject: English

Subject lead:

Mr G Booth

What is provided at KS3 and/or at KS4?

All students follow the National Curriculum programme of study in English in Key Stage 3. Years 7 and 8, whilst the groups remain suitable in size are taught together until Year 9. Pupils begin the GCSE AQA English Language and Literature courses at Year 9. The skills taught in the Literature strand are inter-changeable and enable students to study and understand the requirements of the Language course which runs alongside it. Not all students will undertake both examinations as the linear nature of the course make it difficult for some students to complete the Literature aspect. However all students will complete the Language element and have the opportunity to achieve a grade C pass or above. Students use Language and Literature books which show development. Pupils are provided with a wide range of opportunities to develop their Literature and Language skills including group discussion and Speaking and Listening skills at both KS3 and KS4. Speaking and Listening at Key Stage 4 is a non-examination component of the syllabus in which pupils are encouraged to develop their presentation and questioning skills. At both Key Stages pupils are given the opportunity to experience a wide range of texts including 18th, 19th and 20th Century novels, poetry, blogs, websites and Shakespeare plays.

Why do we teach this subject?

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

What do pupils gain from it/how do they benefit?

The curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Any statutory requirements?

English is a compulsory subject at Key Stage 3.

English is a compulsory “Core” subject at Key Stage 4.

Please see the National Curriculum for more information-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244215/SECONDARY_national_curriculum_-_English2.pdf

Subject: Science

Subject lead: Mr B Monteith

What is provided at KS3 and/or at KS4

All pupils follow the national curriculum programme of study in Science at both KS3 and KS4.

Pupils complete the Key Stage 3 Curriculum in two years following the Exploring Science framework. Both year groups complete units of study in Biology, Chemistry and Physics, each comprising of four different topics. Pupils are formatively assessed throughout each topic and a summative assessment on completion of each topic. Each topic will provide pupils with literacy, mathematics and ICT opportunities.

The KS4 AQA GCSE specification in biology should enable students to:

- develop scientific knowledge and conceptual understanding of biology
- develop understanding of the nature, processes and methods of biology through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on biology through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively. Biology should be studied in ways that help students to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives. The scope and nature of such study should be broad, coherent, practical and satisfying, and thereby encourage students to be inspired, motivated and challenged by the subject and its achievements.

Why do we teach this subject?

To create a challenging environment which raises standards of achievement and the quality of teaching and learning in Science for all students, leading to whole school improvement in performance.

The department will provide learners with a high quality and stimulating educational experience within an exciting, stimulating and supportive environment.

Science is exciting. Science is a way of discovering what's in the universe and how those things work today, how they worked in the past, and how they are likely to work in the future. Scientists are motivated by the thrill of seeing or figuring out something that no one has before.

Science is useful. The knowledge generated by science is powerful and reliable. It can be used to develop new technologies, treat diseases, and deal with many other sorts of problems.

Science is ongoing. Science is continually refining and expanding our knowledge of the universe, and as it does, it leads to new questions for future investigation. Science will never be "finished".

What do pupils gain from it/how do they benefit?

Science is an active contributor to local and national developments within Science and will encourage young people to pursue science beyond the age of 16. It will provide learners with the appropriate learning pathways so that they develop the skills needed to be active citizens within an increasingly scientific world and to progress into employment, further training and higher education according to their individual abilities, aptitudes and ambitions.

Any statutory requirements?

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDARY_national_curriculum - Science 220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDARY_national_curriculum_-_Science_220714.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381380/Science_KS4_PoS 7 November 2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381380/Science_KS4_PoS_7_November_2014.pdf)

What is provided at KS3 and/or at KS4

At Cloughwood Academy we endorse the purpose and aims of the new Mathematics curriculum, provided by Edexcel – Pearson. The curriculum has taken a huge leap towards ensuring all students have an equal opportunity to improve and achieve at a level particular to each individual student. Each year groups curriculum is split into three sections, each level teaches the same topics but at an appropriate level to the student. The curriculum also enforces the ability to problem solve, which requires a student to use cross-curricular knowledge to understand worded maths questions. The new curriculum is set up to begin preparing students for their GCSE's in year 7 as it gradually increases in difficulty and intensity.

Cloughwood Academy is also aware that the GCSE national curriculum does not suit all students needs and abilities. In response, Cloughwood offers an alternative qualification called Entry Level. This is a much more flexible approach allowing students to take the exam at any given moment and is aimed at students who find mathematics particularly difficult to grasp.

Finally, numeracy interventions are offered to a select number of students to provide them with a recap of a topic before they approach that topic in lesson. This enables a student to feel more comfortable and confident when a new topic is introduced in lesson.

The National Curriculum for mathematics aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. At Cloughwood our aims are to make a new positive start to mathematics and support for children who have had a varied but generally negative experience with education in general.

Why do we teach this subject?

Mathematics contributes to the school curriculum by developing pupils' abilities to calculate; to reason logically, algebraically, and geometrically; to solve problems and to handle data. Mathematics is important for pupils in many other areas of study, particularly Science and Technology. It is also important in everyday living, in many forms of employment, and in public decision-making. As a subject in its own right, Mathematics presents frequent opportunities for creativity, and can stimulate moments of pleasure and wonder when a problem is solved for the first time, or a more elegant solution to a problem is discovered, or when hidden connections suddenly manifest. It enables pupils to build a secure framework of mathematical reasoning, which they can

use and apply with confidence. The power of mathematical reasoning lies in its use of precise and concise forms of language, symbolism and representation to reveal and explore general relationships. These mathematical forms are widely used for modelling situations; a trend accelerated by computational technologies. The subject transcends cultural boundaries and its importance is universally recognised.

What do pupils gain from it/how do they benefit?

A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject.

At the end of his mathematical education in this school, each pupil will be able:

- To perform basic numeracy skills
- To perform the basic mathematical skills needed in his chosen career or for entry to higher or further mathematical education
- To understand the mathematics likely to be encountered in daily adult life
- To reason clearly and logically, and to set out a rational argument
- to identify patterns encountered in diverse situations and to extrapolate from these
- to approach problems systematically, choosing appropriate techniques for their solution
- To follow logical instructions clearly expressed
- to experience satisfaction in and enjoyment of his mathematical achievements
- To obtain any formal mathematical qualifications needed for his chosen career
- To obtain his best possible results at KS2, KS3 & KS4, In addition, we hope that pupils will acquire the logical abilities characteristic of a mathematician.

Any statutory requirements?

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum - Mathematics 220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239058/SECONDARY_national_curriculum - Mathematics.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239058/SECONDARY_national_curriculum_-_Mathematics.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/331882/KS4_maths PoS FINAL 170714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/331882/KS4_maths_PoS_FINAL_170714.pdf)

Subject: Art

Subject lead: Miss E.Bailey

What is provided at KS3 and/or at KS4

All students follow the national curriculum programme of study in art in KS3 and In KS4 students follow AQA GCSE syllabus full course. Sketch books are used in all key stages as vital part of the students' development of ideas, experimentation, and to document artists' research. These sketch books provide a record of the students' development. Pupils are taught to develop their creativity and ideas using a sketch book, and increase proficiency demonstrating refinement of ideas and skills. They also develop a critical understanding of artists and annotate their work to show how the artists they have researched inform their own work.

Why do we teach this subject?

An education in Art and Design develops the key skills required for independent learning. It requires research, practical investigation, personal choice and the formation of opinion.

An education in Art prepares for many different areas of work but most importantly it allows us to appreciate, enjoy and engage with the world around us.

We strive to keep providing a broad range of stimulating projects and good quality teaching in Art. Our projects and contextual links are current with developments in worldwide arts, and delivered with the best resources we can provide; we seek to raise students' aspirations, confidence and achievement. We strive to raise standards by developing independent enquiry and encourage a life-long interest in the Arts.

What do pupils gain from it/how do they benefit?

Aims of the art and design curriculum are as follows-

- To produce creative work, explore ideas and record experiences.
- To become proficient in drawing, painting, sculpture and printmaking.
- To be able to evaluate and analyse art works using a specialist vocabulary.
- To know about a range of artists and designers, and understand the historical and cultural development of their art forms.
- Through engaging in an art education pupils also stand to gain the following personal skills-
- Ability to work creativity with some imagination and initiative
- Fine motor skills
- Ability to visually analyse images.
- Improved concentration
- Ability to work independently and to refine work.

Any statutory requirements?

Please see the national curriculum for more information-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239062/SECONDARY_national_curriculum_-_Art_and_design.pdf

Subject: Computer Science/ICT

Subject lead: Mrs R Orme

What is provided at KS3 and/or at KS4

At Key Stage 3 students study Computer Science in accordance with the National Curriculum.

During year 9 students complete the Functional Skills Level 2 in ICT

At year 10 and 11 students complete a GCSE in ICT

Why do we teach this subject?

KS3 Computer Science: Pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Year 9 Functional Skills ICT: Is designed to equip learners with the confidence and ability to use ICT systems and tools, and find, select, develop, present, and communicate information. Studying these areas allows students to become competent users of ICT, which will support their future learning and career.

Year 10 and 11 ICT GCSE: Encourages the investigation and study of Information and Communication Technology in a variety of contexts. In these situations, students are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of information and communication systems.

What do pupils gain from it/how do they benefit?

Pupils will be able to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. They will evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. Pupils will also be responsible, competent, confident and creative users of information and communication technology

Any statutory requirements?

Computing is a compulsory national curriculum subject at KS3 and a 'foundation' subject at KS4.

What is provided at KS3 and/or at KS4

The Physical Education curriculum aims to provide Cloughwood pupils with a balance of individual, team, co-operative and competitive activities aimed to increase self-awareness, self-confidence and encourage self-reliance through an ability to manage themselves successfully in the range of situations provided

At Cloughwood Academy we use a variety of teaching styles and acknowledge that there are different learning styles amongst our pupils in PE lessons. Our principal aim is to develop the children's PE knowledge, skills and understanding through a mixture of whole class teaching, individual and group activities. During lessons Teachers and assistants celebrate, with pupils, good examples of individual performances as a model for others to emulate with 'what went well' post-it messages, verbal reminders and encouragements. We encourage students to evaluate their own and others' performances and use a similar celebrative post-it method of 'even better if's. In all year classes there is a wide range of physical abilities, we provide suitable learning opportunities by differentiating the challenge of the task to the ability of the student.

We achieve this through a range of strategies:

- Setting common tasks that are open ended and can have a range of outcomes.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenge through the provision of different resources available in our well-resourced store room

Why do we teach this subject?

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

What do pupils gain from it/how do they benefit?

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Any statutory requirements?

Subject: History, Geography, R.E. Subject lead: Mr J Williams

What is provided at KS3 and/or at KS4

At Key Stage 3 students study Humanities covering the subject areas of History, Geography and R.E in accordance with the National Curriculum.

During year 9 the students study the new GCSE AQA Geography course (8035).

At Year 10 and 11 the students complete a full GCSE AQA History course (9140).

Why do we teach this subject?

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Key Stage 3 students study the subject of R.E. This subject provides an opportunity for students to engage with a variety of topical questions around belief, values, meaning, purpose and truth. Within R.E students will be able to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt. There will be a range of relevant and contemporary themes to study that will promote awareness of modern-world issues and engagement within the classroom.

What do pupils gain from it/how do they benefit?

The humanities help us understand others through their languages, histories and cultures. They foster social justice and equality. They reveal how people have tried to make moral, spiritual and intellectual sense of the world. The humanities teach empathy. They teach us to deal critically and logically with subjective, complex, imperfect information. They teach us to weigh evidence sceptically and consider more than one side of every question. Humanities students build skills in writing and critical reading.

The humanities encourage us to think creatively. They teach us to reason about being human and to ask questions about our world. The humanities develop informed and critical citizens. Without the humanities, democracy could not flourish.

Any statutory requirements?

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

<http://www.aqa.org.uk/subjects/history/gcse/history-a-9140>

Subject: MFL

Subject lead: Mr S Ravenscroft

What is provided at KS3 and/or at KS4

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study

Why do we teach this subject?

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

What do pupils gain from it/how do they benefit?

Pupils understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied.

Any statutory requirements?

There is a statutory requirement for schools in England and Wales to deliver Modern Foreign Languages accessed through the National curriculum programmes of study up to and including key stage 3.

Subject: History, Geography, R.E. Subject lead: Mr J Williams

What is provided at KS3 and/or at KS4

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During year 9 the students study the new GCSE AQA Geography course (8035).

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Why do we teach this subject?

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At Key Stage 3 students study the subject of R.E. This subject provides an opportunity for students to engage with a variety of topical questions around belief, values, meaning, purpose and truth. Within R.E students will be able to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt. There will be a range of relevant and contemporary themes to study that will promote awareness of modern-world issues and engagement within the classroom.

What do pupils gain from it/how do they benefit?

The humanities help us understand others through their languages, histories and cultures. They foster social justice and equality. They reveal how people have tried to make moral, spiritual and intellectual sense of the world. The humanities teach empathy. They teach us to deal critically and logically with subjective, complex, imperfect information. They teach us to weigh evidence sceptically and consider more than one side of every question. Humanities students build skills in writing and critical reading.

The humanities encourage us to think creatively. They teach us to reason about being human and to ask questions about our world. The humanities develop informed and critical citizens. Without the humanities, democracy could not flourish.

Any statutory requirements?

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

<http://www.aqa.org.uk/subjects/history/gcse/history-a-9140>

Subject: CEG

Subject lead: Mrs J Estcourt

What is provided at KS3 and/or at KS4

Cloughwood Academy will provide a programme of Careers Education and Guidance for all students aged 13-16. Effective Careers Education and Guidance is crucial to preparing young people for adult and working life.

It is an integral part of the preparation of students for opportunities, responsibilities and experiences of adult life.

Why do we teach this subject?

The purpose of the programme is to help individual students to gain the knowledge, skills and attitudes they need to manage their own lifelong learning and career development. Careers Education and Guidance helps the student to achieve this by raising aspirations and levels of motivation.

The provision of Careers Education and guidance is an essential part of every student's entitlement and will address the following areas.

Self-development.

Students will be taught self-awareness, which is a pre-requisite to students making well-informed choices throughout their education and beyond, into training and employment.

Career Exploration.

Students will be taught to understand the concept of 'career' and its relevance to their own lives and how to investigate careers and opportunities.

Career Management.

Students will be taught to develop greater self-reliance in managing and implementing their own personal goals and targets and how to make realistic careers decisions based on their own research.

What do pupils gain from it/how do they benefit?

Cloughwood Academy seeks to achieve the following through Careers Education and Guidance:

- the development of student self-esteem, self-confidence and self-awareness.
- to enable the students to use career management skills which they can use in future decisions making and problem solving.
- to enable students to relate learning and experience to future opportunities.
- to help students to develop skills which can lead to success in employment, training and education
- to encourage flexibility, adaptability and self-reliance.
- to ensure students are aware of all the options available at key transition points (Year 9 to Year 11).

The programme will also be delivered in partnership with other organisations known as MPLOY Solutions who will provide all year 10 students with a two week block work experience placement to ensure a broad range of experiences and opportunities for the students. Guidance provided will be high quality, objective and impartial.

The underlying theme will be the promotion of personal development in an environment which is challenging, supportive and encouraging.

Any statutory requirements?

All students 13-16 are entitled to a Careers Education and Guidance programme which has clear stated objectives; which is progressive; and which has an integrated method of assessing student outcomes. The school will have a framework which will describe the knowledge, skills and understanding which should be developed during the period of the programme.

Subject: Duke of Edinburgh

Subject lead: Mr R Rayner

What is provided at KS3 and/or at KS4

The Duke of Edinburgh award is offered to the year 11 students, from September onwards until they leave Cloughwood. Their curriculum time table is condensed into four days from Monday to Thursday, which leaves Friday for the DofE award.

Why do we teach this subject?

The Duke of Edinburgh course is not only offered to achieve the bronze award, but also acts as a platform from which to teach life skills and acquire a better understanding of how to integrate into the modern British society.

What do pupils gain from it/how do they benefit?

The pupils benefit greatly from having the experience of volunteering with other people from the local community. The people they meet whilst volunteering are from a varied demographic, such as physical and learning difficulties and different ethnic backgrounds. This prepares the pupils for college or the workplace, and gives them practical experience of what equal opportunity means and how it is implemented in Britain. They also develop teamwork techniques which greatly improve their communication skills, which again is vital for their future after Cloughwood.

Any statutory requirements?

Subject: Level 1 Award in Public Services (BTEC)

Subject lead: Mr S Ravenscroft

What is provided at KS3 and/or at KS4

At Cloughwood we are providing access to a level 1 BTEC certificate in Public Services. Modules include Practical Team Work, Introduction to Expedition skills, Health and Fitness for public services, improving Health and Fitness for Public Service.

Why do we teach this subject?

BTEC Level 1 (QCF) in Public Services has been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry or Level 1 vocationally related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

What do pupils gain from it/how do they benefit?

BTEC Level 1 qualifications are designed to enhance learners' work and life skills in a range of vocational contexts. They are appropriate for a diverse range of learners including:

- 14–19 year-old learners
- adults returning to study
- those seeking to develop greater independence
- those who have not yet achieved accredited qualifications
- those with specific learning needs.

The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels
- Diplomas
- apprenticeships
- supported employment
- independent living.

BTEC Level 1 Certificate, Extended Certificate and Diploma in Public Services (QCF) provide the knowledge skill and understanding for Level 1 learners to progress to Level 2 vocational qualification such as the BTEC Level 1/ Level 2 First Award, Certificate in Public Services.

Any statutory requirements?

What is provided at KS3 and/or at KS4

Cloughwood Academy will provide a programme of study which should help develop the students understanding of democracy, government and the rights and responsibilities of citizens.

Pupils are taught about

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the Monarch.
- The operation of Parliament, including voting and elections, and the role of political parties.
- The precious liberties enjoyed by the citizens of the United Kingdom.
- The nature of rules and the justice system, including the role of the police and the operation of courts and tribunals.
- The roles to improve their communities, including opportunities to participate in school based activities by public intuitions and voluntary groups in society, and the ways in which citizen's work together.
- The functions of money, the importance and practice of budgeting, and managing risk.

Why do we teach this subject?

The purpose of the programme is to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It enables them to have a keen awareness and understanding of democracy, government and how laws are made and upheld. It also equips pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

What do pupils gain from it/how do they benefit?

The national curriculum for citizenship aims to ensure that all pupils.

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in the democratic systems of government.
- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take them into adulthood.
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Any statutory requirements?

Citizenship education forms part of the KS3 compulsory national curriculum.

All pupils within years 7 and 8 will receive a Citizenship programme which has clear stated objectives

Subject: KS2

Subject lead: Mr N Burton

Why do we have a primary department?

The primary philosophy is aimed at inclusion and enjoyment. Most children have had broken attendance patterns in their education and are working well below academic and social expectations. They have very different abilities and experiences of the world. We want all our pupils to be happy to come to school, to develop the skills needed to make friends and understand how to behave to learn and to make a smooth transition to full time secondary school education.

What is provided at KS2

The Primary department currently has 2 classes; Year 6 and year 4-5. The year groups are taught by experienced teachers and additional staffing from experienced teaching assistants. We teach our children through a thematic approach with termly topics, fortnightly units of work and daily lessons that are tailored to catch the interest and imaginations of our children. Lessons are differentiated for whole class teaching and individuals are supported by the Primary TAs and SENDIT department.

What are we hoping to achieve?

Teaching and learning in the Primary department has a strong focus on values, attitudes and skills. Through guided small group interaction, PHSE and regular circle time the values and aims of Cloughwood Academy are reinforced. The essential skills of getting to school on time, sitting at a desk, staying in a classroom with other pupils, managing emotions and behaviour are rewarded and developed. Our children learn to listen and understand how to work and play.

Many of our children have had negative experiences with adults so we ensure the primary department is a secure area and the children feel safe knowing adults will support their learning and development. Ultimately we want our pupils to become independent young adults so they are encouraged to develop an understanding of how to assess risks including safety online and while out of the school.

The Year 6 teacher and the whole department work closely with the KS3 staff to ensure smooth progression into secondary school. However the priority is to ensure the children develop a positive attitude towards school and any major gaps in their learning are addressed.

Many children need extra academic and emotional support. This provided by individual and group interventions from TA, HLTA and ELSA. A variety of interventions can take place depending on the individual needs of the children including, Inference training, Grow at KS2, FFT wave 3 and basic numeracy.

What do pupils gain and how do they develop?

Children are encouraged to develop confidence, honesty, versatility, creativity, positivity and resilience. We have high expectations of behaviour and learning and expect the children to strive for excellence. Being able to work in a team, develop good manners, care for other and show empathy is an essential philosophy of the department.

British and SMSC values are actively promoted, especially diversity and tolerance of differences. We value, teach and model acceptance of different ethnic groups, sexuality and abilities.

Statutory requirements

English

The English curriculum has a focus on grammar for writing and reading with inference for accurate comprehension. Literacy lessons are based around high quality texts and a library stocked from the school library service.

Writing is a constructive, creative response to communication. Many of our students have large gaps between personal skill and the expectation of a completed task which can prove an almost impossible barrier.

The teacher acts as a guide and coach to support their steps towards independent writing. This is done through modelling, demonstrating, scribing, shared writing and coaching conversations.

We use guided writing for groups and individuals and Talk for Writing to scaffold and plan a variety of genres, often with links to the class topic. Grammar is taught using the National framework and the grammar for writing supporting materials. Children are given weekly opportunities to develop and practice grammar skills.

Individual spellings are set, taught and tested weekly. Children follow a catch up spelling program to ensure coverage of Phonics and high frequency spellings from year 1 to year 4. Handwriting is taught and practiced every other day. We have high expectations of presentation in all work and children have regular opportunities to edit, revise and rewrite work for display.

Reading takes place daily. All children read with adults at least 2 times weekly. The frequency of reading appropriate levelled texts makes a positive impact on confidence and fluency. The goal of teaching reading is to support the child in developing strategies to gain meaning from texts as independently as possible. This may require instruction in accurate decoding, phonic blending, expression, comprehension and self-monitoring. Adult volunteers listen to the children read weekly to help them develop fluency.

Maths

Maths lessons follow the proven structure of an oral or mental starter, then whole class teaching, individual or paired working to investigate or practice and a plenary where misconceptions can be addressed, learning developed further or plans made for next lessons.

Good primary maths lessons include games, x tables practice and maths for life; time, timetables, money, and functional skills maths. There is a strong focus on practical, concrete problem solving activities including puzzles, finding rules and multiple answers, logical reasoning and mental calculations.

Maths interventions are provided for children identified by basic number screening. A bespoke programme based on the Wigan LEA is used to set target for interventions.

Maths also takes place across the whole curriculum and within topics; this could include statistics and data in science or measuring while cooking.

Science

The KS2 Science curriculum is covered in a 2 year rolling programme. Science lessons take place for an afternoon or 2 x 1 hour every week. Science is also one of the cross-curricular themes ensuring increased coverage for a term each year. Practical activities and experiments are a major focus and children are given opportunities to research the key facts of topics for themselves. Children are

taught to question, predict, plan fair tests, make careful observations and draw conclusions.

Humanities

Key elements of the Humanities programmes from the National curriculum are taught over a 2 year rolling programme. Lesson time allocated is between 1 and 2 hours a week with additional time allocated to the cross curricular elements of the topics which include:

A significant turning point in British history, Local history study, The Romans in Chester.

Features of the globe and countries and cities in Europe.

Weather and climate, Local fieldwork, maps, plans and graphs. Rivers, Map reading; Chester and surrounding area. Compass points & grid references, Counties and cities of the United Kingdom, geographical regions & human and physical characteristics.

DT & Art

DT and Art are taught through our themes for 1 hour each week with additional projects provided by specialist teachers from a local teaching college. The children study the work of one artist or a style of art. Mixed materials are used for mark making including charcoal, water colours, acrylic paint and sketching pencils. 3d materials include clay, wire, balsa wood and construction equipment such as Lego and polydron. DT lessons also incorporate regular cooking, health and nutrition lessons. The children also cook a main meal for each other once a term.

PHSE

We deliver a varied PHSE curriculum centred around the SEAL programme and incorporating weekly circle time and termly projects covering SRE, racism, sexism and homophobia.

MFL

Modern Foreign languages are taught in year 6, and this year have focused on Italian and French using the Duolingo app as ICT support. The best way to learn languages is little and often so short periods of time are built into the week with regular review lessons.

Music & RE

Music and R.E. are taught fortnightly with links to themes where appropriate. Musical instruments including cornets and keyboards are available for use during reward times. Individual children can have access to Music therapy. R.E. is supplemented through visits to the local church and visitors from the church coming into school to work with the children.

Computing

We use information communication technology in a constructive way. Throughout a topic we use search technologies effectively, appreciate how results are selected and ranked, and teach children to be discerning in evaluating content. They learn to collect, analyse, evaluate and present data and information, use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Computing is taught in year 6 as a discrete subject once a fortnight. The children learn how to code using a variety of tools including scratch and the internet based 'hour of code' activities.

PE

We believe passionately in the value of outdoor education and health and fitness. Many children lead sedentary lives and others have behaviour disorders that can be helped by lots of exercise interspersed throughout a day's academic lessons. The Primary PE premium enables us to access a broad variety of sports, games and activities that develop teamwork, balance, strength, skill in exciting ways, including visits to high quality providers such as, Hartford gymnastics club, Sir John Dean's swimming pool, Winsford bike park. We promote physical, mental and social awareness and

individual children can be supported in developing healthy lives through a personal health, fitness and diet program.

