



Vyners School

Teaching & Learning and Curriculum Policy

1. AIMS

At Vyners School we aim to develop a learning environment where teaching and learning are at the heart of what we do.

The purpose of this policy is to:

- Ensure that the students at Vyners School are provided with high quality learning experiences that lead to consistently high levels of achievement.
 - Provide a common language and understanding of what makes outstanding teaching.
-

2. PRINCIPLES

Teaching at Vyners:

- Embraces the concept of ‘teaching for mastery’.
- Builds both knowledge and skills over time.
- Demonstrates high expectations of all students.
- Nurtures students’ resilience, confidence and self-belief.
- Is delivered by teachers who engage in evidence based practice.
- Provides feedback that is regular so that students know their strengths and the next steps that they need to take.
- Uses assessment to check student understanding and inform teaching.
- Develops students’ literacy, numeracy and oracy skills.

Teachers engage in ongoing pedagogical development based on the premise of Explain, Practice, Test (EPT). [This model](#) gives the school community a shared language that enables clear, inclusive education for all students. Student progress is supported by the principles of [Every Lesson, Every Day](#) which reflects [Rosenshine’s Principles of Instruction](#). In instances where the school is required to implement [remote learning](#) the policy reflects the delivery of this.

3. CURRICULUM INTENT AND IMPLEMENTATION

At Vyners School we aim to develop a curriculum where teaching and learning are at the heart of what we do. We aim to offer all students an interesting, broad and balanced curriculum which promotes examination success and recognises personal achievement at all levels. We want to create successful learners, confident individuals and responsible citizens via a curriculum designed to accommodate the needs of all students. We provide an environment in which young people of all abilities are able to develop the skills and attitudes which will facilitate lifelong learning.

Curriculum Intent:

- To provide a broad and balanced education for all students.
- To enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- To support students' spiritual, moral, social and cultural development.
- To support students' physical development and responsibility for their own health, and enable them to be active.
- To promote a positive attitude towards learning.
- To ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support.
- To provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals.
- To raise student aspirations, equipping them with the knowledge and skills to flourish in their future careers.
- To encourage student participation in the [Vyners Learning Journey](#).
- To provide a super curriculum which takes learning beyond the classroom developing independence and a love of learning.

Curriculum Plan:

Vyners School operates a two-week timetable and the school week is divided into 25 one-hour teaching periods. The Key Stage 3 curriculum is studied in Years 7,8 and 9. Key Stage 4 in Years 10 & 11 and Key Stage 5 in Years 12 and 13. Students are taught in mixed ability classes across the curriculum with the exception of Mathematics and Key Stage 4 Science where students will often cover different content based upon their current level of attainment.

All students participate in comprehensive Enrichment, PSHE and Careers programmes. Subject Curriculum Plans, outlining curriculum intent, implementation and impact for each subject can be found on our website.

Key Stage 3 Curriculum:

The Key Stage 3 curriculum is grounded in the National Curriculum and focuses on establishing a broad foundation of knowledge and skills whilst instilling a love of learning across the curriculum. In Year 9, students follow a broad curriculum of 12 core and 2 option subjects, which supports the development of domain knowledge and transferable skills and lays the foundations for GCSE studies in Years 10 and 11. Year 9 is a transition year, where students continue to study the broad core of 12 subjects but also select two option choices. This allows students to study these two subjects in greater depth as potential GCSE options. Some GCSE content may be delivered towards the end of Y9.

Key Stage 4 Curriculum:

During Year 9, students are guided towards one of three pathways based upon a range of information including their academic progress throughout Key Stage 3, their learning style and their aptitude in specific subjects. The three pathways are outlined below:

Triple Science Pathway

Students studying on this pathway will study GCSEs in Mathematics, English Language and English Literature, and Triple Science as well as Short course RE. In addition, they will continue with **three** other subjects, **at least one** of which must be from the English Baccalaureate group of subjects (either Geography, History, French, German or Spanish). This will result in nine GCSE qualifications. This pathway has been designed to adequately prepare students for A Level study and progression to university or degree apprenticeship. Students who wish to study sciences at A Level and beyond should follow this pathway.

EBacc Pathway

Students on this pathway will also study the core subjects Mathematics, English Language, English Literature and Science and Combined Science. Students select **four** option subjects, with **at least one** being from the English Baccalaureate group of subjects (Geography, History, French, German and Spanish). Students on this pathway are strongly advised to continue with one humanity and one language in order to achieve the EBacc. This pathway will adequately prepare students for A Levels or Level 3 vocational qualifications in order to progress to university or other Post-16 routes such as alternative vocational qualifications or apprenticeships.

Core Pathway

Students on this pathway will study the core subjects Mathematics, English Language, English Literature and Combined Science. In addition, students studying on this pathway will receive an additional time allocation in English and Mathematics to ensure that they can successfully access their Level 2 courses and be adequately prepared for opportunities that are available Post-16. Students will continue with **three** of their subjects. It is strongly recommended that one of these is vocational.

Key Stage 5 Curriculum

A wide range of A Level and vocational subjects is available. All students are required to study three Level 3 subjects or equivalent and each subject option is allocated 9 hours per fortnight. There is flexibility for some students to study four courses if they wish. Students will also be timetabled into supervised study sessions and all are given the opportunity to study an EPQ (Extended Project Qualification). This qualification develops independent study skills in preparation for studying at university. Core Maths AS is also offered for students studying A Level subjects with maths content, who are not studying A Level Maths.

- Subject options will only run if there is sufficient interest to make groups viable.
- The curriculum is reviewed annually, to ensure that courses remain appropriate and meet the needs of students. Details of subjects currently on offer can be found below.

- Entry to the Sixth Form is dependent on students meeting the entry criteria as outlined in our [brochure](#).

Courses currently being offered in the Sixth Form

Art & Design	History
Biology	ICT (BTEC) Level 3 Extended Certificate (Single) and Diploma (Double Award)
Business Studies	Mathematics
Chemistry	Mathematical Studies Level 3 (Core Maths)
Computing	Media Studies
Drama & Theatre	Music
Economics	Performing Arts (BTEC) Level 3
English Literature	Photography
Food Science and Nutrition Level 3 Certificate & Diploma	Physical Education
Further Mathematics	Physics
Geography	Product Design
German	Psychology
Government & Politics	Sport Studies OCR National Double Award

Relationship and Sex Education

The Staff and Governors of Vyners support the teaching of relevant sex education (refer to Relationship and Sex Education policy). In partnership with parents and as part of the entitlement to the curriculum, great care is taken in matching the approach to sex education to the maturity and ability of the students. The sex education programme is incorporated within the personal, social and health education programme and the RE/ Ethics and the science curriculum. Parents are informed of the sex education policy and the essential principles under which it will be developed: sex education will be delivered sensitively

- a variety of materials will be used including videos.
- sex education will be discussed with the children in the context of a stable relationship
- where appropriate, children's questions will be answered honestly and factually as they arise. Particularly difficult questions will be referred to parents in consultation with the class teacher
- parents with views as to the suitability of sex education should in the first instance discuss the matter with the Headteacher. Parents have the right to withdraw their child from sex education lessons

Spiritual, Moral, Social and Cultural Education

Spiritual, Moral, Social and Cultural development is promoted across the entire school curriculum and all aspects of school life. Our approach to SMSC is embedded in our values of Community, Aspiration, Respect and Endeavour. We plan to ensure that all students have the opportunity to develop an understanding of right and wrong; an appreciation of the Arts in all their forms and practise the skills and attitudes required for them to participate fully in a democratic society. Spiritual, Moral, Social and Cultural development is implicit within the school curriculum, school ethos and within day to day life at Vyners School.

Careers and Work Related Learning Education

Work Related Learning (WRL) at Vyners uses the context of work to develop knowledge, skills and understanding useful for a variety of vocations. This includes learning through the experience of work itself, learning about employment and working practices and learning the skills and qualifications needed to acquire and work within a wide variety of jobs.

We aim to provide a comprehensive programme of careers education which includes impartial information, advice and guidance and support to students which will allow them to reach well-informed, reasoned decisions about their future education and careers. Through this we seek to impart knowledge, skills and understanding onto students of the available paths and options into the world of work so they leave us feeling confident in their potential vocational pathways.

The WRL Programme for each key stage is underpinned by the [Gatsby Benchmarks](#) and is published annually via the school website.

4. ROLES AND RESPONSIBILITIES

The Headteacher will ensure that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

The Governing Body will ensure that:

- The policy is implemented and monitored rigorously and in line with other school policies.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from at least Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

School leaders will ensure that:

- They provide appropriate support, training and resources for departments and teachers.
- They monitor and evaluate the delivery of lessons and the impact of this policy.
- This policy is modified and updated in the light of ongoing developments and the changing needs of Vyners School.

Subject Leaders will ensure that:

- Curriculum plans are in place demonstrating intent, implementation and impact.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Department assessment maps demonstrate formative, summative and cumulative assessment
- CPD needs are met, with regard to teaching & learning and curriculum planning and delivery with their area of responsibility.

Teachers will ensure that:

- The teaching and learning model of Explain, Practise, Test (EPT) is evident in the implementation of Every Lesson, Every Day.
- Learning is accessible to all students in each class.
- Oracy is supported by the use of academic language.
- ReACT - student's response to teacher feedback is demonstrated in green pen.
- Students engage in PreACT using a pencil, checking their work to ensure it makes sense, to demonstrates appropriate spelling, punctuation and grammar.
- Marking of extended writing should indicate spelling, punctuation and grammatical errors for students to ReACT to.
- Students take pride in their work; underling a date and title.
- Where appropriate, resources from lessons are put on to Google Classroom.
- Home Learning tasks are put on Google Classroom and are set in line with the Home Learning Policy.

Ratification by Local Governing Body

Ratification Date March 2024

New Review Date: November 2025



APPENDIX 2: LESSON READY POLICY

1. AIMS

Lesson ready emphasises the development of learning rather than repetition of learning with students learning to take responsibility for their own learning. Students see themselves as active participants in their progress towards known goals.

By setting lesson ready we aim to encourage students to develop the practice of independent study; develop perseverance and self-discipline; involve parents in students' work; allow application of skills learnt in the classroom through extension and consolidation; permit more subject content to be covered through independent research and extend learning by accessing resources beyond the classroom.

2. PRINCIPLES

Time it takes to complete
Helpfulness to learning
Improving progress
Necessity of the task
Kind to student wellbeing

Preparation	Process (Consolidation and deepening)	Practice
This is flipped learning and dictates that a student should prepare in some way to engage in the next lesson. It may include but is not exclusive to: Research Reading Predicting Questioning Investigating	These activities are used to consolidate learning that has taken place over time and offer students the opportunity to deepen their understanding, knowledge and passion for a topic. It may include but is not exclusive to: Applying Synthesising Debating / justifying Determining	These activities ensure that students embed skills – they can be repetitive in nature and common place in subjects like Maths and Languages. It may include but is not exclusive to: Re-visiting Testing Defining Classifying