



Cloughwood Academy

Teaching and Learning Policy

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1.0	26.02.2023	Miss S Howarth	LGB	2 Years	Approved at LGB 15/03/2023	15/03/2025

‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school.’ – EEF June 2019

Highlights from Ofsted

(September 2021)

‘Teachers know the pupils exceptionally well. They use each pupil’s education, health and care (EHC) plan to ensure that learning is precisely tailored to pupils’ needs.’

‘Teachers use assessment very effectively to identify any gaps in pupils’ learning. Consequently, pupils are deepening their knowledge. They are knowing more and remembering more.’

Contents

1. Vision, Ethos, Strategic Direction	4
2. Teaching & Learning Priorities	5
3. Teacher's Standards	5
4. Assessment & Tracking	5
5. Marking and Feedback	6
6. Developmental Curriculum Model for KS2-4	9
7. Developing Personal Development in Teaching and Learning	10
8. CPD and Support	11
9. SENDIT	11
10. Special Talents and Interests	11
11. Disadvantaged	11
12. Covid – The Aftermath	11
13. Lesson Planning	11
14. Monitoring Systems	12

Appendices

1. Curriculum Core Values
2. Planning for Outstanding Learning Experiences
3. Subject Policies

1. Vision, Ethos, Strategic Direction

Vision

To provide a safe, nurturing, outstanding specialist academy, predominantly for pupils with SEMH needs, creating inspirational learning and personal pathways into life, work, and society.

Ethos

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.

We Are Cloughwood:

We value

Achievement

Respect and

Engagement, at

Cloughwood

Strategic Direction

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:

Develop skills to become socially, emotionally, and mentally resilient.

To try to be their best possible selves.

To develop their creativity and ability to express themselves confidently.

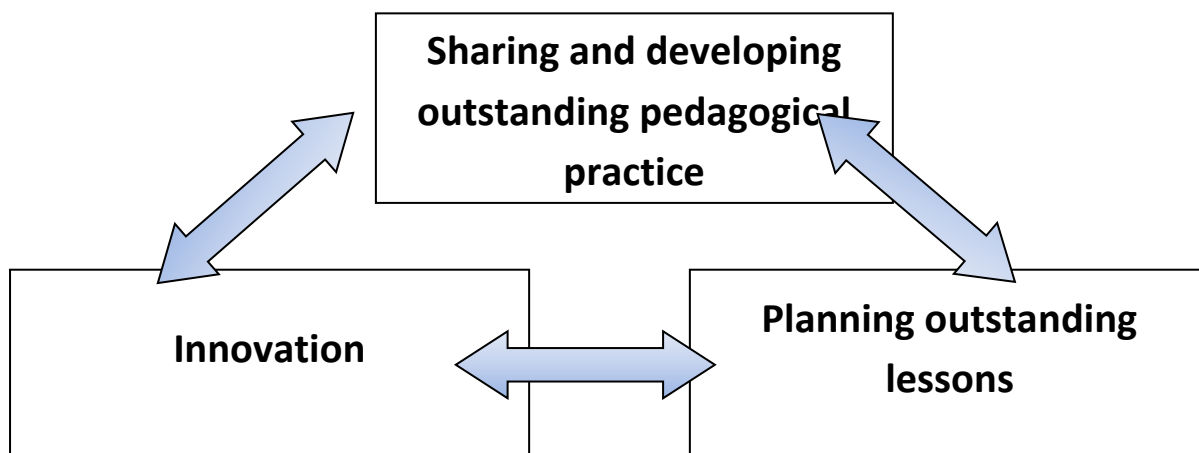
To ensure these outcomes are achieved Cloughwood Academy will provide:

Access to the best and most innovative learning experiences.

Create a learning community that enables pupils to self-regulate in a range of contexts including work and college placements.

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:



Attendance: Evidence shows that where absence is high pupil performance is low. Cloughwood Academy endeavour to work closely with families and our wider community including support services from the Local Authority and paid for services including private Educational Psychologists to improve and sustain good attendance for our pupils. We are continuing to strive for improved attendance in our pupils. Cloughwood Academy's Attendance Policy has been updated in 2023 in order to reflect the latest government guidelines.

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

All Cloughwood Academy teachers are held to these standards.

4. Assessment & Tracking

'Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.' – Education Inspection Framework May 2019.

The purpose of the Cloughwood Academy Assessment and Tracking Framework is to ensure that every pupil is making the best possible progress they can. It is designed to be proportionate to its educational benefits and not an arbitrary monitoring system built to increase workload on teachers

or to quality assure their teaching. The Framework is a live document that can be accessed by all curriculum staff and updated based on formative or summative assessments. Teachers will use this data to build subject area curriculum plans that address any gaps in a pupil's learning (for example, absence due to of Covid) and inform detailed planning. At Cloughwood Academy we recognise the individual needs of pupils with SEMH difficulties and that the best lessons require a greater detail of planning to offer a bespoke experience. The Governors and Senior Leadership Team would prefer time dedicated to planning rather than administrative tasks, which is why the Cloughwood Academy Assessment and Tracking Framework has been designed to minimise paperwork.

Staff will:

- know and understand how the Cloughwood Academy Assessment and Tracking Framework promotes pupil learning without adding unnecessary workload to teachers.
- recognise that the Cloughwood Academy Assessment and Tracking Framework is a live scaffolding for yielding positive pupil outcomes.
- make use of all types of assessment to secure pupils' progress but recognising that research shows day to day formative assessment with relevant learning conversations will actively promote pupil progress. This data can then be used to plan subsequent lessons and plan for individual pupil progress.
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- recognise that autonomy is placed on the teacher to ensure pupils are making outstanding progress and data will only be collected when necessary. There will be 3 data drops annually which will be reported on to relevant stakeholders, including parents/carers.
- know that the headteachers will report data to the governors in accordance with their reporting cycle. They will also manage and evaluate the Cloughwood Academy Assessment and Tracking Framework.

5. Marking and Feedback

Introduction:

Within Cloughwood Academy we take a professional approach to the tasks of marking work and giving feedback on it. All of our children are entitled to regular and comprehensive feedback on their learning, which is an essential part of our learning process and inclusive values. We encourage all children to reflect upon their own learning and contribute to the evaluation of their work and progress. This policy is based on a wide range of research around the reduction of teacher workload from sources such as: Workload Review Group Report 'Eliminating unnecessary workload around marking' (WRGR, 2016), the Education Endowment Foundation report 'A marked improvement' (EEF, 2016) Education Endowment Foundation's 'A marked improvement?' report (Elliott et al 2016) Reducing teacher workload through 'realtime' personalised feedback. Research report March 2018 Ruslan Protsiv, Patricia Pipola – St Patrick's Catholic Primary School, Aquinas Teaching and Learning Trust.

Aims:

Marking and feedback should aim to:

- Motivate our pupils by showing that we value their work and efforts, and encourage them to value it too
- Be meaningful to our children
- Be manageable for our staff

Outcomes of marking and feedback in our Academy:

- Promotes progress
- Extends learning and thinking
- Promotes independence and accountability

Purpose:

The purpose of marking pupil's work and providing feedback includes the following:

- To celebrate success and/or to raise expectation of future success
- Identify learning needs and key priorities for improvement, promote self and peer assessment.
- Correct errors
- Check knowledge, skills and levels of understanding to inform planning, inform teacher assessment and reporting to parents.

Guidelines:

Sometimes lots of children will benefit from a next step comment, other times, no one will. As a school, we will encourage our teaching team to use their professional judgement to decide when the right time to provide verbal feedback, written feedback, when it needs highlighting or when a next step comment is the right approach. It must go without saying that this judgement needs to be based on what will most positively impact that child's progress.

1. Live, 'in the moment' feedback from teacher/TA during a lesson – whole group, whole class and individual. This may take the form of:
 - Teacher/TA verbal comments during a lesson
 - Teacher/TA written comment during a lesson, using visual approaches wherever possible.
 - Non-negotiables should be tackled as a team.
2. Learning conversation and targets for improvement possibly in the form of a 'guided learning session' or 'marking conference'.
3. Written feedback completed outside of the lesson with dedicated time at the start of the next lesson to review. Pupils should not be expected to correct more than 5 spelling at one time.

How we will mark and provide feedback:

We promote the use of teacher judgements on how to deploy the methods of feedback above, however, purposeful instant verbal and written feedback are promoted within lessons to motivate pupils and extend learning where appropriate alongside the need to reduce teacher workload and beauracracy.

Opportunities for feedback:

- The planned and informed deployment of an adult within a lesson to offer instant verbal feedback or/and written feedback and to identify basic errors and misunderstandings within children's work
- Mini plenaries within lessons containing focused questioning and instant praise, verbal feedback and extension to groups, individuals and or the whole class
- Learning conversations where written and verbal feedback is continuous, in depth and provides clear next steps for learning
- Learning conversations will take place with every pupil every 2 weeks
- Written feedback and next steps comments using visual/symbols to ensure pupils can access feedback swiftly. This needs to show impact on pupil progress
- Next steps comments can be written in exercise books in advance as long as conversation takes place and the pupil agrees

All of the above could lead to the identification of misconceptions regarding the new skills, knowledge and understanding being delivered during the lesson. In this case all staff will use well embedded AfL strategies to redirect the lesson and future teaching and learning to ensure the very highest levels of progress is made by our children.

- The emphasis on marking should be on a child's achievement relating to the learning objective/success criteria and increasingly the child's own targets. This will be most effective if targets are relevant to the task being completed and therefore relies on SMART target setting.
- Marking against the learning objective/success criteria should be identified as the lesson takes place. This can be done by any adult in the lesson. Success criteria that has been achieved is highlighted in pink. Areas for development are highlighted in green. This could be handwriting, spelling, punctuation, paragraphs etc. All marking needs to focus on learning.
- Independent work should be clearly marked with IW supported work should be clearly marked with AW (assisted work). Work also needs to be demarcated if the work starts at AW then becomes IW.
- Where there are repeated, incorrect spellings, the first mistake only is identified in green at the bottom of that piece of work. The child is then expected to find this word in their work and correct.
- No overmarking of the same error in 1 piece of work.
- When correcting any mathematical calculations any wrong answers should be identified in green and corrections written alongside by the children.
- All written feedback should be legible using appropriate grammar and spelling.
- All pieces of work must include a date, lesson objective. This may be written by the children or will be printed on a label.











Upper Primary Onwards

S	Spelling
Abc	Capital letters
.	Punctuation
H	Handwriting
C	Check/re-read
P	Paragraph

←	Start by the margin
VF	Verbal feedback given

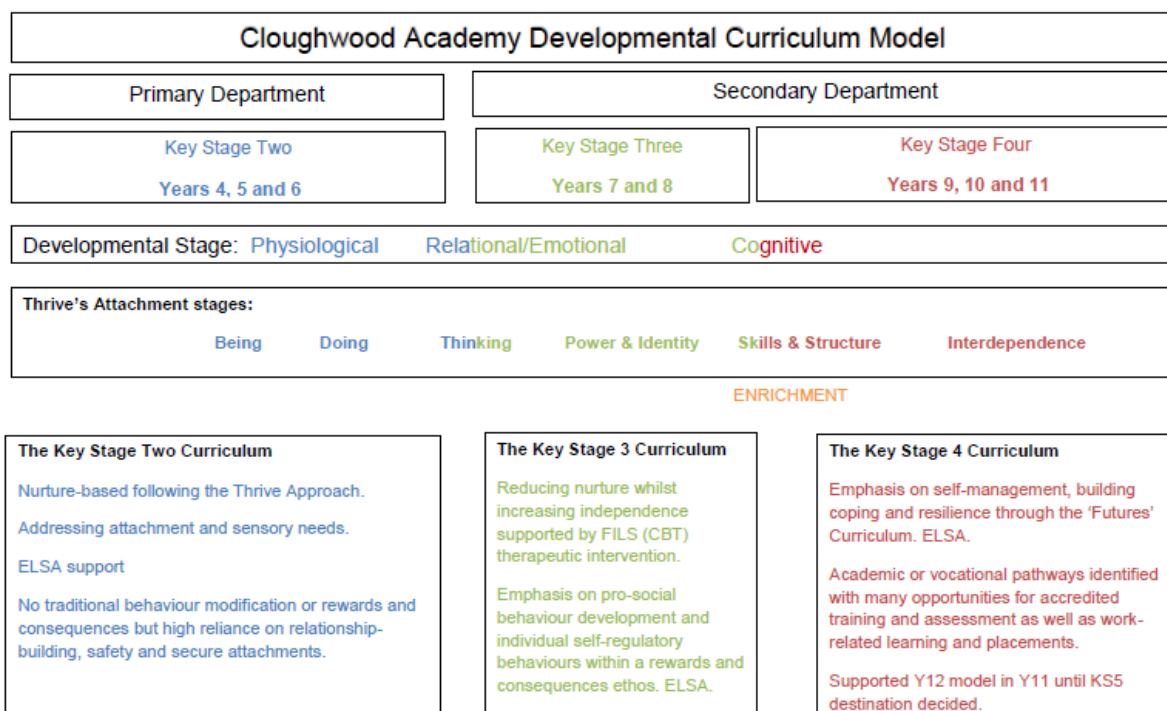
This will be visually displayed in each classroom.

Lower Primary

 full stops	Full Stop		Capital Letter
 finger spaces	Finger Space		Tricky Words
	Handwriting		Question Mark
 use phonics	Use Phonics	 read it again	Read it again
 Say the sentence	Say the sentence		Number Formation

Secondary staff may consider using these symbols for lower ability pupils.

6. Cloughwood Academy Developmental Curriculum Model for Key Stage Two - Four



7. Developing Personal Development in Teaching and Learning

At Cloughwood Academy we strive to develop the following personal and social attributes in all our pupils:

Resilience

Confidence

Metacognition

Independence

Cultural Capital

21st Century Competencies

Physical health

Good mental health

Preparation for future success

8. Continuous Professional Development and Support

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

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, SEMH related training.
- Twilights.
- Learning courses and visits to other schools.
- Exam Board standardisation meetings and training.
- Courses and conferences determined by teachers with Performance Management cycle.
- Coaching meetings with headteachers.
- Working parties.
- Curriculum meetings and collaborative planning and assessment sessions.

Support

If extra support is required, there are several staff who can help:

- Line Manager
- ECT Mentors
- Any member of the Senior Leadership Team (SLT)

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

At Cloughwood Academy our emphasis is on high quality teaching in order to give every pupil the best opportunity of success. We do also offer a SENDIT provision. These staff support those struggling to make up lost ground and reach a functional level of literacy including reading, writing and spelling. SENDIT staff also support SEMH needs through interventions such as ELSA.

10. Special Talents and Interests

Each subject area offers enrichment days and opportunities for pupils who express an interest or show a special talent in their area. Pupils enjoy visitors who have been invited into school to enhance their learning. Pupils can also participate in off-site enrichment activities such as visiting museums.

Cloughwood Academy aim to offer an inclusive curriculum which will broaden the learning experience of all our pupils.

11. Disadvantaged

‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’ – EEF June 2019.

78% of school population are disadvantaged. This is above national average. Disadvantaged pupils perform well at Cloughwood.

Our PP population is above the national average. We do not discriminate between PP and non but rather provide a bespoke Teaching and Learning package for each pupil.

Below are some teaching and learning/curriculum strategies that research has shown to prove effective with pupil premium pupils, which are rolled out at Cloughwood:

Paired/small group additional teaching.

Quality feedback.

1:1 tuition.

Early identification.

Metacognitive/independent learning and peer learning strategies.

12. Covid – The aftermath

As a result of the covid pandemic Cloughwood Academy has developed a blended learning approach to teaching which has enabled pupils unable to attend school to continue to access the curriculum.

All pupils are provided a chromebook which is theirs to use throughout school and beyond. This enables pupils to access teaching and learning that takes place on Google Classroom and promotes digital literacy – a critical skill to possess in the 21st century.

Building on our blended learning policy we have been able to develop a 'home learning culture' with the expectation that teachers are setting home learning each week. Teachers can then nominate pupils for rewards on Friday's Celebration Assemblies for those pupils who have either completed the most work from home or an example of a high quality piece of work.

There has been an additional focus on staff and pupil well-being that we have been able to maintain.

13. Lesson Planning

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 middle leaders and the headteachers. From time to time visitors to the school will be invited on Learning Walks to observe best practice.

14. Monitoring Systems

Pupil Progress Meetings

Headteachers will hold termly pupil progress meetings with subject leaders based. Pupil Progress meetings are intended to develop, share and highlight outstanding practice and to provide advice, guidance and support on any teaching and learning related issues. Staff are expected to be reflective practitioners and able to discuss strengths and areas for development.

Teachers should be able to refer to pupil's progress to highlight recovery plans and interventions they have implemented or intend to should they not be making the progress expected.

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.

Lesson observations will also form part of coaching plans.

All observation reports will be securely stored in locked filing cabinet in Personnel file.

Book Scrutiny

As part of data tracking and curriculum reviews book scrutinies will be conducted as part of the Quality Assurance week carried out each term.

Departmental Reviews/Subject Development Plans

These are conducted each year and will be subject to scrutiny by headteachers and LGB. Development plans will be discussed during pupil progress meetings. Subject leaders should updated plans ahead of pupil progress meetings.

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. Mid-year reviews will take place in February and March.

Questionnaires

Learners, staff and parents are regularly surveyed by the headteachers. These are designed to enhance our academy's provision and ensure we are always improving. Formal annual surveys are fed back to the LGB.

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 headteachers. 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 headteachers. 6 week support plan issued
Series of learning walks or pop-ins evidence consistently requiring improvement	Extended feedback from headteachers. Lesson observation within a week. No improvement – 6 week improvement plan.
Good lesson	Meeting with headteachers to reflect on strategies to take teacher to Outstanding.
Consistently good learning walks	Meeting with headteachers to reflect on strategies to take teacher to Outstanding.
Outstanding	Feedback with headteachers to discuss best practice and celebrate achievement in classroom. Look for opportunities to share best practice with others

Appendix 1

1. Cloughwood Academy Core Values

Curriculum Core Values

BE YOUR BEST POSSIBLE SELF

Our driving force is to ensure that pupils have every opportunity to be ‘Your Best Possible Self’ and this is embedded in everything we do.

Our curriculum at Cloughwood offers a personalised approach to teaching and learning that is not only challenging but considers the needs of SEMH pupils. Embedded in our curriculum is a focus on developing skills and 21st century competencies as well as building cultural capital. As you will see from our teaching and learning policy, we are driven to produce outstanding members of society when their time with us comes to an end. This starts right at the beginning in Primary.

Curriculum leaders take responsibility for their subject throughout the key stages. With an Assessment and Monitoring framework that is totally bespoke to Cloughwood, we can identify exactly where pupils’ strengths are and where further work is required.

Whilst recognising the challenges and barriers our pupils face, we continue to maintain high standards and expectations for them all. Pupils can share our vision of them being their Best Possible Self and this is recognised, as one example, every Friday in Celebration Assembly. However, this core vision drives our culture and everything we do.

A pupil who has attended Cloughwood should be self-assured, respectful of themselves and others, independent and resilient. They will have a work-based plan and are able to continue to work towards that once they have left us.

Our pupils have a range of complex needs for which they have Education, Health and Care Plans (EHCPs). These plans identify each pupil’s needs and outlines what we intend to do to help overcome any existing or potential barriers to successful learning and life opportunities.

We cater to a wide range of needs under the category of SEMH – Social, Emotional and Mental Health difficulties and recognise the co-morbidity of SEND including Attachment needs, autism, and sensory needs.

A safe environment is an integral part of how we deliver our curriculum. Pupils are cared for and nurtured; building positive and purposeful relationships with all staff.

There are three critical stages in the pupil’s career at Cloughwood. (See Cloughwood Academy Developmental Curriculum Model, Teaching & Learning Policy). Starting at Primary, staff are highly trained using a nurture methodology. Pupils then move onto secondary and key stage three which focuses on developing independence. Key stage four pupils work towards their Futures Curriculum in year 11, which is our final stage. Year 9 and 10 pupils are school based and focus on completing qualifications such as BTEc, GCSE, Functional Skills, Cambridge Nationals, Entry Level, Duke of Edinburgh.

Futures meetings with staff help us to map out their bespoke Year 11 curriculum which includes Sports Awards, work-based learning, college placements, and outdoor education.

In simple terms we want our pupils to achieve sustained, lifelong, fulfilling success in their lives after leaving school, whether this be via an academic pathway, work-related or a training route.

2. Planning for Outstanding Learning at Cloughwood Academy

Successful Lesson Design

In successful lessons pupils are:

- Clear about what is 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.

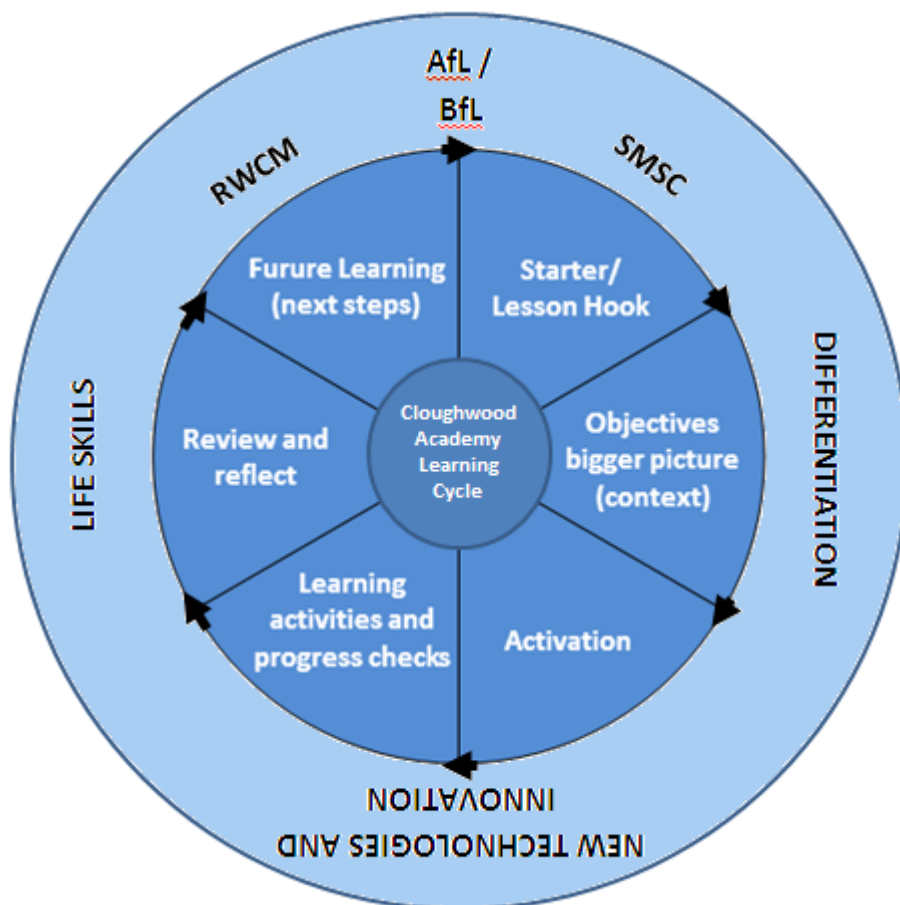
Good lesson design takes account of all the above factors and when achieved resolves many of these issues. Designing a lesson is a process which begins with clear understanding of all the pertinent parameters underpinned by an unambiguous purpose and the resources and methods available.

Teachers must be:

- Clear about the objectives and outcomes.
- Aware of the range of pedagogical 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

- 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 our pupils with Special Talents and Interests, SEND, Boxall targets, etc.
- Tasks and questioning are designed to challenge pupils.

Key features of effective progress checks

- Refer to learning objectives / targets.
- Focus on how pupils are learning as well as they have.
- Plans 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

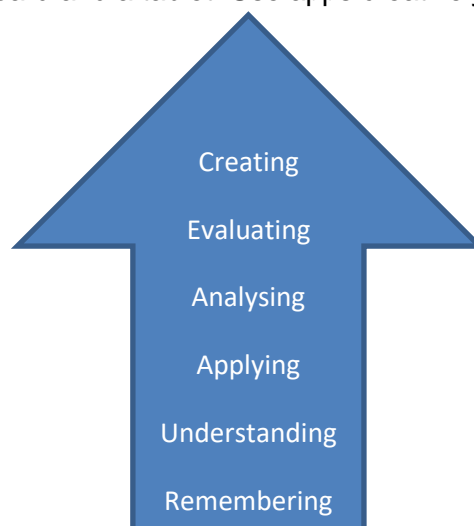
- Connect the learning so that pupils know their learning will progress into the next lessons.
- Set appropriate home learning.

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 challenge.



Differentiation

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

Reading, Writing, Communication, Maths (RWCM)

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

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 reflect 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.

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.
- It is vital to incorporate a behaviour plenary at the end of each lesson.
- RATE should be referred to throughout the lesson and points should form part of the behaviour plenary.
- Pupils should know what their points are at the end of the lesson.
- base with every day in order to check they understand the work they've been set.

Appendix 3 – Subject Summaries

Subject: English

Subject lead:

Miss Duval

What is provided at KS3 and/or at KS4?

Regardless of interest level or ability, all pupils study English, in line with government expectations. The National Curriculum dictates that the study of topics within the subject is challenging and varied. In their time with us, pupils will study modern prose and drama texts; pre-twentieth century prose and drama texts; a range of poetry from different times and traditions; creative and transactional writing; drama and media. Where possible, pupils are able to have choice in what is studied but we follow the expectations of the National Curriculum to ensure that, when they leave us, pupils have had an equitable experience to those of their peers.

Pupils have English lessons throughout the week and also access additional reading time. Pupils who require it are given additional support time to access additional literacy support with an English teacher or, through SENDIT, other appropriately trained member of staff.

KS3:

At Key Stage 3, pupils study a range of texts for both literature and language. They will be introduced to texts from different periods in history through to modern day, and study well known authors, poets, and playwrights from William Shakespeare and Charles Dickens to contemporary authors and poets such as Willy Russell and Carol Ann Duffy.

Pupils will become competent writers themselves, writing a range of both fiction and non-fiction texts, and also with the opportunity to write for the school newsletter and website.

Pupils will build their skills throughout years 7 – 8 to prepare them for their studies at Key Stage 4. It is hoped, during these years of study, that pupils will gain secure foundations in both language and literature and develop their own communication skills both oral and written

KS4:

All pupils study English through to Key Stage 4. At the end of year 8, the pathway that they follow is discussed within the English department to consider the best route forward for each individual. Parents and pupils are involved in this process (which is ongoing through to the end of year 10) to ensure that pathways chosen are in line with ability, interest, and post 16 study intentions. Pupils are able to change pathways if required, but we endeavour to address issues early to secure the best outcomes.

At Key Stage 4, pupils have 3 different pathways available to them:

Functional Skills pathway only: All pupils will have the option to complete their Functional Skills exams at Entry Levels 1-3, Levels 1 and 2 in both reading and writing. Most pupils do this in co-ordination with another qualification for English. Occasionally, pupils will follow this route alone. Functional Skills is a route to further study (usually at level 2) at local colleges.

iGCSE English pathway: This route is an effective route of study for pupils who demonstrate good working habits over the course, but struggle with exams. It is a GCSE qualification that is recognised by many local, National and International colleges as a route to further study at level 2 and level 3 in place of the new 9-1 GCSE grades. It has the benefit of having a

coursework component and is can be assessed at 9-1 or A* - G. For many pupils, coursework is a positive way to secure marks before the exam and reduce the pressure of revising for a number of exams. The grades gained on this pathway are often very positive. However, some colleges will not accept this qualification as a route to A levels.

9-1 GCSE English language pathway: This pathway works well for pupils who are confident in exam conditions or who want to follow GCSE English to A level. Pupils will need to work hard over the two years to develop both their English ability and exam skills as there is no coursework component and the assessment is decided fully on exam performance at the end of year 10.

Intent?

Pupils at Cloughwood should be encouraged to:

- read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct. They will be able to communicate their ideas and emotions through their reading and listening.
- develop a love of reading and a desire to read for enjoyment
- develop an interest in words and their meanings; expanding their vocabulary in spoken and written forms
- understand a range of text types, media types and genres
- write in a variety of styles and forms appropriate to the situation
- use their developing imagination and critical awareness
- develop a suitable technical vocabulary to articulate their responses

English has a pre-eminent place in education and in society. 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.

Impact?

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?

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document 2015.

Pupils at Cloughwood School are given opportunities to use communication, language and literacy in every part of the curriculum and become immersed in an environment rich in print and opportunities to communicate. Throughout school pupils learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm, using language to explore their own experiences and imaginary worlds. As they continue to develop, pupils learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. Pupils explore the use of language in literary and non-literary texts and learn how the structure of language works.

Subject: Science**Subject lead:****Ms Pearce****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. 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 skills as well as a steady scientific foundation for continued study in key stage 4.

Year 9 have started a combined science course that is the equivalent of 2 GCSES and consists of 5 hours of teaching each week. The course is AQA and covers all 3 science subjects.

Year 10 will complete the following course: The KS4 AQA GCSE specification in biology should enable pupils 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 pupils 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 pupils to be inspired, motivated and challenged by the subject and its achievements.

Intent?

To create a challenging environment which raises standards of achievement and the quality of teaching and learning in Science for all pupils, 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".

Impact?

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

Subject: Mathematics**Subject lead: Mr Frost****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 pupils have an equal opportunity to improve and achieve at a level particular to each individual pupil. Each year group's curriculum is split into three sections, each level teaches the same topics but at an appropriate level to the pupil. The curriculum also enforces the ability to problem solve, which requires a pupil to use cross-curricular knowledge to understand worded maths questions. The new curriculum is set up to begin preparing pupils 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 pupils' needs and abilities. In response, Cloughwood offers an alternative qualification called Entry Level. This is a much more flexible approach allowing pupils to take the exam at any given moment and is aimed at pupils who find mathematics particularly difficult to grasp.

Finally, numeracy interventions are offered to a select number of pupils to provide them with a recap of a topic before they approach that topic in lesson. This enables a pupil 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.

Intent?

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.

Impact?

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 pupils follow the national curriculum programme of study in art in KS3 and in KS4 pupils follow AQA GCSE syllabus full course.

Sketch books are used in all key stages as vital part of the pupil's development of ideas, experimentation, and to document artists' research. These sketch books provide a record of the pupil's 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. All art lessons include elements of social and emotional literacy and there is a focus on expression of emotion through art within each topic at key stage 3.

We have excellent resources. In particular we have the highest quality of printmaking resources which can be accessed by all pupils regardless of ability.

High quality sketch books and 180gsm paper is provided for all pupils in key stage three and four.

The art studio is a low visual noise environment which aids concentration and attention and the vast majority of pupils work is displayed outside the classroom around the school for everyone to enjoy.

Assessment at Cloughwood Art department is against NC strands and AQA assessment objectives and is also used to improve pupil learning and understanding of the National curriculum and GCSE assessment objectives by providing opportunities for regular assessment for learning.

All assessment is evidenced through sketch books in key stage 3 and portfolios in key stage 4.

Regular standardisation between Cloughwood art department and other art departments takes place twice yearly and AQA moderation takes place once a year.

Intent?

Fine art encourages pupils to actively engage in the creative process of art and design in order to develop as effective and independent learners with critical thinking skills. This is done through extended projects which build up towards pupils developing a meaningful and personal response.

Pupils are taught to become confident in taking risks when exploring and experimenting with ideas, processes, media, materials and techniques. Therefore pupils begin building strength of character and independence.

Pupils also develop knowledge and understanding of art, craft and design in historical and contemporary contexts, other societies and cultures. Through working on the extended GCSE topic pupils develop self-confidence, resilience, perseverance, self-discipline and commitment.

Impact?

Art is a valuable subject within a 21st century curriculum as it is the only subject whereby creativity is taught explicitly. The teaching of creativity within art is linked to assessment objectives and

subject based strands and is measured by the two main processes within creativity which are thinking of ideas and realising outcomes.

The impact of the learning within art can be seen through the ideas, observations and experiments the pupils produce within their sketch books which later develop into final outcomes of which there are examples overleaf.

Aims of the art and design curriculum are as follows-

To enable pupils to be their best possible self.

To enable pupils to show emotions through colour and line.

To enable pupils to try new processes and materials in order to develop innovation and creativity.

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 of 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

As technology underpins today's modern lifestyle, it is essential that all pupils gain digital skills to prepare them for the challenge of a rapidly developing and changing technological world. Cloughwood Academy provides a broad and balanced Computer Science and ICT curriculum which aims to equip pupils with a range of skills and knowledge in three main areas; digital literacy, digital creativity and computing.

Developing 21st Century Competencies

Technology has a wide influence within our everyday lives, from social media and gaming, to work and communication. The aim of the department is to ensure that pupils are aware of how to engage positively online, how to use technology safely and responsibly, how to assess the reliability of information and how to gain a balanced view of issues by seeking out a wide range information from different sources. This enables pupils to develop 21st century competencies, such as critical thinking, communication and media skills, and allows them to appreciate the relevance of technology in our society and the impact it will have on their future lives.

Pupils also develop skills in creativity and engage in several creative digital projects across all key stages. This includes web design, interactive multimedia products, digital graphics (book covers, magazine articles, posters, leaflets and advertising), animations and short films. Within these projects, pupils learn how to organise their time and breakdown tasks into smaller more manageable parts, which enables them to understand productivity.

Within the Computing area of the subject, pupils learn 'Computational Thinking' as a way of understanding and solving problems. This also develops skills in using a range of technology, leadership and flexibility.

Cultural capital

The aim of the department is to support pupils in their accumulation of knowledge, behaviours and skills which demonstrates their cultural awareness, knowledge and competence. This will support pupils in being successful in society, their career and the world of work.

Cultural Capital is embedded throughout the curriculum. Staff support pupils by helping them to understand the world around them and by offering a variety of different experiences both inside and outside the classroom. Staff also address any misconceptions about different subjects and encourage pupils to seek reliable information from a variety of sources. This enables pupils to be better informed about issues and appreciate the views of others, even if they do not agree themselves.

The subject also addresses the need to be a responsible and respectful digital citizen by highlighting positive online behaviours that are expected within society. Pupils are taught about their digital footprint and how their comments online can have an impact on their future relationships and their career.

In order to support the engagement of pupils within the subject, the department will regularly draw upon the pupils' interests and prior knowledge, during projects and activities. This enables pupils to see how the subject has an impact on both themselves, and the wider world; whilst also demonstrating that we share similarities and differences which should be embraced.

As pupils progress through each Key Stage, they build on their routines and competencies. Work that pupils are familiar with is built upon and extended so that pupils have a secure foundation from where they can progress. For example, at Key Stage 2 pupils will begin to learn best practice naming files and folders. This will continue throughout their school career and will develop into best practice in version control and folder structures.

Equipment and resources

Cloughwood Academy has a fully equipped Computer Science and ICT suite, where each workstation is installed with a range of software to support each pupil's learning and development. In addition to desktop computers, pupils are also introduced to how software and hardware work together, through the use of BBC Micro:Bits, Ozobots and other programmable devices.

In collaboration with the Art department, pupils have access to a wide range of digital cameras and software that supports photo editing, digital graphics and film making. This enables pupils to develop their creativity through a variety of mediums, whilst gaining skills in collaboration, leadership and communication.

Pupils are also encouraged to use a range of devices including wireless presenters, tablets, scanners, photocopiers, graphics tablets and controllers. Not only do pupils gain a wide range of skills, but using these devices also develops pupils' confidence and communication skills.

Qualifications

As pupils progress through the Academy they have the ability to gain a wide range of qualifications at different levels depending on their interests, abilities and prior learning experiences. These qualifications include Computer Science, ICT, Digital Applications and the Inspiring Digital Enterprise Award, known as iDEA.

Gaining qualifications allows pupils to be recognised for their hard work and achievements in the subject. All qualifications that are on offer form part of the pupils' Record of Achievement and can be used to support college and employment applications.

iDEA

During Key Stage 3, pupils also begin iDEA, where they earn Badges which culminate into a Bronze and Silver Award. It is the online equivalent of the Duke of Edinburgh Award and successful pupils can also gain a Record of Achievement which can be shown to colleges and future employers.

OCR Entry Level Certificate – Computer Science

In Key Stage 4 pupils begin by completing the OCR Entry Level Certificate in Computer Science. This qualification is completed in recognition of pupil's progress and achievement during Key Stage 2 and 3. The qualification is made up of:

4 x 30 minute Written Papers completed in class under test conditions.

1 x Programming Project.

OCR Creative iMedia Level 1 / 2 Certificate

After completion of the Entry Level Certificate, pupils begin the OCR Creative iMedia Level 1 Award/Level 2 Certificate (GCSE), a creative qualification for pupils with a passion for digital applications. It aims to empower pupils to play an active role in the digital sector rather than being simply consumers of digital content. It is tailor made to meet the needs of today's creative industries, the qualification covers imaging, creative multimedia, website development and computer game production.

The qualification has been selected to meet the needs and interests of pupils. The project-based nature of this qualification allows pupils to progress at their own speed and showcase their capabilities. It is a real-life, outcome-driven qualification which inspires and challenges pupils to demonstrate what they know and are able to do in real-world contexts.

25% external examination. 1 hour 15 minutes written exam.

3 x controlled assessments, internally marked, externally moderated.

Function Skills ICT Level 1 / 2

Cloughwood Academy also offers pupils the opportunity to complete Functional Skills in ICT. This qualification provides recognition for skills developed in digital literacy and is suited to a wide variety of pupils. It is particularly beneficial for pupils who have significant gaps in their computing knowledge or those pupils that have joined the academy in the higher year groups.

Intent?

The Computer Science curriculum is flexible, broad and balanced. All pupils within the Academy have access to the same hardware and software so that the curriculum from Key Stage 2 onwards can be built upon. Within Key Stage 2 pupils cover a range of areas within Computing, ICT and Digital Literacy. This ensures that pupils gain a valuable foundation across the curriculum which enables all pupils to progress at Key Stage 3 and 4. This ensures that pupils can apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Pupils will learn how to analyse problems in computational terms, using the four cornerstones of computational thinking (abstraction, decomposition, pattern recognition and algorithms), as well as develop skills in functional ICT; ensuring that they are competent users of digital technology.

Pupils will have repeated practical experience of writing computer programs in order to solve problems. They will also have the opportunity to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. There will also be opportunities within the curriculum to address issues of online safety and responsibility to ensure that pupils are respectful contributors within the digital community.

Implementation

The curriculum aims to make pupils responsible, competent, confident and creative users of information and communication technology. This is implemented through the delivery a wide variety of interesting and engaging projects using a range of software and hardware. Pupils will learn both theory and practical skills enabling them to gain a deeper understanding of all areas of the subject. Delivering the flexible curriculum in this way also enables the department to assess pupils' strengths and areas for development and qualifications can be tailored to suit their needs, interests and abilities.

With rapid changes within the computing subject area, the curriculum is continually reviewed to ensure that the academy provides the best possible outcomes for all pupils.

Impact?

By the end of Key Stage 2, pupils will have developed the confidence and ability to use a range of technology safely and independently and will have a basic awareness of programming concepts. This will enable them to make a smooth transition to Key Stage 3. At the end of KS3, pupils' competence in computer science will be recognised through gaining an Entry Level Certificate in Computer Science through the OCR awarding body. Those pupils who show a high level of ability and motivation within the subject can also use this qualification to progress towards a GCSE in Computing, should this match their capabilities.

The projects delivered during KS3 will provide the foundations for further learning and qualifications at KS4, where the Cambridge Nationals OCR Creative iMedia Level 1/2 Certificate will be delivered (GCSE equivalent 2022 performance tables) as well as Functional Skills ICT Level 1/2.

Impact of the curriculum is not only measured through performance in qualifications, but through pupil's ability to work independently, to select appropriate software suitable for tasks, solve problems and use metacognitive skills.

Any statutory requirements?

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

Subject: PE**Subject lead: Mr McEvoy****What is provided at KS3 and/or at KS4****Key Stage 3**

Pupils at Cloughwood 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 begin to understand what makes a performance effective and how to apply these principles to their own and others' work. They 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.

Pupils are taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition

through team and individual games for example badminton, basketball, cricket, football, table tennis, rugby, etc.

handball etc.

- Develop their technique and improve their performance in other competitive sports [for example athletics.

- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

- Take part in competitive sports during break, enrichment and activities outside school through community links or sports clubs.

At key stage 4 pupils work towards a Pearsons Qualification (Edexcel GCSE PE GCSE Course)

This consists of:

Written examination 1 hour 30mins – 60% Content Overview:

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Health, fitness and well-being
- Topic 4: Use of data

Practical performance 40% - Assessment overview:

The assessment consists of pupils completing two physical activities from a set list. One must

be a team activity. One must be an individual activity.

Intent?

Aims:

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. The curriculum for physical education aims to ensure that all pupils: · develop competence to excel in a broad range of physical activities · are physically active for sustained periods of time · engage in competitive sports and activities · lead healthy, active lives.

Impact?

GCSE PE supports progression from Key Stage 3 – It's designed to build on and embed the physical

development and skills learned in Key Stage 3, encouraging learners to become more competent,

confident and expert in their techniques, and apply them across different sports and physical activities whilst deepening their knowledge of content studied previously

Any statutory requirements?

Subject: Humanities

Subject lead: Mr Murphy

What is provided at KS3 and/or at KS4

At Key Stage 3 pupils are studying numerous key areas of Britain's past and the wider world.

- Britain 1066-1509 Invasion, Plague and Murder.
- Britain 1509-1745 Renaissance, Revolution and Reformation.
- Britain 1745-1901 Industry, Invention and Empire.
- Britain 1901-Present Day Technology, war and independence.

This is facilitated by resources from Oxford University Press and Kerboodle online resources/assessments as well as class tests/monitoring.

Intent?

Aims:

At Cloughwood 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.

Impact?

Pupils should extend and deepen their chronologically secure knowledge and understanding of

British, local and world history, so that it provides a well-informed context for wider learning.

Pupils should identify significant events, make connections, draw contrasts, and analyse trends

within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some

they have framed themselves, and create relevant, structured and evidentially supported

accounts in response. They should understand how different types of historical sources are used

rigorously to make historical claims and discern how and why contrasting arguments and

interpretations of the past have been constructed. In planning to ensure the progression

described above through teaching the British, local and world history outlined below, teachers

should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Any statutory requirements?

Subject: MFL**Subject lead: Miss Chick****What is provided at KS3 and/or at KS4**

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.

Intent?

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.

Impact?

Pupils will develop an interest and knowledge for the world around them. Intertwined into the language development pupils learn the geography of the country including other countries across the world who also speak it.

Pupils develop an appreciation of the culture of others, learning how other people lead their life. MFL is also a great opportunity to develop personal, social and citizenship knowledge and understanding. Stereotypes and pre-judgements are challenged in a safe environment, giving the pupils an opportunity to grow as young adults.

MFL is an opportunity to explore careers options and further study.

Any statutory requirements?

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

Subject: Duke of Edinburgh Subject lead: Ms Beer

What is provided at KS3 and/or at KS4

Year 11 now have a future employability timetable which is reinforced with the Bronze Duke of Edinburgh award. Some pupils will also have the opportunity to complete the Silver Award.

Intent?

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.

Impact?

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: **Subject lead:** **Mr R McEvoy**

Subject: PSHRE **Subject lead:** **Mr Murphy**

What is provided at KS3 and/or at KS4

Cloughwood Academy will provide a programme of study which should help develop the PSHRE understanding of personal, social, health, and citizenship education.

Key stage 3 PSHRE curriculum covers Relationships, Health and Environment, Citizenship. Key stage 4 PSHRE curriculum also covers Budgeting, Staying Safe and Careers.

Intent?

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 should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions. The PSHRE activities promote a healthier lifestyle and have a positive impact on young people's mental health and well-being.

Impact?

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

- 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?

All pupils are taught PSHCE each week, including a weekly whole school assembly.

Subject: KS2

Subject lead: Mrs J Thomas

Why do we have a primary department?

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

Intent

The primary department currently has two classes; Year 6 and Year 4&5 (with option of Year 3 when applicable). The year groups are taught by experienced teachers and are supported by experienced teaching assistants specialised in working with pupils with SEN. 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 and small group teaching and individuals are supported by the primary teaching assistants. Staff use a nurturing, experience-based approach in order to support the development of each pupil's social and emotional development, and to provide them with skills and strategies to begin to self-regulate their emotions. We currently have two trained ELSA teaching assistants and a THRIVE trained teacher. Interventions for ELSA and THRIVE run on a termly timetable and allow us to create trusting relationships, help provide a support base for children in need and to develop personal social and emotional challenges both at home and at school. We also have staff experienced in literacy and numeracy interventions, which are given to pupils who work significantly below national standards in these areas.

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 and whole group explicit teaching, PSHCE 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 and managing emotions and behaviour are rewarded and developed through the use of the class dojo point system which is used consistently, fairly and to reinforce positive choices.

Many of our children have had negative experiences with adults so we ensure the primary department is a safe and secure environment 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 in the wider community. Many of our pupils have little to no experience when it comes to making or being a good friend and so we provide a variety of social experiences such as breakfast and social time each morning in order to allow children to interact appropriately and so that staff can model how to be a good friend.

The KS2 teachers and the whole department work closely with the KS3 staff to ensure smooth progression into secondary school. However, our priority is to ensure that the children develop a positive attitude towards school and any major gaps in their learning are diagnosed and addressed through a variety of different support provisions.

Many children need extra academic and emotional support. This is provided by individual and group interventions from teaching assistants, ELSA practitioners and THRIVE practitioners. A variety of academic subject area interventions take place on a one to one and small group basis each week. The interventions vary depending on the needs of the children, including inference training, letter formation, basic number skills such as subsidising, trusting the count, skip counting and partitioning and tailored literacy and numeracy scaffolding to close gaps in learning.

Impact?

Children are encouraged to develop confidence, resilience, honesty, versatility, creativity, positivity and independence. We as a department have high expectations of behaviour and learning which is underpinned by a firm, fair and consistent approach. We expect the children to strive for excellence and to try their best every time. Being able to work as part of a team, develop good manners, care for others and show empathy is an essential philosophy of the department. Children have access to pets, such as therapy dogs as well as regular visits from dogs belonging to department staff members, which accompany the children on walks, sit with them while they are reading or to assist them to regulate their emotions.

British and SMSC values are actively promoted, especially diversity and tolerance of differences. We value, teach and model acceptance of different ethnic groups, sexualities 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 resource library. Literacy is not limited to the classroom, with weekly library trips to Winsford Resource Library and drawing inspiration from the outdoor environment around the school grounds being something that pupils both enjoy and benefit from. With Reading Plus, which is an online reading software, is regularly used within the Year 6 classroom.

Writing is a constructive, creative response to communication. Many of our pupils have large gaps between personal skills and the expectation of a completed task which can prove an almost impossible barrier to overcome. The teacher acts as a guide and coach to support the children's steps towards independent writing. This is done through modelling, demonstrating, scribing, shared writing and coaching conversations. Lessons are structured with a gradual release, which allows for explicit modelling (I do), scaffolded shared experiences (we do) and then pupil independent attempt with guidance if needed (you do). We use guided writing for groups and individuals 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 7. Handwriting is taught and practiced every other day. We have high expectations when it comes to presentation of work in books. The children learn and practice what is required of an acceptable piece of work which includes a review of concepts from the lesson in the form of a checklist and self-reflection, titles and dates underlined, handwriting to be clear and legible and editing processes where applicable. Children have regular opportunities to edit, revise and rewrite work for display.

Reading takes place daily. All children read with adults at least twice weekly, and are required to read twice a week at home with a parent or guardian. The frequency of reading appropriate levelled texts makes a positive impact on confidence and fluency, and allowing the children access to a variety of genres to read both for improvement and enjoyment fosters a lifelong love of reading. 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 from our local church, Saint John's Church in Hartford, visit the school weekly to listen to the children read and help them develop fluency. Year 6 pupils are also use the ReadingPlus computer software. This is a software which asses the user's reading skills and provides suitable literature dependent on their overall reading ability. The home reading initiative is also used

within the Primary department. Pupils are allowed to take home a book for enjoyment, with ClassDojo rewards given to those who have read with an adult at home.

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. As with English, the children have the opportunity for self-reflection at the end of each piece of work.

Good primary maths lessons include games, times tables practice and concrete learning materials, functional skills maths as well as experiencing maths in the real world which allows us to learn outside of the classroom. There is a strong focus on practical, concrete problem solving activities including puzzles, finding rules and multiple answers, logical reasoning and mental calculations. We also provide access to maths via ICT, through online programs such as times table rockstars, plickers, and digital interactive resources.

Maths interventions are provided for children identified by basic number screening. A bespoke program tailored to each child's individual needs is used to set and achieve targets for interventions.

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

Science

The KS2 science curriculum is covered in a three year rolling program. Science lessons take place for one afternoon or two one hour sessions every week. Science is also one of the cross-curricular themes enduring 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 topic for themselves and present findings in a variety of ways e.g. with ICT or creative arts. Children are taught to question, predict, plan fair tests, make careful observations, justify and reason and draw conclusions.

Humanities

Key elements of the humanities programs from the National Curriculum are taught over a three year rolling program. Lesson time allocated is between one and two hours per 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, Tudor times, Vikings, ancient Egyptians, World War II, features of the globe and countries and cities in Europe, weather and climate, local fieldwork, maps and map reading, plans and graphs, rivers, Chester and surrounding areas, compass points and grid references, countries and cities of the United Kingdom, geographical regions and human and physical characteristics and features of places.

DT & Art

DT and art are taught through our themes for one hour each week. The children study the work of one artist or a style of art. Mixed materials are used for mark making including charcoal, watercolour paints, acrylic paints, sketching pencils and natural materials collected from our school grounds. 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 with additional weekly healthy eating cooking lessons for one term per year provided by Edsentials.

PSHCE

We deliver a varied PSHCE curriculum which incorporates weekly circle time and termly projects including SRE, racism, sexism, homophobia, internet safety, fire safety and personal safety. We have a yearly visit from the Cheshire Fire Service to refresh procedures on how to manage fire safety in the home, as well as a visit to Safety Central in Lymm which provides lessons on safety around train tracks, road safety, healthy eating, further fire education and more.

MFL

Modern foreign languages are taught in year six, with French being the main language of focus. The best way to learn languages is little and often so short periods of time are built into the week with regular review sessions. The software duolingo is also regularly used within these sessions to help aid pupils' learning.

Music and Religious Education

Music and religious education are taught fortnightly with links to themes where appropriate. Musical instruments such as keyboards are available for use. Religious education is supplemented through visits to the local church and visitors from the church coming into school to work with the children. The 'walk through the bible' program is delivered by a church volunteer each year.

Computing

We use information technology in a constructive way. Throughout a topic we use ICT to 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, respectably and responsibly, recognise acceptable/unacceptable behaviour and 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 internet based hour of code activities. Pupils are also taught how to stay safe on the internet.

P.E

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 and strength skills in exciting ways, including visits to high quality providers such as Hartford Gymnastics Club, Sir John Dean's swimming pool and Winsford Bike Park. Year 6 also take part in the Bikeability programme, which helps develop their bike skills and promote road safety. Additionally, 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. Break times are as active as possible and our new playground has provided a space that supports imaginative and sensory play, as well as a designated football space which is often a popular choice. We also provide the opportunity for football matches in the sports hall and on the MUGA which not only allows children the opportunity to develop skills, but a chance to be active during break times and the opportunity to be part of a team.