



APPLEFORD SCHOOL

COLLABORATIVE CURRICULUM – TEACHING AND LEARNING POLICY This policy applies to the whole school, including boarding.

The Policy is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office

Scope and Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from the school site, and is inclusive of all staff (teaching, support and agency staff), pupils on work placement, contractors, the Proprietor and volunteers working in the school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.

Legal Status: This policy complies with Regulatory Requirements, of the Education (Independent College Standards) (England) Regulations (ISSR) and the NMS for RSS (DfE: currently in force).

Related Documents:

- Special Educational Needs and Disability (SEND) and Inclusion, Differentiation, English as an Additional Language (EAL),
- Able, Gifted and Talented,
- Assessment, Recording and Reporting, Marking, Homework, Work Scrutiny, Raising Achievement, Pupils' Voice,
- Learning Outside the Classroom (LOtC) Educational Visits and Off-Site Activities,
- Personal, Social, Health and Economic Education (PSHEE), Spiritual, Moral, Social and Cultural (SMSC) Development, • Preventing Extremism and Radicalisation,
- Subject Policies, Careers Policy, Schemes of Work: Key Stages (2, 3 and 4 inclusive of GCSE and BTec).

Please also refer to the [curriculum](#) section of Appleford's school website, found under the heading "School Life".

Monitoring and Review: The Director of Studies, Heads of Department and Heads of Year share responsibility for the day-to-day organisation of the curriculum and lead the monitoring of the way in which subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. The Headmaster ensures that all classes are taught the requirements of the curriculum, and that all lessons have appropriate learning objectives.

This document will be subject to continuous monitoring, refinement and audit by the Headmaster and Director of Studies. There is a full annual review of this policy and procedures, by the Managing Director and Headmaster, inclusive of its implementation and the efficiency with which the related duties have been discharged. It is also updated in the interim, as may be required, to ensure that it continually addresses the risks to which pupils are or may be exposed. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy which will be made available to them in either in writing or electronically.

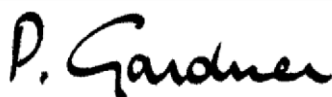
Policy Agreed: September 2026

Date Published: September 2026

Next Review: September 2027

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

Signed



Dr Peter Gardner

Proprietor



Mr James Langan

Headmaster

Introduction: The school offers full-time supervised education for pupils aged 7 - 16 with an age-appropriate curriculum that reflects our ethos and core values. We provide a broad, balanced curriculum based on the seven areas of learning: linguistic, mathematical, technological, scientific, physical, aesthetic and creative and human and social. As an SpLD (specific learning difficulty) specialist school, our curriculum provides full-time education with an emphasis on the development of linguistic and mathematical skills.

Our curriculum has planned activities, supported by the pastoral care system, to promote pupils' learning, personal growth and development. It includes a wide range of co-curricular activities to enrich the experience of the pupils and equip them with key and transferable skills in order to thrive now and in the future. Spiritual, Moral, Social and Cultural (SMSC) development and Personal, Social, Health and Economic Education (PSHEE) are integral to all aspects of the curriculum. Within this framework, pupils' individual strengths, talents and aptitudes can be nurtured and developed, taking into account the age-based needs of every individual.

Pupil Wellbeing: Concern for pupil wellbeing is at the heart of the approach to the curriculum at the School, and our teachers ensure that wellbeing is evident in all aspects of school life. This is achieved through consistent monitoring of the school's performance in this area, and actively promoting pupil wellbeing. Wellbeing is defined by section 10(2) of the Pupils Act 2004 as relating to: • pupils' physical and mental health and emotional, social and economic wellbeing;

- protection of pupils from harm and neglect;
- pupils' education, training and recreation;
- pupils' contribution to society.

Intent: The school admits pupils from the age of 7-16 and focuses on KS2 to KS4 accordingly. It is our intent that all pupils will master key knowledge and skills, building their learning on prior knowledge. Pupils learning will begin with their own interests and develop to consider a wider audience. The school has a focus on developing pupils vocabulary and ensuring that pupils have effective learning behaviours with a strong moral compass which will guide them as they go into the wider world. In order to support them in their transition through the school, we support our core curriculum with an area-based curricula. This includes PSHEE, SMSC, British Values and Cultural Capital, all embedded within the core curriculum and also delivered through formal and informal sessions, creating a whole school approach. The three highly interdependent elements of the Appleford curriculum are:

1. **Academic or core curriculum** – National Curriculum subjects.
2. **Support curriculum** – PSHEE, SMSC, Relationships and Sex Education (RSE), British Values, Cultural Capital, Careers, extracurricular, interview-skills, debating, and so on.
3. **Area-based/community curriculum** – engagement at social, charitable, academic and careers level with local organisations, people, and events that enrich, inspire, educate and motivate our pupils to learn more about our local area.

The knowledge and skills to be learnt by the pupils are generally outlined in the content and specifications of the National Curriculum, but teaching will also highlight/augment these where appropriate. Outside speakers are encouraged to interact and address the pupils so that complex issues such as radicalisation, crime, pornography, drugs, depression, anxiety, technology and relationships can be aired in an open, supportive and safe environment.

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school arranges in order to enrich the experience of the pupils. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills, ensuring they achieve their true potential. We believe in engendering in young people a love of lifelong learning. This ensures that the curriculum gives all pupils experience in the seven areas (see below).

Essential Skills: Our school provides a curriculum which ensures that all pupils acquire and develop skills appropriate to their age aptitude and abilities in the following areas:

- **Linguistic:** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in lessons in English. This includes a range of strategies inclusive of phonics screening checks, with further monitoring and implementation of phonics booster sessions for pupils who need further support, as well as writing and speaking and listening opportunities and assessments. The teaching of literacy and literary skills is not, however, confined to this subject, and the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all pupils' work. Learning is sequenced to develop a pupil's confidence, and targeted support is quickly given to pupils. Communication skills are enhanced through implementation of our Language and Communication policy. The school has regard to pupils for whom English is an additional language (see EAL policy).
- **Mathematical:** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion, with the aim being effective retention of mathematical knowledge, concepts and procedures. Mathematical learning is carefully sequenced, and our curriculum aims to build a link between abstract mathematical ideas and practical problem-solving.
- **Scientific:** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.
- **Technological (including Art and Design, Photography, Graphic Design, ICT and Food Technology):** These skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.
- **Human and Social** This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. Personal, Social and Health and Economic (PSHE) education, alongside our knowledge and understanding of the world, makes a strong contribution to this area.
- **Physical (which is supported by an extensive extra-curricular programme in this area):** This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire an understanding of the basic principles of fitness and health. There is an extensive programme for Physical Education, including Games and Outdoor Education that extends beyond the timetabled day.
- **Aesthetic and creative (including Art, Drama and Photography):** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical responses. Pupils are encouraged to demonstrate their learning in a variety of ways with regular musical and drama events throughout the year, including School Productions, Remembrance events, Christmas celebrations, the Summer Concert, music festivals, poetry and literary festivals.

Note on Political education: the promotion of partisan political views in the teaching of any subject in school is forbidden by law, and the political issues introduced in a number of courses are to be presented in a balanced manner.

Special Educational Needs: Appleford School firmly believes that special educational needs or disabilities (SEND) should be no barrier to a pupil's successful engagement with the curriculum. The school maintains and implements policies and procedures for this purpose. The school ensures that all pupils, irrespective of the adjustments they may require, are over time able to:

- be interested in their work;
- apply intellectual, physical and creative effort;
- act responsibly;
- be self-motivated, thinking and learning for themselves.

Equality Act 2010: Appleford School ensures that pupils are not discriminated against at any point as a result of their engagement with the school curriculum, or at any other point. Particular regard is paid to the protective characteristics set out in the Equality Act 2010 and reasonable adjustments are proactively considered for pupils with disabilities.

Parental Support: Parents can support their child's learning by:

- ensuring that their child arrives at Appleford with the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- participating in discussions concerning their child's progress and attainment;
- support the Appleford home learning policy and reiterating the importance of completing any overlearning tasks;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school.

Pupils are encouraged to support Appleford's aims by:

- being organised, bringing necessary equipment, forwarding letters home promptly, etc;
- taking increased responsibility for their own learning.

Auditing our Curriculum, Teaching and Learning: We ask ourselves the following questions when auditing our current performance:

- How well are we doing?
- What more should we aim to achieve?
- What must we do to make it happen?

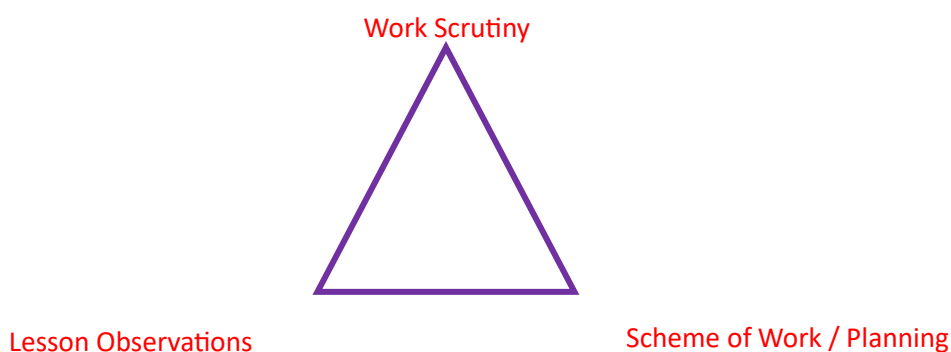
We also consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression, and;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils and the views of our pupils, parents/guardian/carers and staff.

Standards of attainment: We carry out data analysis each year and use the data provided to find out how well pupils in our school are achieving, compared with pupils in similar schools. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we compare expectations and estimates with final results?

Aside from the understanding of intent, implementation and impact, the Deputy Head will gather evidence to see triangulation in the form of:



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Work Scrutiny: Analytical work scrutiny to ensure that teaching and learning are effective is carried out by both the Heads of Year and the Heads of Department, monitored and supported by the Deputy Head, that involves their teaching teams and with an input from the pupils. The Deputy Head in conjunction with the Head of Learning Support undertakes a critical path analysis of the work scrutiny and reports back to the Headmaster. This is one way in which Appleford is better able to monitor the effectiveness of teaching and learning leading to the individual progress of pupils over time. It supports teachers, therapists and learning assistants in constantly reviewing their work and to seek further evidence that the intent of the curriculum is being appropriately implemented. Staff have been asked to complete a work scrutiny document, in which the questions act as a quality check on the curriculum and to support staff in constantly evolving and improving the way they teach and in enhancing the learning experience for their pupils.

Organisation and planning: The individual learning needs of each pupil and the implementation of strategies to meet their specific learning difficulties is essential in enabling progress over time in order that each pupil will become as personally adequate, socially competent and as independent as their potential will allow.

All planning at Appleford School is informed by each pupils learning requirements and supported by the Head of Learning support, who provides guidance and direction with Specific Learning Difficulties (SpLD).

Integral to Appleford are the therapists. Inclusive of speech and language therapy (SALT), occupational therapy (OT) and emotional literacy support assistants (ELSA). Therapists work collaboratively with the teaching and learning support team. Additionally, this level of communication is extended to the boarding team. Therefore, teaching and learning, therapy and boarding are triangulated with strategies to ensure effective communication. Long- (annual), medium- (termly) and short-term plans with curriculum maps are implemented in each subject within each area of the school.

Curriculum Maps exist in each subject within each area of the school. Within the Prep School (years 3 - 7) we adopt a creative curriculum. Which also includes setting for Years 7 and 8 with access to subject-specific Senior School staff. In the Senior School (years 8 – 11) we follow a subject-based curriculum which leads onto qualifications including BTEC and GCSE courses in year 10 and 11.

Pupils study the core subjects of English, English Literature, Maths and ICT, and are able to select from a range of optional subjects, including Art, Photography, Graphics, History, Double Science, Biology, Food and Nutrition and BTEC Sport. In addition to the academic curriculum, all pupils access PE sessions designed to promote health and physical fitness, in line with the PSHEE policy as well as aesthetics and creativity activities. All pupils in year 9 follow a curriculum leading to the Bronze Duke of Edinburgh award.

All planning at Appleford School is informed by SEND outcomes (see SEND policy) and supported by the Head of Learning support, who provides guidance and direction with Specific Learning Difficulties (SpLD).

Values: Our values underpin the curriculum, through which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives:

- We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual pupil, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty. We aim to enable each pupil to be successful and we provide equal opportunities. Most of the pupils in our school have an education, health and care plan (EHCP), and our curricula have been compiled with this in mind.
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.
- We ensure that in all curricular and extra-curricular activities we do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Aims and objectives: The aims of our school curriculum are to:

- enable all pupils to learn and develop their skills to the best of their ability; producing high-quality work they are proud of;

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- promote a positive attitude towards lifelong learning, so that pupils enjoy coming to school;
- teach pupils the basic skills of Literacy, Numeracy, and Information Communication Technology (ICT);
- enable pupils to be creative and to develop their own thinking;
- teach pupils about their developing world, including how their environment and society have changed over time;
- help pupils to be positive citizens in British society and develop cultural capital needed to succeed;
- fulfil requirements of the National Curriculum;
- teach pupils to have an awareness of their own spiritual development, and to understand right from wrong;
- develop an understanding of economic factors in society that can affect their well-being;
- help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to ensure all pupils are being prepared for their next stage of education, training or employment;
- ensure all pupils can read and write at an age-appropriate level of fluency;
- enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others and taking responsibility for the general welfare of their peers as appropriate;
- encourage our pupils to develop respect for and understanding of diversity, with particular regard to the protected characteristics set out in the 2010 Act and with regard to the Single Equality Policy.

ensure our curriculum provides opportunity to develop the *12 future-readiness skills* (skills commonly identified as important for future success). This includes *Digital Literacy*.

12 future-readiness skills



Implementation: The way in which the curriculum is delivered and taught is critical to outcomes and the success of our pupils. We have a focus on high-quality teaching, as high-quality implementation depends on teachers having an expert knowledge of the subjects that they teach. There is a focus on demonstrating and applying learnt knowledge and skills. Teachers will set curriculum content into real life contexts, showing how the skills learnt form an essential part of our daily lives, often linking subjects together such as Science, Technology, Mathematics and English.

We use the School curriculum to guide our teaching. This sets out the aims, objectives, and values of the School and details what is to be taught to each grade level and subject. We base our planning on our knowledge of the pupils' levels of attainment. Teachers make on-going assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to account for the abilities of all their pupils. Our focus is to develop further the knowledge and skills of the pupils. We strive to ensure that tasks are appropriate to each pupil's level of ability.

We plan our lessons with clear learning objectives, planned learning activities, necessary resources, and ways in which we will assess the pupils learning. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work;
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress;
- setting high expectations, enabling pupils to apply intellectual, physical or creative efforts and develop skills of self-learning;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress;
- managing instances of poor or disruptive behaviour;
- the promotion of fundamental British Values to all our pupils.

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Over time, our teachers will:

- use clear, sequenced planning to ensure content is taught and delivered in a way that allows knowledge to be connected with prior learning, and in a way that the endpoints of each unit of learning are clear;
ensure that taught content is made visible through clear learning intentions with defined outcomes and success criteria;
- Teach high quality lessons which incorporate time for retrieval, instruction, practise and application of knowledge and skills.
- model and use metacognition to articulate concepts ensuring use of high-level vocabulary;
- facilitate opportunities for pupils to engage collaboratively with their peers as well as working independently.
- make explicit links to prior learning so that pupils can build upon this and design opportunities for repeated exposure to new learning, using different models and representations so that the learning becomes secure;
- demonstrate how pupils errors can be used as learning points and ask pupils to share their thinking through these;
- unpick and explore misconceptions that arise and plan opportunities to address these using hinge questions to assess understanding;
- provide high quality feedback which supports the development of their understanding or addresses misconceptions.
- account for any and all gaps in learning that have arisen as a result of the pandemic;
- practical work – providing opportunities to evaluate specific skills and competencies in a broader sense;
- through engagement with the Head of Learning Support to demonstrate how they reduce any gaps in knowledge and skills;
- focus on literacy and numeracy – do pupils understand the importance of correct spelling, syntax and the cogency in communication of information; do pupils understand the importance of wider reading, developing a broad vocabulary; do pupils appreciate the need to understand how to apply formula, connect cause and effect;
- understand strengths and weaknesses using differentiation strategies to ensure pupils are appropriately challenged;
- ensure that pupils understand build on prior knowledge, and unpick assumptions;
- examine and scrutinise pupils’ work to ensure that they are kept in a neat, logical ways, which aids studying and revision;
- ensure that pupils understand command words in order to develop their examination technique;
- through discussions with the other team members, be able to explain at what point is a pupil in their attainment of knowledge of skills, and what they must do fully grasp all the principal concepts involved;

Assessment (*Please also refer to Appendix 2 and our Assessment Policy*): is used to measure progress and inform planning. Assessment addresses the attainment of long term, medium and short-term learning objectives. It is used to analyse pupils' strengths and weaknesses and address them by adapting the curriculum to individual needs. Importantly, it develops our pupils’ ability to embed key concepts and develop their understanding instead of simply memorising disconnected facts. Formative and summative assessment enables us to have an ongoing “picture” of a pupil at any one point in time. Adaptive baseline assessment tests, such as CAT4 are used, along with, where appropriate, specific aptitude tests to gain an insight into a pupil’s potential and capability. Baseline tests along with formative and summative assessment can then be used to set a target grade.

Attendance (*Please also refer to our Admission and Attendance Policies*): A very high level of attendance is central to all successful teaching and learning outcomes. This is monitored and supported by the Director of Studies, Head of Pastoral Care and Head of Boarding.

Roles and Responsibilities: Learning and teaching is a shared responsibility and all members of the community have an important part to play. We place pupil progress and welfare at the centre and build a supportive staff network around each pupil, depending on their need. The Director of Studies has responsibility for the overview and delivery of the curriculum. The post-holder’s main responsibilities are to:

- prepare and devise the curriculum of the school up to and including GCSE/BTEC examinations under the guidance of the Headmaster, ensuring the curriculum policy is maintained in line with school provision;
- work with the Examinations Officer, to oversee all internal and external examinations, including moderation and IV of course work where required;
- organise and facilitate all internal progress and attainment testing and maintain a system for recording and tracking progress; • be responsible for maintaining the school assessment policy;
- maintain oversight of reports to parents that are well-presented, accurate and published in a timely manner;

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- - monitor and oversee all syllabuses and agreed schemes of work taking into consideration those requirements that represent agreed benchmarks for the sector and produce the school's annual academic report in conjunction with the Headmaster;
 - liaise with the teaching staff in the discharge of those duties identified above ensure accountabilities are maintained;
 - contribute to and participate in the recruitment of new teaching staff as required by the Headmaster;
 - contribute to the induction, mentoring and development of teaching staff in relation to the delivery of the curriculum;
 - chair regular academic meetings to a schedule determined by the Headmaster and arrange for appropriate continuing professional development (CPD) along with In-service education and training (INSET) as required;
- ensure appropriate resources are available for the delivery of the curriculum and to make recommendations to the Headmaster for additional resources as required;;

Quality Assurance processes will involve:

- consistent use of subject policies; programmes of study; pupils' prior performance data;
- classroom observation, learning walks, pupil feedback, work scrutiny, pupil data, schemes of work;
- department analysis of exam results, school evaluation procedures, development and action plans.

Heads of Department and Heads of Year (Subject Leaders/ co-ordinators) should:

- ensure that schemes of work that challenge and stimulate pupils to achieve their best, are in place;
- stay up to date with recent developments and best practice in their subject and support colleagues by sharing their knowledge and understanding with other members of the teaching team;
- monitor planning, teaching and marking in their subject;
- regularly quality assure departmental processes and feedback to the Director of Studies;
- ensure the subject curriculum is being taught in way that pupils are transferring knowledge to their long-term memory;
- ensure that resources are available and accessible to support learning in their subject.

Teachers are responsible for day-to-day monitoring of pupil welfare, in relation to their learning and their pastoral care. Teachers will endeavour to:

- provide challenging and stimulating lessons designed to encourage all pupils to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual pupil according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised, and keep up-to-date with best practice;
- present information clearly, promote appropriate discussion and systematically check pupils' understanding;
- provide clear information on procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

Senior Level Teachers should:

- enforce school policy
- line manage academic and support staff
- manage the delivery and development of the school curriculum
- liaise with Head of Learning Support
- ensure consistent delivery of high-quality teaching and learning, reflecting best practice and in line with
- the Appleford School ethos, through lesson observations, performance management, CPD and
- departmental audits
- prepare pupils for transition (including examinations where relevant)
- track progress of pupils
- contribute to the development of timetables
- report annually to SMT

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Teaching Staff should:

ensure their lessons as a whole follow the structure stated below:

- **Starter** – this should be a quick and engaging task whilst teachers are able to take the register.
- **Lesson Objectives:** (We are learning to). This should be a time to introduce the lesson and recap previous learning
- **Review** – This is where pupils review their learning and progress towards the end of the lesson.

This structure is fluid regarding differentiation, but we understand that routine is important for our children.

Our curriculum is ambitious and designed to give all pupils the knowledge to take advantage of opportunities, responsibilities and experiences later in life.

Curriculum Map: Our curriculum maps detail which topics within a given subject are covered per year group. These do not detail specific learning intentions, more the core theme for the learning e.g. Romans or the seasons. Each subject covers from Year 2-6.

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

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

Effective Teaching: Teaching promotes learning, raises pupils' achievements, includes lesson planning, the implementation of plans, marking, assessment, and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school, we consider how successful the teaching is in promoting the learning, progress, and personal development for every pupil by:

- extending the previous knowledge, skills, and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication, and mathematics;
- engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work;
- differentiating teaching by setting suitably challenging activities and providing support for pupils of different abilities, including those who may have additional educational needs;
- enabling pupils to develop the skills of learning for themselves and of setting high expectations;
- setting appropriate homework;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time, and drawing on subject knowledge and expertise to encourage pupils to make good progress;
- managing instances of poor or disruptive behaviour; (Please see our Behaviour Management Policy for more details)
- allowing opportunities for open discussion and debate of problems and themes which arise from the curriculum or everyday life.

In our lessons, we ensure that learning objectives are shared with and understood by the pupils. We also ensure that pupils understand the 'success criteria' for the lesson – i.e. what they need to do or pay attention to in order to succeed and achieve. Often, these success criteria will be decided jointly with the pupils to ensure that they have full understanding of them. Learning objectives and success criteria will usually be displayed in lessons. Teaching at The School:

- enables pupils to acquire new knowledge and make progress according to their ability so that they might increase their understanding and develop their skills in the subjects taught;
- involves well planned lessons and effective teaching methods, activities, and management of class time;
- shows good understanding of the aptitudes, needs, and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- demonstrates appropriate knowledge and understanding of the subject matter being taught;
- effectively utilizes classroom resources of an adequate quality, quantity, and range;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly;
- uses information from assessments to plan teaching so that pupils can progress;
- utilises effective strategies for managing behaviour and for encouraging pupils to act responsibly;
- does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

We also ensure that our assessment framework for pupil performance is evaluated by reference to our own school aims as provided to parents and, where appropriate, by external assessments such as Advanced Placement and International Baccalaureate exams which allows the school, parents and outside agencies to compare our pupil data against national or international norms.

Effective learning: We ensure the best possible environment for learning by developing a positive atmosphere in which all pupils feel safe and feel they belong, in which they can access appropriate resources, and in which they enjoy learning because they know the challenge will have been set at the right level. All teaching is structured to maximise learning opportunities and progress, with the end

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goal of ensuring pupils can function properly as adult citizens and are able to engage with public institutions and society at a local, national and international level. Lessons are planned in accordance with the following principles:

- the teaching should build on previous learning;
- it should give pupils the 'big picture' of the lesson;
- the teacher should explain the learning objectives and share the learning journey;
- the lesson should use a range of appropriate resources so that all pupils can access the learning;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the pupils to review what has been learnt;
- it should have built-in opportunities for feedback to the pupils, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning journey will be.

Teacher Preparation for Effective Learning: Subjects have Policy Statements and Schemes of Work that are reviewed regularly for balance and relevance and incorporate opportunities for appropriate differentiation. Teachers are responsible for producing lesson plans according to the scheme of work. Planning should include a learning objective and success criteria, as well as information about support, resources and differentiation.

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

- well-understood learning objectives that are shared with the pupil;
- assessments of individual subjects and their objectives, through a thematic approach;
- sharing or creating learning outcomes with the pupils to make them partners in their learning;
- effective teacher questioning, observations of learning, analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to pupils; and
- pupils understanding how well they are doing against the success criteria and how they can improve. (Please see our Assessment and Reporting Policy for more details.)

Tracking Progress and Baseline Assessments: *Please refer to Appendix 2 of this policy.* During lessons and activities, teachers give pupils feedback. Teachers also track pupils' progress based on pupils' performance in classwork and in informal assessments.

Knowledge, Skills, and Understanding: When we are teaching, we focus on motivating all pupils and on building on their knowledge, skills, and understanding of the curriculum so that they might extend their horizons of achievement. We value each pupil as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender, and disability. We strive to meet the needs of all our pupils and to ensure that we meet all statutory requirements related to matters of inclusion. The following is a list of teaching skills we use which activate pupils' learning:

- All lessons should have a clear objective and pupils should understand how they can be successful.
- Pupils should receive regular constructive feedback.
- Staff show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
- Staff ensure that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Staff ensure that teaching does not discriminate against pupils contrary to Part 6 of the 2010 Equality Act
- Teachers regularly assess pupils and lessons are adapted accordingly to meet their needs.
- Teachers make the learning activities clear by effective presentation using a variety of methods.
- Teachers utilise effectively classroom resources of a good quality, quantity and range, so that pupils are exposed to a sufficiently wide variety of stimulating material.

- when the teaching of subjects touches on matters covered by the SMSC standard, such as forms of government or political ideologies, the resources (books, films etc.) used for teaching should be of a range which fulfil the requirements of the SMSC standard, for example, by representing a range of views.
- Teachers are aware of the indirect messages they may give. Therefore, they consider carefully the language they use, the type of humour they use in their lessons, the examples they give, the way they encourage quiet pupils, the time they spend with particular pupils, their marking turnaround time and so on.
- Pupils should not be actively encouraged by teachers or others to support particular political viewpoints
- Good direct teaching requires staff who really know their subject, therefore staff are expected to be fully in command of subject material.
- Teachers try to use their voices in ways that are clear, varied, interesting and welcoming.
- Questioning is an important part of learning. Pupils are encouraged to phrase their own questions and develop an enquiring mind so that they become more independent learners.
- Within the wide range of teaching styles that are appropriate to any subject, all teachers should ensure that their lessons include:
 - an expectation of effort by both the teacher and the pupils
 - opportunities for pupils to speak and respond both to the teacher and to each other
 - time for pupils to write notes or consolidate discussion in written form
 - varied presentational styles and activities in order to keep lessons stimulating
 - differentiated strategies (to include scaffolding and challenge) suited to different learning needs and styles
 - effective use of the resources available including books, handouts, displays and IT equipment, etc.

Classrooms and Learning Environments: Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs, and we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the School policy with regard to discipline and classroom management. We have a wide range of learning environments at the School, with both indoor and outdoor spaces. Our school learning environments have been appropriately risk assessed to ensure that they are as hygienic as possible, whilst meeting the needs our pupils. We continually review our classroom facilities and resources to ensure that they are of suitable quality, accessible to all and appropriate to support pupils' learning. We also regularly review resources to ensure that they do not discriminate against the protected characteristics set out in the Equality Act 2010, or suggest bias towards a particular gender. For example, pupils will study literature written by both men and woman, and issues raised in historical texts is discussed and set in context for the time.

Classroom discipline and management:

- All staff are expected to utilise effective strategies for managing behaviour and encouraging pupils to act responsibly.
- Learning activities are given appropriate time so that pupils may understand what is being taught. Lessons are well paced to maintain motivation and progress. Teachers look for opportunities to exploit time and space and use cross-curricular links with other subjects where appropriate.
- Flexibility is shown either to meet individual needs and add variety, or because of unseen problems or opportunities, to make a particular learning point.
- Transitions between activities are handled carefully so that all pupils can move on with a sense of purpose and success.
- Discipline is maintained in a fair and firm manner. Pupils learn because they are encouraged not because they work in fear. Pupils and teachers understand what is acceptable behaviour and what sanctions will be employed should standards slip.
- The learning environment is carefully monitored, and all materials or resources are of the highest quality and are treated with respect. The teachers (in their dress and manner) contribute to this understanding of respect. Classrooms are positive, bright, stimulating and welcoming.

Assessment and Reporting: (Please refer to *Appendix Two: Assessment and Reporting at the National Curriculum Key Stages 2 to 4*. and also our *Assessment Policy*.) Assessment is used to measure progress and inform planning. Assessment addresses the attainment of long term and short-term learning objectives. It is used to analyse pupils' strengths and weaknesses and address them by adapting the curriculum to individual needs. Importantly, it develops our pupils' ability to embed key concepts and develop their understanding of the topic instead of simply memorising disconnected facts

Reporting: Parents receive an interim report at the end of the Autumn Term, they are invited to Parent-Teacher Consultations in the Spring Term and Parents receive a full narrative report in the Summer Term. In Year 11 parents receive the full narrative report towards the end of the Spring Term prior to external examinations. Parents are welcome to communicate via emails or telephone calls at any point throughout the school year.

Pupils with Special Needs: Our curriculum is ambitious and designed to give all pupils the knowledge to take advantage of opportunities, responsibilities and experiences later in life. The school meets with parents on a regular basis to see how we can work together, involving other agencies if appropriate, and setting targets to support their child's progress.

PSHE, Social and Emotional Literacy and Support: Our PSHE curriculum reflects the school's aim and ethos in that it promotes pupils to be confident open-minded and compassionate individuals, who can flourish in a global society. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain in an age-appropriate way and prepare them for engagement with public institutions and society at both a national and local level. Our PSHE Curriculum also fundamentally encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. (These include Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.) We enable pupils to develop an understanding of public services and institutions and to take their place in the modern democratic society. The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner. The groundwork for social and emotional literacy is based on the "5 Skill Buckets".



Spiritual, Moral, Social and Cultural Development (SMSC): Alongside achieving their academic potential, pupils are led towards developing their spiritual, moral, social and cultural awareness. While encouraged in all subjects, these themes are given a specific focus in PSHE and RE. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. builds resilience towards extreme and radical views through promotion of strong values and any such views are challenged as a matter of principle. We aim to expose our pupils to viewpoints and knowledge such that an appreciation of human creativity and achievement is engendered, and their spiritual understanding is nurtured.

At Appleford, we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. SMSC is integral to all aspects

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of our curriculum. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Appleford School builds resilience to radicalisation of its pupils by promoting fundamental British values. We provide a safe space in which our pupils can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. This is further extended in KS4 as pupils are given an education and their awareness therefore raised in PSHEE lessons of 'Preventing Extremism and Radicalisation'. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how Appleford promotes SMSC and prevent extremism, please see our: '*PSHEE*' and '*Preventing Extremism and Radicalisation*' Policies.

Appleford ensures that principles are actively promoted which:

- enable pupils to develop their self-knowledge, self-esteem, and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics in the Equality Act 2010;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;
- ensures that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. This may be during lessons, or when extra-curricular activities within the school such as debates take place, or through the use of external speakers.

Pupils gain:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths or beliefs (including those people who leave their faith or those who hold no faith) should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting unfair or illegal discrimination
- An understanding of why democracy is perceived within the UK as the fairest form of political organization
- An understanding of why taking part in democracy is a good thing and why law-making on the basis of representation in Parliament is seen as better than the alternatives

This is achieved through activities such as:

- Sharing age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in the UK and other democracies, in contrast to other forms of government;
- Discussions with and within the school council ensures that all pupils at have a voice that is listened to, and which promotes democratic processes;
- using opportunities such as general or local elections to hold mock elections to promote the fundamental British values, and provide pupils with the opportunity to learn how to argue and defend points of view;
- enabling pupils to encounter people of different faith backgrounds;
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths;
- considering the role of co-curricular activity, including any organised directly by pupils, in promoting the fundamental British values;

- running group activities that teach co-operation and initiative, giving pupils responsibility within the school setting, and enabling pupils to serve other people in the wider community;
- educational visits, and work-shadowing or work experience in relevant organisations, which enhances pupils' understanding of public services;
- Enabling pupils to gain knowledge and respect for their own culture and faith, to prepare pupils to interact positively with people of different cultures and faiths.

Staff at Appleford understand that they must not adopt a stance which supports a particular political view/purpose which might be considered partisan (one-sided). This might be seen if:

- superficial treatment is given to the subject matter, by portraying factual or philosophical premises as being self-evident, with insufficient explanation and without any indication that they may be the subject of legitimate controversy;
- the use of data which is misleading or contains misrepresentations and half-truths;
- deployment of material in such a way as to prevent pupils meaningfully testing its veracity and forming an independent understanding as to how reliable it is;
- the exaltation of protagonists and their motives is coupled with the demonisation of opponents and their motives;
- a particular view being advocated as being the 'right' view which must be adopted because otherwise certain presupposed consequences follow;
- actions are taken either directly or indirectly to further the interests of a particular political party;
- actions are taken either directly or indirectly to procure changes to the laws of this or another country;
- actions are taken either directly or indirectly to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

We promote work and interactions which respect individuals and differences between them and we ensure that pupils become familiar with different approaches to religion and culture. We celebrate achievement in a number of ways (Headteacher's awards, letters of Commendation, parents being informed of achievement) and encourage pupils to have the confidence to undertake difficult tasks and have a wide range of experiences. Pupils are also encouraged to question things which prevent them developing into confident adults. For more details please see our *Safeguarding and Pupil Protection Policy*, our *Preventing Extremism and Radicalisation Policy* and our *SMSC Policy*.

Prevent At Appleford: Promoting Fundamental British Values: The DfE have reinforced the need ***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”***

The Government set out its definition of British values in the 2011 Prevent Strategy, and reiterated these in 2014. At Appleford these values are reinforced regularly and in the following ways. We keep an up-to-date audit of all such teaching and learning opportunities through annual curriculum reviews.

Democracy: At Appleford, pupils have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class and at Planet (house) meetings. The views of the council are heard by a panel and the council is able to effect change within the school. Debating opportunities are also provided within the school curriculum within lessons and in weekly debate club to explore fundamental British values and appreciate the democratic process. The reflection process in the case of a behaviour issue also allows pupils to have a voice, be heard and feel respected.

The Rule of Law: The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days; an example of which would be the teaching of PSHEE in Tutor time and through regular workshops, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty: Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe

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environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely e.g. through our PSHEE lessons which encompass a variety of knowledge which include topics such as Online Safety. Whether it be through choice of learning challenge, of how they record, of what rewards afternoon should offer, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect: Mutual respect and kindness are at the heart of Appleford's values. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect, inclusion and an understanding of diversity in all ways.

Tolerance of those of Different Faiths and Beliefs: Appleford is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting the benefits of diversity for the pupils. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our PSHEE teaching reinforces this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Pupils visit places of worship that are important to different faiths. Guest speakers also offer an opportunity for pupils to learn about other lives, their faith, their hopes, dreams and their struggles. This helps broaden opinions and promotes a willingness for pupils to research and learn other cultures. At Appleford, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Personal Social, Health and Economic Education (PSHEE) and Citizenship *(Also please refer to our PSHEE policy):* Each pupil's PSHEE informs all aspects of the school day. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain that is appropriate to their age and needs. This programme rests with the Heads of School.

We explore ways to promote an awareness of others' emotions and how our behaviour affects them. Our structured activity sessions are specifically tailored to the needs of the various groups, from working with a pupil who is developing coping strategies to facilitating turn taking and initiation.

We provide our pupils with positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and interactions with teachers and other adults. A range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme. We also provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Pupils are supported in their preparation for formal examinations at various stages of their education. They receive specific support in study skills that includes guidance on revision technique, making notes, examination technique as well as management of stress and caring for their mental health. Pupils are encouraged to learn about their own academic strengths and weaknesses and effective ways of approaching learning, so that they themselves become able to identify and deploy suitable methods across different tasks.

Independent Learning: The way pupils learn is important and we therefore place some emphasis on interactive and co-operative learning and on devising lessons that draw on the different knowledge, aptitudes and learning styles of individual pupils. Independent learning is a goal both inside and outside class. Teachers should plan lessons that encourage pupils to take an active role in constructing their knowledge, skills, attitudes and understanding. This includes setting research tasks, collaborative projects and problem-solving challenges. Pupils should be encouraged to think for themselves, ask questions and come to answers through discussion and reflection. Lessons should include opportunities for pupils to work together and work independently. We value developing a pupil's independence through tasks in and out of the classroom.

Examination Preparation: Examination success is important because of the opportunities it opens to pupils. It is therefore essential that in addition to learning freely and independently, pupils also be taught the knowledge and skills required for high performance in examinations. These objectives are not mutually exclusive - independent learning should be better preparation for examination success than spoon-fed learning because the knowledge will be better internalised - but there is clearly a place for specific instruction in the requirements of different assessment types, the essentials of examination technique, and the analysis of past examination performance.

Careers Advice: Appleford provides impartial career advice to pupils and promotes their best interests as well as inspiring and motivating them about the full range of opportunities, both academic and vocational, available. Advice is given by the school that

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provides impartial information on a range of education and training opportunities, including apprenticeships and technical educational routes promote the best interest of pupils. We also explain the wide variety of new disciplines, mostly driven by changes in technology (e.g. bioinformatics, neuro-marketing, artificial intelligence, robotics, data mining, environmental issues, etc.) alongside more traditional careers. We forge links with local businesses and colleges. to ensure that pupils can engage directly with those who can best explain the relative merits of certain career options. Links with outside speakers and representative from, for example, HM Armed Forces, are used to ensure that pupils receive sound feedback about potential careers.

Concerns and complaints: Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's class teacher. If the issue is not resolved, parents should contact the Headmaster. The School has a Complaints Procedure in place, which is available to parents and students.

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

We therefore uphold the view that 'Education has certain long-term goals, that it has a general point and purpose, which can be definitely, though generally stated. The goals are twofold, different from each other, but by no means incompatible. They are first, to enlarge a child's knowledge, experience and imaginative understanding, and thus his awareness of moral values and capacity for enjoyment; and secondly to enable him to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.' (Warnock Report, 1978).

In conclusion, working with the students at Appleford School will demand of the teachers and support staff a high level of professional skill, knowledge and experience, combined with the dedication and experience which is a hallmark of the ethos, values, tradition and practice of education within this school.

This policy draws in parts upon the following guidance documents and other policies:

- [Independent School Standards 2019](#)
- [National Curriculum](#)
- [Guidance about teaching personal, social, health and economic \(PSHE\) education \(2021\)](#)
- [Relationships, Sex and Health Education \(RSE\) \(2021\)](#)
- [Promoting fundamental British values through SMSC \(2014\)](#)
- [Research review series: religious education \(2021\)](#)
- [Teaching about Mental Wellbeing \(2021\)](#)
- [DfE Careers guidance and access for education and training providers \(2021\)](#)