

CURRICULUM POLICY

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Curriculum Policy

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PADGATE
ACADEMY

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CURRICULUM POLICY

This document sets out how, at Padgate Academy, we deliver a high-quality, aspirational curriculum to all of our students. We also believe that we have a duty to help every young person develop holistically, fulfil their potential and contribute towards a future built upon the social and economic well-being of every individual, the local community and the wider world. Put simply, the provision of an outstanding curriculum is the single most important thing we can do to raise standards and aspirations, unlock potential and drive social mobility.

The Academy curriculum is at the heart of our strategy to deliver our core aim of a 'First Class Education'. The curriculum sits at the heart of all we do and has been carefully planned by each department to deliver the granular and disciplinary knowledge our students need to learn. Subjects have also planned exposure to topics, research and experiences that shape society locally, nationally and globally.

At KS3 our curriculum has been designed with the intent that our students have the opportunity to develop a rich and full knowledge base which will act as a stepping stone, benefitting them in later years. Subjects have carefully sequenced the topics to not only build on prior knowledge from KS2, but to continually deepen and broaden the key knowledge across years 7-9. Students are given the tools that they need to remember what they have learned so that they can gain a deeper, more fluent disciplinary knowledge in preparation for KS4 and beyond.

We are Proud to be Padgate.

1. Curriculum Intent

- 1.1. Every student has access to a broad high-quality curriculum. Staff use their knowledge and skills to ensure all students, regardless of ability and socio-economic background, make progress.
- 1.2. We recognise that students are on an educational journey. We work closely with local Primary and Further Education providers to build on their prior knowledge to create a clear pathway for their next stage of education.
- 1.3. We seek to foster the academy values of Trust, Teamwork and Tenacity to enable success for our students.
- 1.4. As with other TCAT academies the curriculum is underpinned by the principles of the OECD learning Framework (See Appendix 1), incorporating a broad and balanced learning experience meeting the expectations of the National Curriculum.
- 1.5. We place a strong emphasis on creating a passion for learning, enhancing students personal and academic development to create a strong foundation for future study and employment. At KS4 our curriculum offer enables a more individualised curriculum, based upon the interests of our students.
- 1.6. Above all, our inclusive, community ethos challenges students to develop a profound sense of personal responsibility and global awareness. Our curriculum aims to engage students with society and the world around them.
- 1.7. Our curriculum will seek to deliver identified aspects of the UN sustainable development goals 2030. (See Appendix 2)
- 1.8. Our extended curriculum including enrichment activities, trips, visits, external speakers, PSHEE, RSE, personal development, health and wellbeing, and CEIAG (Careers education) are planned and delivered with just as much importance as the academic curriculum.

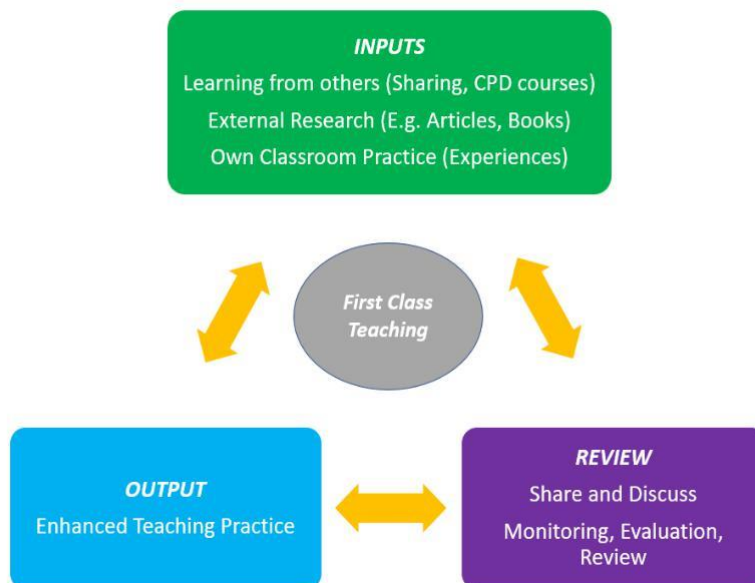
2. Curriculum Implementation

- 2.1. Our curriculum is based upon students acquiring a rich and deep knowledge of:
- English
 - Mathematics
 - Science
 - Computer Science
 - The Humanities (Geography, History, Religious Studies)
 - Spanish
 - Performing Arts (Music and Drama)
 - Art, Design Technology, and Food Technology
 - Physical Education
 - Personal Development
- 2.2. The KS3 (Years 7,8,9) curriculum fulfils the requirements of the National Curriculum. At KS4 (Years 10 and 11) students will follow a programme of study, based upon the core curriculum and the options selected, guided by the requirements of the awarding bodies.
- 2.3. The curriculum allows students to select option subjects for study at the beginning of KS4, culminating in formal examinations at the end of the Key Stage.
- 2.4. The academy has designed the curriculum to enable all students the opportunity to study the EBacc suite of subjects. (See Appendix 3 and 4)
- 2.5. Appendix 3 explains how the curriculum is structured and timetabled.
- 2.6. Each department compiles a department directory detailing each subject's vision and purpose, which will underpin the planning and development of key granular and disciplinary knowledge and skills. The directory contains a curriculum map (Long term plan) and Medium-term plans, which are comprehensive schemes of learning which details the lesson title, component knowledge, essential vocabulary for each lesson with suggested pedagogical approaches.
- 2.7. The planning documentation including Long- and Medium-term plans, form the basis of curriculum quality assurance and are used in triangulation with lesson observations and work sampling as our method of MER (Monitoring Evaluation and Review) for implementation.
- 2.8. We have an agreed lesson delivery approach (*See Common Lesson Principles*) (Appendix 5)

- 2.9. Reading is the gateway to the curriculum. Students need to be able read with fluency to successfully navigate the planned curriculum. Training and pedagogical developments have been made to enable reading and vocabulary development to be at the forefront of learning. E.g 'Control the Game' and Reciprocal reading.
- 2.10. Classroom based teaching is supported by homework which is set in accordance with our homework policy (Appendix 9).

3. A Culture of First-Class Teaching

- 3.1 At Padgate Academy we have taken the time to lay the foundations for consistent and strong teaching practices, which has led to improved outcomes for our students. Building on our success, we are establishing a culture of self-improvement utilising the latest educational research.
- 3.2 First Class teaching requires staff to be truly reflective in their practice and to ensure that a process of continual review and wider learning are embedded into pedagogy. Thereby securing a standard of teaching which enables students to progress in their learning. We have adopted the process shown below as the model which all staff follow as the foundations for First Class Teaching. This is clearly focused upon **Inputs** (Research and pedagogical development), **Outputs** (Teaching and learning) and **Review** (Monitoring and evaluation).



4. Continuous Professional Development

- 4.1 To enable First Class Teaching a programme of CPD has been developed to support all teachers and teaching assistants. Research will form the basis of all professional development allowing staff to analyse, implement and review the most recent findings to drive their pedagogical development. (See Appendix 6)
- 4.2 CPD sessions are delivered at whole school, departmental and personal level to enable all staff to develop their practice and suitably equip them to carry out their roles at the academy. T&L CPD sessions are focused upon the below key priorities and are supplemented with additional training and support.

Responsive Teaching / Disciplinary Literacy / Checking for Understanding



- 4.3 CPD resources have been invested in for all staff including a subscription to the National College online learning package which supports training and development across all aspects of the school.
- 4.4 Appraisals for all teaching staff and teaching assistants have targets relating to professional development and personalised CPD (Disciplined Inquiry) designed to emphasise the importance of being empowered to develop based upon feedback from QR processes and their own personal interests and ambitions.
- 4.5 The Professional Growth plan has been devised to support wider professional development of all staff. The plan details all areas of CPD delivered at the academy in addition to external development opportunities. (See Professional Growth Plan)

5. Measuring Curriculum Impact

- 5.1 Current and continuous assessment forms the basis of teacher planning to allow students to progress in their learning. Assessment constitutes in class formative assessment techniques including targeted questioning, quizzing and peer/self-assessment. Complimented by summative assessments in the form of a test to assess student knowledge and understanding.
- 5.2 Formal CAT testing takes place in Autumn 1 for Year 7, assessing student competencies in Literacy, Numeracy and Communication skills.
- 5.3 There are also a series of NGRT reading tests completed for students in Y7-9, at different points of the year.
- 5.4 Assessments are moderated as part of departmental MER, ensuring accuracy of marking and awarding of grades. Where appropriate for GCSE this policy is supported by moderation sampling by Specialist Leaders in Education from TCAT.
- 5.5 Summative assessment data is gathered at two data captures throughout the academic year. Data is used to inform future planning to secure student targets. At KS4 data will be further analysed and used to create TIG (Targeted Intervention Groups) to support GCSE cohorts and to address any issues of underperformance.
- 5.6 Marks and Grading: All summative assessments to be provided with a standard score (usually percentage). Assessments at KS4 incorporate percentage scores as well as a defined grade 1-9 taken from awarding body grade boundaries for that assessment.
- 5.7 Data Capture: All data is logged by teachers using a centralised subject results sheet, accessible to all staff within the department. Data is uploaded to Arbor at two key data capture points and then analysed by subject teams.
- 5.8 Parents are issued with reports at the end of each set of examinations.
- 5.9 Marking and feedback is used to inform students of their current progress and to facilitate improvement in line with departmental policy drawn from whole school feedback principles (Appendix 8). With the exception of mock examinations, where whole class feedback, modelling and review is used to inform areas for improvement.
- 5.10 Students are expected to take responsibility for improving their work based upon teaching staff advice. Focusing on developmental capacity for self-regulation, allowing students to regularly review and improve their work.

6. Quality Assurance

6.1 To ensure that the quality of education provided is of first-class standard we foster a culture where we continually Monitor, Evaluate, and Review the impact of all areas of the curriculum.

MER at Padgate Academy aims to:

- Empower the departmental team, led by the Head of Department to take collective responsibility for pedagogy, student outcomes and accurate self-evaluation of everyday practice.
- Develop a culture of sharing and celebrating good practice and identifying training needs within departments.
- Enable senior and middle leaders to jointly lead MER in collaboration with the departmental team. 'Done with rather than done to'.
- Establish consistent, supportive, accountable and highly responsive line management for all, tackling underperformance.

6.2 In addition to the continuous Quality Assurance procedures in place at departmental level. The school operates a Subject Review approach to QA. The reviews take place in the Autumn term with actions reviews in the summer term of the same academic year. Subject reviews provide Middle Leaders with the opportunity to QA their department alongside the designated SLT lead for T&L and an external challenge partner. *(See Appendix 10)*

The subject review provides the department with a comprehensive overview of areas of strength and areas of development with clear actions to undertake during the academic year. Progress made towards the actions are reviewed in Summer 2. *(See Subject Reviews at Padgate Academy)*

7. Enrichment Activity – Creativity, Activity and Society (CAS)

At Padgate Academy our students deserve the best opportunities, enriched learning experiences and the opportunity to become self-confident and well-rounded individuals who make a positive contribution to society.

- 7.1 The programme has been carefully designed to encompass three core strands of Creativity, Activity and Society. The inspiration behind this has been taken from the world-renowned International Baccalaureate programme which is a challenging framework that encourages students to make practical connection between their studies and the real world. The basis of this inclusive design is to strengthen students' interests, personal and interpersonal skills whilst complimenting their academic studies.
- 7.2 Creativity, Activity and Society (CAS) is the focus of a sustained enrichment programme, rather than a series of singular experiences.
- **Creativity** –Exploring all aspects of creativity, expression, imagination and innovation.
 - **Activity** –Involving physical exertion, healthy lifestyle, team sports, expeditions.
 - **Society** – Collaborating with the community, making a positive contribution to society.

The CAS programme will build links between each strand as students gain their CAS accomplishments, linking to merits and culminating in regular enrichment celebrations.

8. Personal Development, RSE, Religious Education and Collective Worship

- 8.1 Padgate Academy's Personal development curriculum has been developed to enrich students' life experiences. We want to maximise and enhance every student's potential and to do that we need to prepare our students for their future that will give them direction and moral compass, providing students with the knowledge to be valuable member of society.
- 8.2 We are committed to developing individuals so that they will be self-confident and resilient and be able to make knowledgeable and informed decisions, in our ever-changing world and society. We will encourage our students to make a positive contribution to society whilst exploring different viewpoints, including their own, on different social and moral issues.
- 8.3 At Padgate Academy, personal development is embedded in every aspect of school life - in curriculum time, tutor time, CAS enrichment, assemblies and additional drop-down days. At Padgate, we see the development of the whole child as important and to this end pride ourselves on ensuring that the personal development curriculum sets them up for life after school. The Personal Development curriculum consists of PSHE (including the new RSE framework), Careers and Enterprise and Citizenship. These core themes will be half termly in Personal Development lessons, assembly, and Tutor Time.

- 8.4 Our Relationships and Sex Education program is rooted within our Personal Development curriculum. The RSE programme at Padgate Academy has been developed to be inclusive and enable students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex.
- 8.5 Relationships Education is compulsory for all primary schools in England and Relationships and Sex Education compulsory in all secondary schools. The following guidance from the government contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

- 8.6 Religious Education and collective worship at Padgate Academy are based upon the guidance and recommendations set forth in the Religious education in academies and free schools 2012. RS is taught as a compulsory subject in KS3 and incorporated in to the Personal Development Curriculum at KS4.
- 8.7 Throughout Key Stage 3, students extend their quest for personal meaning by seeking understanding of Christianity and other principal religions in a local, national and global context.
- 8.8 They extend their understanding of important beliefs, values, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of questions of belief and values with a focus on self-awareness, relationships, rights and responsibilities.
- 8.9 The academy works alongside the local SACRE acting upon advice given in support of the academy's RE syllabus.
- 8.10 The curriculum at Padgate Academy has been designed to enable progression and development of a breadth and depth of understanding of moral and ethical issues, as well as the study of religious tradition including Christianity. Whilst taking account of the teaching and practices of the other principle religions represented in Great Britain. In accordance with section 375 of the Education Act 1996.
- 8.11 Collective worship is encapsulated within personal development sessions, relating to moral and ethical debate and discussion. The academy does not exercise a formal or contextualised daily act of collective worship as part of its non-denominal status.
- 8.12 Each student must take part in a Religious Education, unless they have been withdrawn. Parents have the right to withdraw their children from religious education.

9. Provision for SEND Students

Provision for students with SEND is in all respects a whole school issue. It is the responsibility of each teacher to raise the attainment of students at least in line with national standards of SEND within their specialist subject area.

Resources are used to provide support for specific areas of need. This includes support for all areas of learning as well as providing support for students with other special educational needs and disabilities.

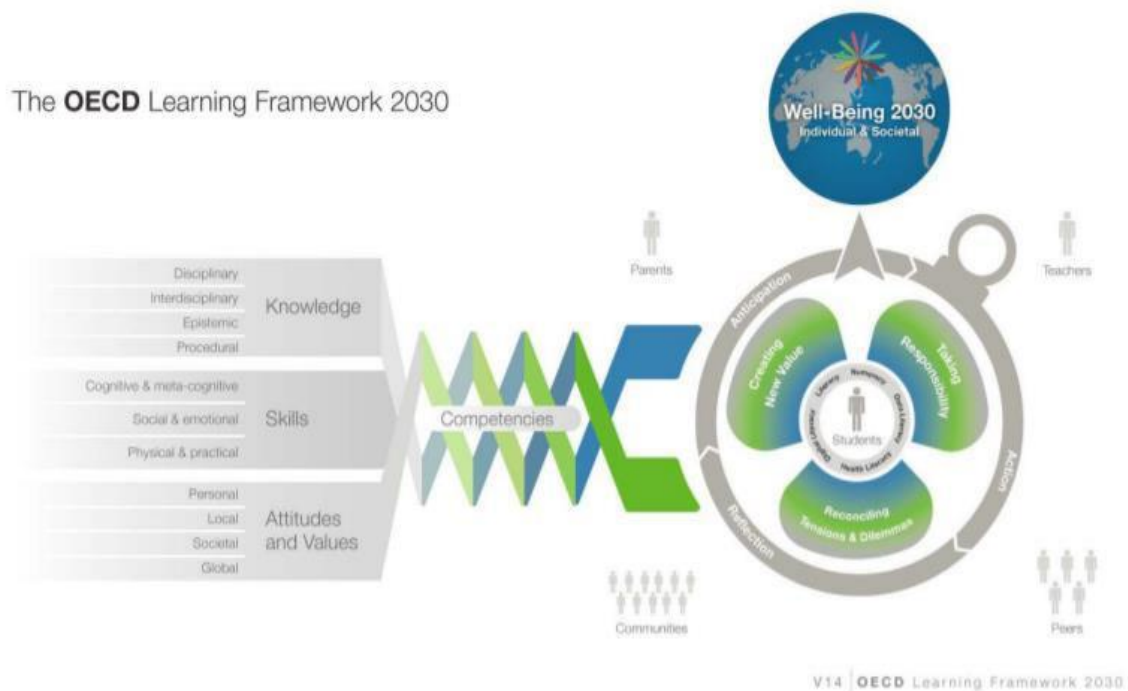
Wherever possible, students are taught within mainstream classes: this reflects the Academy's acknowledgement that all students have an entitlement to share the same learning experiences as their peers. Subject teachers must ensure that they are aware of the additional needs of students in their classes, and they must work closely with the Student Passports for Success.

The Academy meets the needs of SEND students primarily through High-Quality First-class teaching.

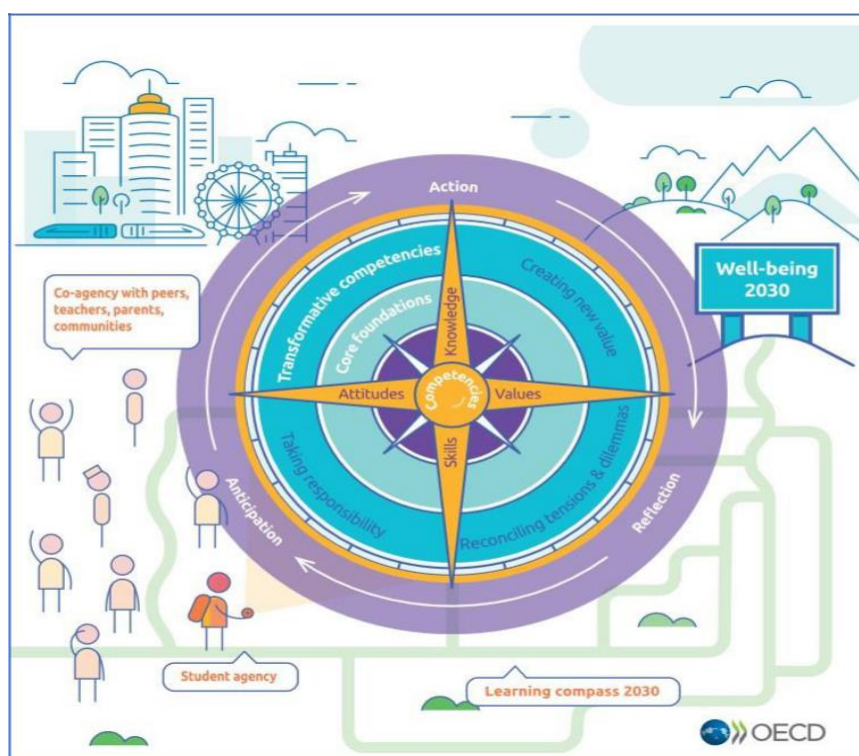
In accordance with the Academy SEND Policy class teachers must:

- have high expectations of students with SEND;
- be aware of the Academy's policy for the identification and assessment of students with SEND and the provision it makes for them;
- be well informed of the special needs and medical conditions of the students that they teach;
- implement any advice and teaching strategies provided by the SEND team;
- provide high quality teaching for all students;
- deliver the individual programme for each SEND student;
- include students with SEND in all class activities;
- ensure their planning is personalised and challenging;
- track and monitor the progress of all students;
- inform the SENDCo of any identified barriers to learning and lack of progress of students;
- liaise with parents of students with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on induction; and
- identify any additional training needs they require.

Appendix 1



OECD Learning Compass



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We will operate around the following OECD design principles:

Student agency. The curriculum should be designed around students to motivate them and recognise their prior knowledge, skills, attitudes and values.

Rigour. Topics should be challenging and enable deep thinking and reflection.

Focus. A relatively small number of topics should be introduced in each grade to ensure the depth and quality of students' learning. Topics may overlap in order to reinforce key concepts.

Coherence. Topics should be sequenced to reflect the logic of the academic discipline or disciplines on which they draw, enabling progression from basic to more advanced concepts through stages and age levels.

Alignment. The curriculum should be well-aligned with teaching and assessment practices. While the technologies to assess many of the desired outcomes do not yet exist, different assessment practices might be needed for different purposes. New assessment methods should be developed that value student outcomes and actions that cannot always be measured.

Transferability. Higher priority should be given to knowledge, skills, attitudes and values that can be learned in one context and transferred to others.

Choice. Students should be offered a diverse range of topic and project options, and the opportunity to suggest their own topics and projects, with the support to make well-informed choices.

Appendix 2

SUSTAINABLE DEVELOPMENT GOALS



Appendix 3

Curriculum Structure

Like many schools, at Padgate Academy we operate a 2 week rotational timetable (week A + B) with 25 lessons per week, 50 lessons a fortnight. Our overall timetable cycle of 50 periods is allocated as below.

Key Stage 3 (Y7,8,9)

Subject	Periods allocated
English	8
Maths	8
Science	7
History	3
Geography	3
R.E	2
P.D	2
MfL	4
Art	2
Food Technology	1
Design Technology	1
Music	2
Drama	2
P.E	3
Computing	2
Total	50

Key Stage 4 (Y10,11)

Subject	Periods allocated
English	8
Maths	8
Science	9
P.E (Non-exam)	3
PD	2
Option A	5
Option B	5
Option C	5
Option D	5
Total	50

Option Based Curriculum

The Key Stage 4 curriculum seeks to provide students with a core suite of GCSE subjects, which will form the basis of their studies in Years 10 and 11. The core subjects are English Language and Literature, Mathematics, Science, Personal Development and Core P.E (Non-exam).

Students will select to study four option subjects from a variety of GCSE and some BTEC courses. The options available each year may differ based upon class sizes and timetabling constraints.

Options include:

- Geography*
- History*
- Modern Foreign Language (Spanish)*
- Triple Science*
- Computer Science*
- Creative IMEDIA
- Religious Studies
- Art
- Construction and the Built Environment
- Food and Nutrition
- Music
- BTEC Performing Arts
- BTEC Sport
- BTEC Health and Social Care

* In line with government guidance students will be required to study the core subjects and at least one other indicated by *

The Ebacc Qualification – The school's ambition is to provide a highly academic curriculum with as many students as possible completing the Ebacc suite of subjects. (See Ebacc strategy below)

The Ebacc suite of subjects include:

- English Language/Literature
- Mathematics
- Science/ Triple Science
- History/Geography
- Language

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Further details and guidance relating to the KS4 curriculum and selecting options will be presented to Year 9 students in the Spring term. Where a series of events will be held to support our students in making their choices.

The KS4 curriculum is supported by a comprehensive Personal Development curriculum similar to the offer at KS3, with the addition of CEIAG (Careers Education Information and Guidance) where dedicated careers support is given.

Appendix 4

EBacc Strategy 2022-25

Rationale

Ebacc is an integral part of providing a broad and balanced education. Studying the Ebacc suite of qualifications will ensure our students can successfully compete on the education and employment landscape once they leave the academy. 'The purpose of school is to enable children to enter into the academic conversation. A school must enable us to all take part in consideration of the more profound because our lives are more fulfilling when we are knowledgeable. We have more choices.'

Facer.J, (2019)

DfE targets

Department for Education (DfE) objectives are guiding students to study the Ebacc suite and have outlined ambitious goals.

Year	2022	2025
Ebacc proportion	75%	90%

Ebacc suite

- English Language/Literature
- Mathematics
- Science Trilogy (2 GCSE's)
- Geography/History
- Modern Foreign Language

Ebacc at Padgate Academy

Padgate Academy seeks to enhance students' knowledge via a balanced education centered upon the core subjects such as English, Mathematics and Sciences. Which are further enhanced by the Humanities and Languages. Which are further complimented by a study of expressive and performing arts.

We ensure that inclusivity is at the heart of our curriculum, allowing students to experience the greatest ideas every thought and spoke.

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Access to the Ebacc curriculum is available to students of all abilities including those with SEND and from Disadvantaged backgrounds.

'Enabling all students to acquire the opportunity to study a broad academic curriculum, which will ultimately ensure they are more knowledgeable are able to join academic conversation and provide students with more choices.' (Facer.J, 2019)

The implementation of comprehensive curricula across the Ebacc subjects has enabled increased uptake across these subject areas, which has already begun to significantly increase the proportion of students studying a language in addition to the other Ebacc subjects.

Ebacc entry at Padgate

Year	2018	2019	2020	2021	2022	2023	2024 (Y 11)	2025 (Y10)
Ebacc entered	23%	11%	31%	37%	35%	27%	55%	53%

Ebacc curriculum Profile

2022	% studying Ebacc		2023 (22)	% studying Ebacc		2024 (70)	% studying Ebacc
TOTAL	34.1		TOTAL	25.9		TOTAL	53
High	68.8		High	33.3		High	61
Middle	37.2		Middle	34.1		Middle	62
Low	0		Low	4.8		Low	35
PP	41.9		PP	22.6		PP	43
SEND	0		SEND	6.7		SEND	22

Appendix 5

Padgate Academy - Common Lesson Principles

Rationale

Schools are dynamic places, built on daily interactions between teachers and students. Whilst there is no one-size-fits-all approach to teaching, having a clear set of lesson principles support both teachers and students to maximise learning time.

Objectives

1. All staff understand the core principles of an effective lesson.
2. Core lesson principles are embedded into classroom routines to maximise teaching time.
3. Students understand clear expectations and routines of an effective lesson

What does the best research and evidence tell us?

The science of learning (Willingham, 2019) helps us to understand how learning happens. We know that the environment in which students and teachers find themselves plays the first key role in learning. Students and teachers are required to attend to various stimuli within a lesson, therefore having clear routines and expectations, that produce a calm, purposeful environment are the foundations for effective learning.

Lesson Principles

Whilst the core lesson elements outlined below form the foundation of expert teaching and will form a common approach to lesson delivery.

This is not a checklist for teachers to complete, it acts as a guide to support teacher thinking when planning the sequence of their lesson. There is no expectation that every principle denoted below is evident in every lesson, however the majority of the common lesson principles will be implemented as part of 'First Class Teaching'.

The lesson start, initial input and lesson end are to be consistent across all classrooms. There may well be adaptations to these based upon the space that each department operates in e.g. PE, Design technology, Performance.

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Lesson phase	Common Principles	Why?
Lesson start	Meet and greet – teacher stands at threshold of the classroom (doorway) and welcomes students into the room whilst enforcing high standards of behaviour and uniform.	To facilitate a calm and purposeful entrance into the classroom from the corridor.
	Seating plans – In place for all classes and utilising student information including SEND information. Seating plan to be enforced by teacher.	Additional details relating to SEND / EAL and other student needs to be implemented to support learning. Seating plans allow the teacher to ‘run their room’ whilst promoting positive academic and behavioural outcomes.
Initial Retrieval activity	An independent task which all students can complete upon entry into the classroom. Created to assess prior learning, incorporating elements of spaced retrieval .	To facilitate all students being cognitively active from the start of the lesson. Allows the teacher to complete register and resolve any minor issues.
Key learning Question	Key learning question – learning is structured around a key question as identified within the Medium-Term Plan (MTP)	To frame new learning for students in the context of a question, which they will be able to answer by the end of the lesson.
	Curriculum sequence – teacher explicitly links where the lesson fits within the curriculum sequence.	Enables students to see the bigger picture of learning and for the teacher to connect to prior knowledge.

New knowledge	<p>Explanations and instructions – provide explanations which focus on core knowledge in a clear, succinct manner.</p> <ul style="list-style-type: none"> • Use carefully selected visuals to support students understanding of an explanation. • Instructions should be concise and tell students what to do. 	<p>Students require clear explanations which are linked to what they already know.</p> <ul style="list-style-type: none"> • Explanations should start with concrete ideas which students can relate to before moving onto more abstract idea. • Instructions should not overload working memory so should be concise and clear.
	<p>Modelling and scaffolding – Difficult concepts are broken down into manageable chunks and delivered in a step-by-step manner.</p> <ul style="list-style-type: none"> • Model/exemplar answers are shared with students to demonstrate excellence. • Scaffolds are provided to support students from guided to independent practice. • Adapt explanations to support students with SEND/EAL <p>(Responsive Teaching)</p>	<p>Breaking down complex ideas into smaller chunks supports working memory.</p> <ul style="list-style-type: none"> • Explicit teacher thinking supports students to see how an expert thinks before applying new knowledge to independent practice. • Scaffolds allow students to build up complex ideas in a stepped manner. • Responsive teaching: Adapt explanations and develop scaffolds, which support students who may experience barriers to their learning.
	<p>Questioning and check for understanding – ask more questions, to more students, in more depth. Provide students with time to think before seeking responses. Collect responses from a large sample of students.</p>	<ul style="list-style-type: none"> • To check student understanding following on from an explanation/demonstration of new knowledge. • To check the process by which students have arrived at an answer. • To identify misconceptions



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	Retrieval and review – For new knowledge to be secured in long-term memory, students need to engage in regular effortful retrieval to prevent forgetting. <ul style="list-style-type: none"> Regular review of taught content highlights potential gaps in knowledge 	Retrieval practice promotes effortful thinking, which then supports the retention of knowledge in long-term memory. <ul style="list-style-type: none"> Review highlights potential gaps in knowledge for both students and teachers.
	Direct vocabulary instruction – Vocabulary identified within the MTP is utilised within the lesson as appropriate.	Students with a rich vocabulary are able to read better, comprehend what they are reading well and write with fluency.
Independent Practice	Opportunities for students to apply and practice their learning. Demonstrates their knowledge and understanding, whilst providing an opportunity for teachers to monitor and support progress.	Following explanation of new knowledge and explanation it is important for students to practice and embed their skills into their long-term memory. Independent practice will enable student to develop skills and knowledge and apply them with fluency.
Lesson end	ATL Scores – Use the whole school learning score policy throughout each lesson.	ATL Scores should be used as a strategic tool to encourage students to take responsibility for their learning in each lesson. ATL scores should also be used to motivate students who are at risk of receiving a poor learning score by linking to whole school consequences.
	Exit routines – teacher gets all students to stand behind their chairs in silence, facing the front. Teacher checks uniform before dismissing from the classroom row by row.	A calm, orderly exit from the classroom supports effective transition to the next lesson and movement around the school.

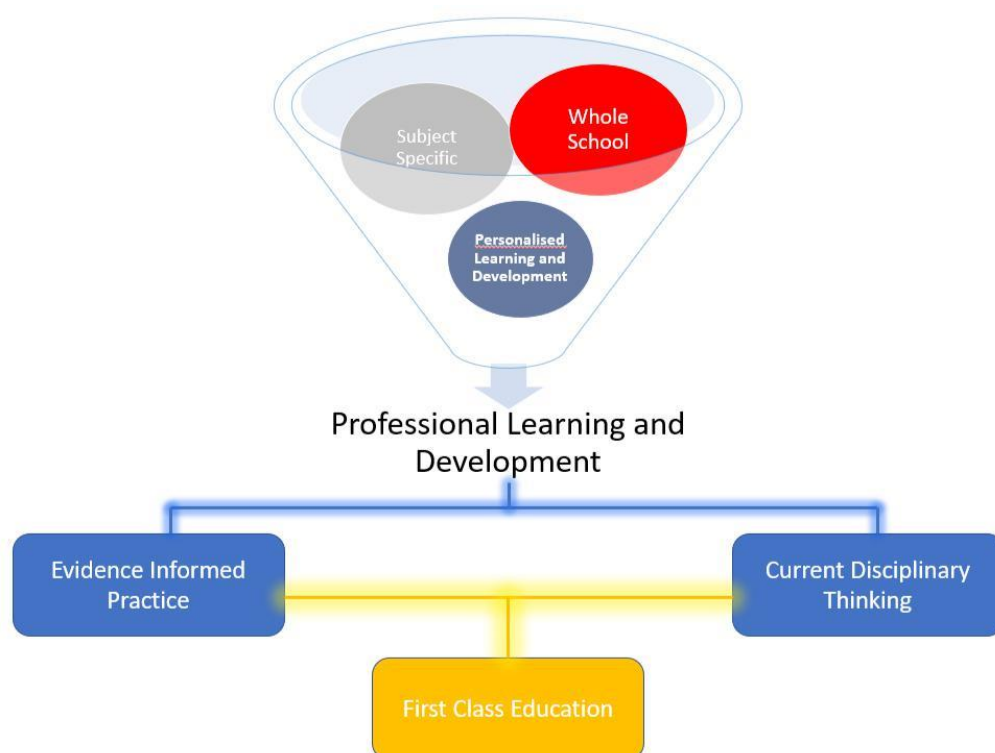
Appendix 6

Professional Learning at Padgate Academy 2022-24

Our approach to Professional Learning is focused upon a model of continuous self-improvement, using current evidence informed practice as a catalyst to enhance our pedagogy, subject knowledge and provide an inclusive education for all.

Professional Learning and Development for 2022-24 will incorporate three core areas of focus:

- **Personalised Learning**– Self-directed learning and development.
- **Subject specific Learning and Development** – Departmental tailored session to enhance subject knowledge and pedagogy.
- **Whole school** – Cantered around the academy's wider developmental needs.



Professional learning will be supported by the most current educational research and current thinking within pedagogy and subject disciplines. Primarily focused upon the work undertaken by the EEF (Education Endowment Foundation) and Evidence Based Education's 'Great Teacher toolkit'.

[Responsive Teaching](#) / [Reading and Vocabulary Development](#)/ [Disciplinary Literacy](#)

These areas encompass professional learning and development for all members of staff, teaching and non-teaching. Leading to the improvement and enhancement of working practices within the academy, with the primary focus on delivering 'First Class Education' for our students.



Facilitating Professional Learning

Professional learning at the Academy is planned around the concept of using mechanisms to embed professional learning as identified within the 'EEF research on effective professional development.' The table below outlines the forms professional learning will take, the associated programs of training delivered and the mechanisms to embed the practice into common pedagogical and leadership practice.

Mechanisms: What are they?

Mechanisms are a series of key actions that are undertaken to ensure CPD is effectively embedded into everyday practice. The EEF in their 2021 publication – 'Effective professional Development' identify four mechanisms to successfully embed professional learning.

Mechanism A – Build knowledge – [How will we embed the knowledge? Are we revisiting prior learning? Is there too much content that requires chunking?](#)

Mechanism B – Motivate staff – [How do we ensure people engage? Is the strategy/ learning supported by credible research? Are action/goals achievable?](#)

Mechanism C – Develop teaching techniques – [Which areas of pedagogy will it improve? \(Assessment, Instruction, Modelling, Questioning etc\)](#)

Mechanism D – Embed practice – [Are there opportunities to embed and refine pedagogical practice? \(Opportunities for joint planning, coaching, repetition\)](#)

The more mechanisms that can be embedded into concrete actions when planning, implementing, and reviewing CPD the better. This ensures everyone can access, engage and implement their professional learning in the classroom.

CURRICULUM POLICY

Appendix 7 – Extract of CPD Plan

Form	Programmes	Mechanisms	Outcomes	When
Responsive Teaching Comprising development of the following areas: <ul style="list-style-type: none"> - Teaching to the top - SEND teaching strategies (including student passports) - Questioning - Modelling and Scaffolding - Assessment and Feedback - EAL support 	SEND teaching and Student passports. EEF SENDCO to develop teacher practice. Questioning Modelling and Scaffolding <ul style="list-style-type: none"> - Rosenshine’s principles in action. - GTT (Great teaching toolkit) Assessment and Feedback <ul style="list-style-type: none"> - Feedback Pendulum - CRAFT of Assessment - GTT 	A – Build knowledge <ul style="list-style-type: none"> - New learning broken down into training sessions over academic year. (Cognitive load) - Revisit prior learning B- Motivate staff <ul style="list-style-type: none"> - Presenting information from credible sources C – Develop teaching technique <ul style="list-style-type: none"> - Instruction/Support/Modelling/Monitoring and Feedback/Rehearsal D- Embed Practice <ul style="list-style-type: none"> - Action planning - Monitoring and repetition 	Mastery of pedagogical skills to improve outcomes for students Improved teaching and support for SEND and EAL students Teachers confident in the use of student passports to support SEND Deploy assessment effectively to ascertain progress and inform future planning.	Continuous 2022-23 (See calendar)
Reading Comprising the following areas: <ul style="list-style-type: none"> - Reading independently and for pleasure - Reading in subjects - Support for struggling readers 	Book trust - Book Buzz Lexonic Leap and Advance/ Fresh start phonics IDL to support EAL	B- Motivate staff <ul style="list-style-type: none"> - Providing affirmation and reinforcement after progress C – Develop teaching technique <ul style="list-style-type: none"> - Modelling/Monitoring and Feedback/Rehearsal D- Embed Practice <ul style="list-style-type: none"> - Providing prompts and cues 	Embedding reading culture Established subject reading as part of curriculum	Continuous 2022-23 (See calendar) Reading Testing – September 2022 Follow up test Jun/Jul 2023

Appendix 8

Feedback Principles

Rationale At Padgate Academy we believe that effective feedback is at the heart of first-class teaching and learning. Feedback should be purposeful and meaningful for students, making efficient use of the teachers' time and informing curriculum development. Feedback can take different forms: peer, self, group, teacher marking, or verbal. Students will be provided with regular feedback using a combination of methods, choosing the best form as appropriate to the learning. Whether written or verbal, feedback will build learning, address misunderstandings, and provide students with a clear sense of how they can improve (EEF; University of Durham).

Principles

Through academic research and collaborative development, we have devised five principles to promote purposeful and meaningful feedback. Departments will use these to identify subject specific procedures that suit their curriculum needs. This commonality of approach ensures that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement.

Our five feedback principles are:

1. Feedback builds on the foundations laid by effective teaching of our first-class curriculum.
2. Feedback will fundamentally help students understand what they need to do next to improve their work.
3. Feedback will be appropriately timed, in order to drive learning forward, using the most appropriate methods.
4. It will be considered how feedback is received and responded to by students. Where written feedback is given, students will be allowed time to read comments and engage with the feedback.
5. Self and peer feedback are valuable tools for learning and will occur regularly.

Methods

There are two broad categories of feedback provided by teachers:

1. Verbal (e.g. modelling, questioning, looking at work in lessons)
2. Written (e.g. assessed pieces, whole-class feedback, personalised comments live marking)

Specific feedback methods are determined by subject departments using the five principles of feedback and can be found in Department Directories.

Appendix 9 – Homework Guidance

Rationale – ‘Great teachers set great homework’

Setting regular and routine homework is a fundamental element of extending learning beyond the classroom. Homework is an integral part of the learning process and not an ‘add on’ with little impact at the end of a lesson or as an afterthought.

The aim of setting homework is to:

1. Develop fluency through practice
2. Develop students as independent learners and thinkers.

What does the evidence tell us?

Research conducted by the EEF (Education Endowment Foundation) into the provision of homework and its effectiveness have identified the following key findings:

Homework has a positive impact on average of (+5months) particularly with students in secondary schools.

Homework that is linked to classroom work tends to be more effective. In particular, studies that include feedback on homework had higher impacts on learning.

It is important to make the purpose of homework clear to students.

Some students may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported.

The quality of the task set appears to be more important than the quantity of work required from the student.

The studies reviewed indicated subjects setting homework more frequently had the highest impact.

In the most effective examples, homework was an integral part of learning rather than an ‘add on.’

Impact is maximised when students are provided with high quality feedback.

Studies involving digital technology have a greater impact on student progress
(+6 months)

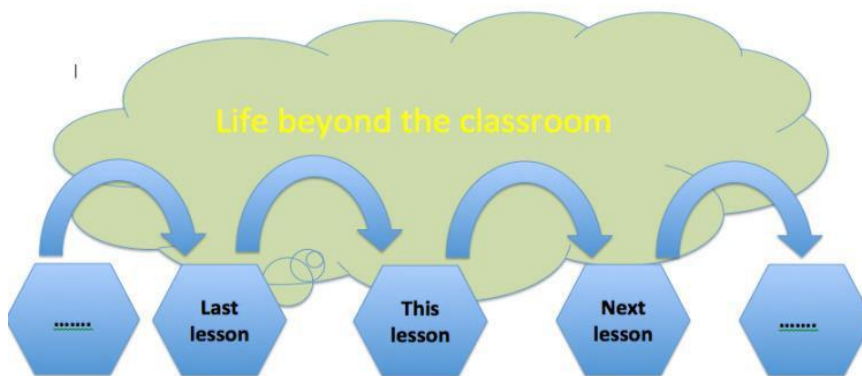
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

Homework at Padgate Academy

The homework provision at Padgate Academy will be used as an adhesive, connecting the curriculum and making links between teacher, student and home. Homework activities will focus on key learning to make links beyond the classroom, allowing students to recall, reflect and reapply their knowledge and skills.

The purpose of the homework we set should enable students to;

- Continue learning away from the classroom
- Consolidate learning
- Develop independent learning skills
- Have opportunities to work with parents and demonstrate their understanding at home



It is the responsibility of all stakeholders (Students, Teachers, Pastoral leaders and Parents/Carers) to support students with the completion of their homework.

Closing the disadvantage gap

Evidence states that all students benefit from regular, relevant and reviewed homework, containing feedback to enable improvement. Evidence from the EEF indicates that students from disadvantaged backgrounds typically receive additional benefits from completing homework, such as improved resilience and organisation.

Ensuring students from disadvantaged backgrounds is a significant barrier to allowing students to complete homework. Due to lack of quiet spaces for learning, access to electronic devices or the internet and variable parental support available. These difficulties may increase the disadvantage gap.

In order to support students, the academy operates a homework club during lunch periods throughout the week. Teachers will also be able to support students with accessing homework e.g printouts for students without IT equipment at home.

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Students with barriers to completing homework will be identified by Pastoral leaders, with a clear plan of support put in place to support homework completion, based upon the individuals needs and requirements.

Nature of homework

The work to be set for home will follow two routes, a regular series of **Mode A – Knowledge enhancement homework** and intermittent **Mode B - Creative homework**.

Mode A Homework:

Practice, revision, pre-reading, questions, exercises.

Mode B Homework:

Research, open-ended projects, creative product-making, options homework.

Suggested activities:

Mode A		Mode B
Keyword test	Exam booklet	Research Project
Knowledge organiser revision	Targeted reading	Creative task
Online Quizzing	Comprehension	Model making
Practice worksheet – Exam questions/Activities	Exam question analysis	

Setting and Accessing Homework

Mode A homework is to be set on a weekly basis.

Mode B homework – Longer time frame to be provided due to nature of independent learning and research, which is at the discretion of the subject teacher.

Homework is to be **set on Arbor** with a **clear deadline**.

Online learning platform (Educake/Mathswatch/SENECA) – Activities to be set on the platforms with links added to Arbor.

Online worksheets - Electronic copies of resources available for all students. Where applicable **paper copies** will need to be provided for some students who may struggle to access IT facilities at home.

Feedback to Homework:

- a. **Acknowledgment** – Homework is to be acknowledged by the class teacher, with a comment, reward post card or achievement points.
- b. **Feedback** – Students must receive feedback for their work, either as an online score, peer or self-assessment in lesson or formal feedback from subject teacher.

Further reading:

EEF Homework: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

Teacherhead: <https://teacherhead.com/2012/09/02/homework-matters-great-teachers-set-great-homework/>

Appendix 10: Subject Review

Subject Reviews at Padgate Academy

As a school we are clear about the quality of curriculum driving improvements to teaching and therefore pupil outcomes. We recognise that curriculum development is an ongoing process and is never really 'done'. Heads of Department and teachers are the drivers behind curriculum development in their subject domain and need to have a clear picture of the current position for their area and how well the curriculum is being delivered in classrooms on a day-to-day basis.

The purpose of subject review is to work alongside subject leaders to gain a clear picture of where each subject is at. Subjects will be provided with a feedback report based upon the aspects reviewed during the review period, they will be:

School T&L Priorities	Departmental Specific Priorities (Priorities are subject specific taken from subject PAP)
Responsive Teaching (SEND/EAL)	
Checking for Understanding (Formative Assessment)	
Literacy and Vocabulary Development	

Heads of Department will be supported in developing and implementing an action plan to drive improvement for their area. This action plan, to support improvement is an ongoing process throughout the academic year, with a revisit planned for Summer term 2 to ascertain the progress made.

Subject Review Process

It will consist of the following areas of focus:

Curriculum Intent: The clarity of vision around the subject including how well the curriculum is planned and sequenced.

Implementation of Teaching, Learning and Assessment: How effectively teachers deliver and assess the curriculum to ensure pupils have long term knowledge and understanding which they can apply appropriately across the curriculum.

Impact on Learning: Evidence in lessons, books, and dialogue to indicate positive impact of the school and departmental priorities on the quality of education.

Subject Review Activities:

The following activities will be built across the review to build an accurate picture of the subject area. Each activity will produce feedback as a section of the overall subject review feedback report provided to Heads of Department and their team.

Form Time/P1	P2-5
Curriculum leadership meeting with Vice-Principal and SLT T&L lead. a. Curriculum Intent. b. Discuss SWOT analysis. c. Department Priorities and CPD needs.	1. Learning walk – HoD and T&L lead. 2. Pupil voice through meeting pupils (Ensure SEND/EAL are in sample) 3. Work sample with HoD

Note: Heads of Department will be off timetable for most of the day to undertake the review.

Calendar of Events

Each subject will have a review in the first half of the academic year, as shown on the Subject review timetable, with a follow-up shorter review taking place later in the year to assess and evaluate the impact of the department's action plan.

Subject Review (Full day) / Revisit in Summer 2 (1hr scheduled meeting)

**Revisit schedule may vary dependent upon outcomes of review.*

Subject Review Calendar		Subject Review										Revisit	
TERM	Subject	English	Maths	Computer Science	Science	Geography	History	RS	MFL	Art & Technology	PE	Performing Arts	Designated Provision
Autumn 1	04-Sep												
	11-Sep												
	18-Sep												
	25-Sep												
	02-Oct												
	09-Oct												
	16-Oct												
Autumn 2	06-Nov												
	13-Nov												
	20-Nov												
	27-Nov												
	04-Dec												
	11-Dec												
	18-Dec												
Spring 1	01-Jan												
	08-Jan												
	15-Jan												
	22-Jan												
	29-Jan												
	05-Feb												
	12-Feb												
Spring 2	19-Feb												
	26-Feb												
	04-Mar												
	11-Mar												
	18-Mar												
	25-Mar												
Summer 1	15-Apr												
	22-Apr												
	29-Apr												
	06-May												
	13-May												
	20-May												
Summer 2	03-Jun												
	10-Jun												
	17-Jun												
	24-Jun												
	01-Jul												
	08-Jul												
	15-Jul												
	22-Jul												

Post-Review Actions

- SLT T&L Lead to compile subject review feedback report.
- HoD and SLT line manager to devise action plan focused upon priorities and areas for development.
- Implement actions during academic year ahead of revisit in Summer term.