



# Persnore High School

## Teaching, Learning and Curriculum @Persnore High School

### **Introduction:**

This teaching, learning and curriculum policy is intended to guide the practices and procedures of teachers at Persnore High School. The policy is intended to provide a framework for the development of a shared understanding of effective teaching and learning and curriculum content.

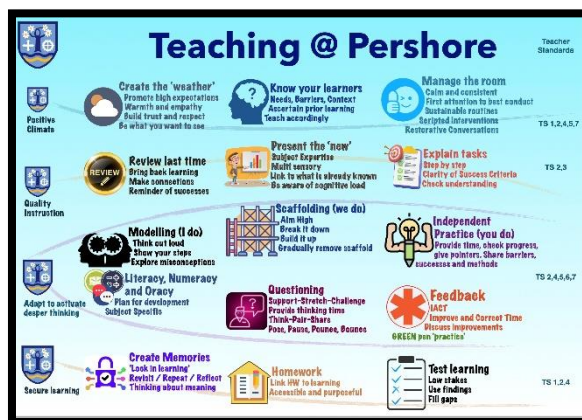
### **Aims and Objectives:**

1. To provide high-quality education that meets the needs of all students.
2. To provide a safe, supportive, and stimulating learning environment.
3. To develop a culture for learning which has mutual relationships at its core.
4. To develop students' knowledge, thinking skills and their ability to communicate understanding.
5. To help students embed new learning into long term memory.
6. To encourage students to develop proactive habits, to take ownership of learning and to plan for their own future.



## Teaching and Learning Strategies @Persnore High School

Introduced in September 2023 – Teachin@Persnore is a framework for developing our pedagogy. Our CPD programme links directly to the framework as does our Performance Management / Appraisal process. All teachers must have at least one of key development objectives linked to development of pedagogy in the school.



There are 4 key areas of development within the framework:

### 1. Climate for learning

Teachers should work hard to be kind to students, understand their challenges, barriers and manage their classroom effectively with calm consistency and first attention to best conduct. Teachers should have high expectations but also demonstrate deliberate attention to children's wellbeing and make sure that children are welcomed and remain physically and psychologically safe in their classrooms and other learning environments. Teachers should always encourage and model helping each other to work hard and be kind.

Making sure that teachers ascertain what it is that students already know and can do helps to create the hooks to learning that might allow connections between prior and new learning.

### 2. Quality Instruction

- Connecting learning is crucial. Through a continual process of building upon the foundations of what learners already know.
- Presenting new information through as many sense pathways as possible, whilst being mindful of cognitive load supports memory retention and the connection to prior learning. Focussing instruction on what it is that needs to be remembered is important.
- Explaining tasks carefully and checking that students really know what they need to do in order to be successful.

### 3. Adaptive teaching to activate deeper thinking:

- Supporting learning through efficient modelling of the learning process is beneficial to learners. Thinking out loud as teachers take students through problems (I do) whilst identifying key steps and making learners aware of common misconceptions.



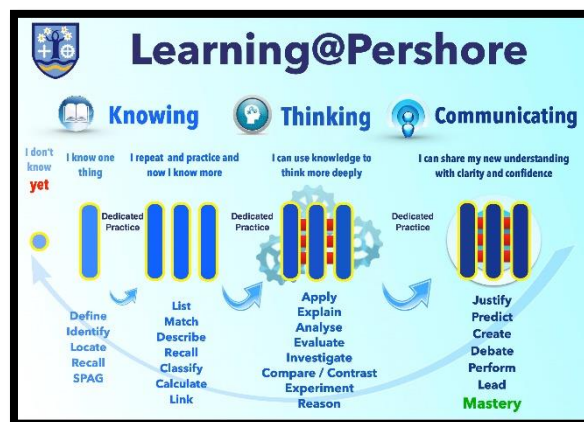
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- Scaffolding learning (we do) for students by breaking content down into small chunks or providing frameworks that learners can use to help
- Student should have time to think more deeply about content via tasks created in the classroom. This deeper thinking is important if memory is to be strong. Independent practice (you do) should allow mistakes and misconceptions to be discussed, improved and refined.
- Teachers should use formative assessment to support learning and provide feedback to students. Checking understanding at every opportunity to ensure no one is left behind. Help, through positive reinforcement, students to identify their strengths and weaknesses and to improve their own motivation, work level and understanding.
- Subject specific key terminology should be explained and understood. Learners should have opportunity to discuss these terms and explain them for others and for more challenging oracy based tasks. Teachers should help develop numeracy where appropriate to support children wider skills for learning and life.

#### 4. Securing Learning:

- Consolidation of learning through revisiting, rehearsing and retrieval practice is essential for learners to progress. Homework, low stakes testing, mind mapping, redrafting, quizzing are all elements that might contribute to a more deeply embedded memory of new and existing information.
- Opportunity to think about meaning is a key aspect of developing strong memory around a topic or idea and students should have time to reflect and think.
- Regular 'cumulative' assessment points will identify where progress is being made and where learning needs to be revisited until students build confidence and fluency in their knowledge, ready to apply their knowledge, understanding and skills to good effect.

Teachers and students use our Learning@Persnore framework to help ascertain student's position in their learning, develop depth of understanding and motivate/encourage learners that they are 'dedicated practice' away from being able to know more and do more with their increased knowledge. We believe that building confidence in the learning process and being transparent about the process itself is crucial.





## Assessment @ Pershire High School

**What do students need to learn better?** Clarity in learning objectives, quality feedback at point of need, focussed assessment, engagement in feedback to improve.

Assessment should be ongoing and integrated into the learning process to provide timely and useful feedback to learners. At the very least, summative and cumulative assessment points should occur 3 times a year (once in each term) in every subject, measuring learning progress over time. The data gained from these assessments will form the basis of progress judgements. Attitude to Learning grades will also be judged by the teacher. We know that positive learning attitude are essential and whilst learning is hard and takes time, high levels of effort and application will eventually see solid progress.

Departments will choose the design of summative and cumulative assessments, but where possible they will be standard across the cohort and moderated across the department to help provide students and parents with clear information on their progress relative to the course and the cohort.

Assessment starts with clarity of expectations and student understanding of what is required from them....

1. **Learning expectations** should be clearly defined and communicated to learners to guide their learning and assessment. The most basic form of this is a list of topics covered, at the front of student's books, so that they can use it to identify where they are in the course content. Learning objectives in lessons will naturally come from this overview of curriculum content and should focus on key knowledge or subject specific skills to be acquired.
2. **Formative assessment:** Formative assessment should be used to provide feedback and guide learning, rather than just measuring performance.
3. **Student engagement in feedback.** Dedicated time should be given where students act on any feedback given. Feedback given should be efficient for the teacher but at the same time meaningful for students in order that their learning moves forward.
4. **Self-assessment:** Learners should be encouraged to assess their own learning and the learning of their peers to promote self-reflection and collaboration. All students should be able to judge their level of confidence in understanding curriculum content, be that knowledge or skills of the subject. This self-reported judgement on confidence should be part of the learning conversation between the learner and their teacher
5. **Fair and unbiased assessment:** Assessment should be fair and unbiased, and measures should be taken to prevent cheating and plagiarism.

In Key Stage 3 we use the Learning@Pershire Framework as a key tool for explaining where students are in the learning process and provide feedback on how to move forward and think more deeply. Each subject also breaks down their curriculum and provides personalised learning checklists so that students can evaluate their own levels of content coverage and confidence. During Key Stage 4 and 5 we use exam specifications and assessment objectives although these closely link to the Learning@Pershire framework from a conceptual standpoint so may also use the framework as a tool to help students work hard to deepen their thinking and understanding so that they can communicate and perform well.



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## Curriculum statement @Persnore High School

### **Intent:**

The overarching curriculum at Persnore High School aims to provide a broad and balanced education that equips students with the knowledge, skills, and understanding to succeed in life. Our curriculum is designed to prepare students for the challenges of the future, and to provide them with the awareness and values needed to become responsible and active citizens.

### **Implementation:**

Our curriculum is delivered through a range of subjects and topics, including English, mathematics, science, humanities, arts, languages, and physical education. We use a range of teaching methods, including teacher-led instruction, group work, independent research, and self-directed learning.

Our teaching approaches are designed to be inclusive and student-centred, and to encourage students to take an active role in their own learning. We aim to provide opportunities for students to develop their creativity and innovation, and to work collaboratively to solve problems and develop solutions to real-world challenges.

We use a range of assessment methods, including formative and summative assessment, to monitor students' progress and provide feedback on their learning. We also provide opportunities for students to reflect on their learning and set goals for future development.

Our Learning@Persnore framework outlines the learning process and shows that with dedicated practice students can build upon their knowledge and think more deeply about what they are learning. Understanding the learning process prepares students well for whatever they might learn at school and in the future as a lifelong learner.

### **Impact:**

Our curriculum aims to have a positive impact on students in a range of different ways, including:

- Promoting intellectual, personal, and social development.
- Encouraging students to become confident, independent, and reflective learners.
- Developing students' knowledge and understanding of the world, and their place in it.
- Developing students' creativity, innovation, and problem-solving skills.
- Promoting emotional intelligence and wellbeing.
- Promoting equality, diversity, and inclusion.
- Preparing students for further education, employment, and adult life.