



# An Overview for Staff

We value Knowledge Wellbeing Success

## Traditional values with an innovative approach

### Ethos

- Relentless focus on improving teaching & learning
- Innovative & flexible curriculum
- Strong student voice
- High quality provision for all
- Time for senior leaders to be strategic
- Draw on expertise of trust
- Work in partnership with community
- Teach tolerance & respect (Prevent agenda)

## Curriculum

### INTENT

*An inspiring, evidence-informed and knowledge-based curriculum for all*

Within the framework of the national curriculum our school delivers an inclusive and personalised school curriculum that is designed to stretch and challenge our students.

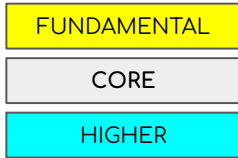
Options from Year 9 (with opportunity to change until Year 10) whilst Period 7 & our Carousel continue to deliver breadth of curriculum. Year 9 is a bridging year - GCSE skills rather than content.

Intent is defined for each subject, aligned to whole school intent above - subject specific questions are reviewed in termly dashboard conversations between SLT & curriculum leads.

### IMPLEMENT

Eleven Curriculum Principles, based on research and evidence informed practice provide our 'KWS' backbone, they are then implemented in subject specific ways.

Curriculum is differentiated into 3 levels:



*Students choose their level of work, guided by teacher, with an emphasis on challenge (desirable difficulties).*

Each subject links with a 'great' department in another school to validate its curriculum.

Implementation is Quality Assured via learning walks, team meetings, Curriculum leader review work, line management discussions, Curriculum Dashboards (termly), Subject Area Evaluations etc.

	<b>Big Picture</b> <i>Clearly defined, regularly referenced</i>
	<b>Sequenced</b> <i>Carefully, build knowledge &amp; recall</i>
	<b>Knowledge Organisers</b> <i>Outline key details for a unit (1 page)</i>
	<b>Prior Knowledge</b> <i>Identify and link back to</i>
	<b>Small Steps</b> <i>Scaffolded and modeled</i>
	<b>Guided to Independent</b> <i>High success rates, feedback</i>
	<b>Desirable Difficulties</b> <i>Appropriate level of challenge for all</i>
	<b>Questioning/Discussion</b> <i>Support students, refine, connect, talk</i>
	<b>Recall</b> <i>Build fluency and long term memory</i>
	<b>Home Learning</b> <i>Focused on spaced recall &amp; retrieval</i>

	<b>Feedback</b>
	<i>Daily responsive teaching in lessons, adapt delivery based on students, hinge questions</i>
	<i>Feedback cycle - review of work every 8 lessons - focus on actions taken and lessons planned, what is next for learning?</i>
	<i>Formal feedback - see IMPACT section re: testing, data and reporting</i>

### IMPACT

*NOTE: Internal data will not be viewed by OFSTED - but can be used to demonstrate PP / SEN progress against peers*

Links with 'great' departments in other schools used to moderate student work, validate assessments and confirm pitch of work set.

Three data drops a year for each year group - each informs curriculum planning, interventions and is reported home to parents, report comments are entered just once a year.

For KS3 we use three curriculum levels, each of which is split into three tiers.

Higher Excelling
Higher Mastering
Higher Developing
Core Excelling
Core Mastering
Core Developing
Fundamental Excelling
Fundamental Mastering
Fundamental Developing

## Pastoral

- Heads of Year combined with a non teaching head of Key Stage
- Intervention using our achievement mentor, counselor and therapeutic wellbeing practitioner
- Form tutors play a key role in supporting the student and liaising with families
- Structured form times include literacy (read aloud), current affairs, team work, health matters and oracy
- Assemblies - year group, celebration and , oracy Examples include remembrance day, LGBT+ awareness, student led Diwali celebrations
- Real focus on mental health and student wellbeing: multiple services, 1-1 sessions, Haven etc.
- Attendance closely monitored, tiered interventions

## Super Curriculum

- Aim: inspiring, for ALL students, more opportunity, more chances of success, develop range of interests
- Period 7 - Mind, Body, Soul - Student Choice 30 mins ALL students at the end of day Mon, Tues and Wed, independent study on Thurs. Example inc. Arabic, Hockey, Yoga, Zoology, Poi, Cooking, Sign Language
- Lunchtime Clubs - sports to art leaders, chess, DofE
- Sports Fixtures inc. affiliation with Saracens Rugby
- Trips - Bushcraft, Dance and Theatre Trips,
- Competitions and Speakers - Bebras, RSPCA CEO
- Performing Arts - A Night in the West End Dec '21
- Library, literacy focus, numeracy across curriculum
- Subject specific tasks - books, articles, TED talks etc.

## Inclusion

### SEND

- 2 part time SENCOs + 0.8 Deputy SENCO
- 25% w. SEN, 3.7% EHCPs (high for Herts)
- Student centric, Quality First Teaching
- Edukey - manage provision & interventions - communicate info., strategies & response
- Achievement Centre - LSA Support
- Maths and English intervention specialists - inc. numbers count & literacy/dyslexia focus

### Pupil Premium (PP)

- 92 PP students 17% (82 also FSM 15%)
- Champion - Zoe Anderson
- Many initiatives to support - Brilliant Club, First for P7 options, mentoring, uniform etc.

### Safeguarding

- Lead: Grace Aikman and 7 Deputies inc Head

### Diversity & Character Development

- Diversity Lead - Jacob Church
- LGBT+, neurodiversity, anti-bullying groups
- Review data to identify any subconscious bias
- Reviewing curriculum links & further opportunities for diversity
- Student Voice - advocated for have shorts as part of uniform, review food served, new uniform changes, part of curriculum reviews
- Strong House system - support, competition
- Careers: Unifrog online system, speakers.

## Behaviour Management

- 3Rs - Ready, Responsible, Respectful
- Rewards focus - 'catch them being good'
- Consequence system - emphasis warnings first, making the right choices
- Adjusted for the 5% of students that it does not work for - a child centric, needs based approach
- Reports to support students to make better choices
- Avoid exclusions where ever possible

## Staff

### Wellbeing

- Flex Day - individual selected day a year off
- Employee assistance programme
- Butterflies and Hornets - supporting & encouraging open & honest conversations
- Workload considered in all SLT decisions
- Perks: Cycle Scheme, Flu Jab, Garage discount
- Thank you notes every half term

### Continued Professional Development (CPD)

- Driven by staff, checked against school priorities, guided by DfE best practice
- Focus on subject specific training (full INSET day) whilst balancing whole school needs and priorities (safeguarding etc)
- A real focus on GCSE - skills & knowledge, planning a ambitious curriculum, moderating assessments and student work

## Remote Provision *(OFSTED will only look at 2nd lockdown and anything since then)*

### Successes

Google ready, seamless transition to remote, matching the normal curriculum, strong live lesson provision, technology to enhance, participation and outputs closely tracked real time so pastoral team could liaise with families re: issues, provision in school grew over lockdown, including small group for weaker students

### Impact

- 1) Small minority that did not participate / engage despite all best efforts - now have tutoring in school, focus in lessons.
- 2) Mental health issues

### Provision now

Isolating students can access all their lessons from home via Student Google Site & Google Classroom - regular assessment picks up any issues on return so can address in the classroom.