	Vanguard Learning Trust *As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. We have a collective purpose and responsibility to provide effective teaching, through an ambitious curriculum based on equality of opportunity and entitlement that allows our students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, and the common aspiration that all students can thrive and develop into responsible young adults ready to embrace their future.*

Teaching & Learning and Curriculum Policy 2026

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1. Aims

At Vyners School we aim to create inclusive learning experiences by design, in learning environments where excellence and inclusion are recognised as two sides of the same coin.

Our vision is to empower and enable students to thrive as active participants in their own learning, to achieve well and to grow as life-long learners who explore, question and pursue their own inquiry.

We aim to achieve this through our teaching and learning model, supported by a safe, calm, caring environment, in which every student feels that they belong and are valued. This learning culture will be optimal for learning and ambitious for all.

The purpose of this policy is to provide a common language and understanding of what makes outstanding and inclusive teaching for the benefit of all learners.

2. Principles

Teaching at Vyners:

- Recognises the need for high quality adaptive teaching to ensure that all learners can make progress and access the curriculum.
- Embraces the concept of 'teaching for mastery' and ensures that all students are required to think deeply.
- Builds both knowledge and skills over time, allowing students to revisit and retrieve content so that students can move information from their working memory to their long-term memory.
- Requires high expectations of all students.
- Understands the individuals in each classroom and nurtures students' resilience, confidence and self-belief.
- Is delivered by teachers who engage in evidence based practice and who regularly upskill themselves in their fields of expertise.
- Is firmly rooted in research and best practice, taken from a range of sources such as Rosenshine's Principles of Instruction.
- 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.

Adaptive Teaching at Vyners & The Anticipate, Adapt, Assess Model:

Teachers at Vyners School consistently use the 'Anticipate, Adapt, and Assess model' (known as The 3As model) as one of the key foundations of Adaptive Teaching. This model helps to give an overview of the learning cycle and a holistic view of classroom practice. It describes what highly effective teaching and learning looks like and helps teachers to apply best practice. The examples below give a flavour of this experience and are not designed to be an exhaustive list.

- Anticipate (generally considered before lessons in the planning stages): Teachers use professional expertise to pre-empt barriers. Key strategies include activating prior knowledge, pre-testing, explicit vocabulary instruction, and planning for working memory demands.
- Adapt (generally considered to be during the lesson): Teachers make sensitive, moment-to-moment microadaptations. This includes live modelling, providing worked examples, using temporary scaffolds (e.g. writing frames) and flexible use of Learning Support Assistants support. Teachers use scaffolded stretch to both support students and also challenge students with a potential for high attainment.
- Assess (generally either during or after the lesson): Formative assessment is used to monitor learning in real-time. Techniques include cold calling, think-pair-share, low-stakes quizzing, multiple-choice questions, and higher order questioning.

High Impact Teaching Strategies (HITS):

Teachers at Vyners School regularly employ a range of evidence-informed instructional strategies proven to have a highly positive impact on learning outcomes. For examples of these, please click here. When combined with Walkthrus and other evidence-informed practices, our High Impact Teaching Strategies provide a shared language that allows for consistent collaboration and purposeful implementation across the school.

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 a lifelong love of 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 (both physical and mental 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. Every subject has a detailed curriculum and assessment map which is published on the school website (click here).

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 which supports the development of domain knowledge and transferable skills and lays the foundations for GCSE studies in Years 10 and 11.

Key Stage 4 Curriculum:

During Year 9, students are guided towards an academic pathway 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 designed to support each student to access the curriculum and achieve or exceed their target grades. The pathways also guide students to opt for a broad range of subjects including the humanities, creative subjects and languages, alongside maths, English Language and Literature and science. Students on the Core 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. It is strongly recommended that one of their option choices is vocational.

Key Stage 5 Curriculum

A wide range of A Level and vocational subjects is available in the Sixth Form. 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 some are given the opportunity to study an EPQ (Extended Project Qualification), which develops independent study skills in preparation for undergraduate level study:

- 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 and entry criteria can be found on our website (click here).

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. Each subject has careers embedded in its curriculum planning and there is a comprehensive Careers Curriculum Map on the school website (click here)

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 maps are in place demonstrating intent, implementation and impact.
- Department assessment maps demonstrate formative, summative and cumulative assessment.
- Departmental Adaptive Teaching best practice e.g. Adaptive Teaching Toolkits are regularly revised and revisited to ensure departmental consistency in the delivery of the curriculum for all learners.
- 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.
- CPD needs are met, with regard to teaching & learning and curriculum planning and delivery with their area of responsibility.

Teachers will ensure that:

- All students feel a clear sense of psychological safety in each of their classrooms (by building and maintaining positive high performance relationships).
- Learning is accessible to all students in each class through the implementation of best practices in Adaptive Teaching and the 3As Framework (Anticipate, Adapt, Assess).
- All students have ample opportunities to voice their ideas and that oracy is supported by the use of academic language and Tier 1, Tier 2 and Tier 3 vocabulary.
- ReACT - a student's response to teacher feedback- is demonstrated in green pen. Where appropriate, students engage in PreACT, using a pencil to check their work makes sense and demonstrates appropriate spelling, punctuation and grammar.

- Extended writing indicates spelling, punctuation and grammatical errors for students to ReACT to.
- Students take pride in their work; underling a date and title and keeping their exercise books, classwork and digital folders well-organised.
- 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: June 2026

New Review Date: June 2028

Appendix 1: The Vyners Learning Journey

