

# Yardleys School

**WORKING TOGETHER FOR A BETTER FUTURE**

## Curriculum Policy

Adopted by Trustees:

Signed: .....

Date: .....

This policy is reviewed annually the Curriculum & Standards Committee

Review date: .....

## POLICY INFORMATION

Date of last review	February 2026	Review period	Annually
Date ratified by governors	March 2026	Governors' committee responsible	C&S
Policy owner	Victor Webb	SLT member responsible	Victor Webb
Date of next review	February 2027		

## Reviews/Revisions

Review date	Changes made	By whom
September 2020	<p>Yardleys Charter added under key principles of Yardleys Curriculum</p> <p>Section 4 added on Teaching &amp; pedagogy</p> <p>Section 5 added on Other teaching and learning activities</p> <p>Section 8 added on Accountability and reporting</p>	Brynley Evans
November 2021	<p>Policy owner and SLT member responsible updated</p> <p>2.2 line updated to state that the school follows the National Curriculum</p> <p>2.3 removal of reference that the school's curriculum does not follow all aspects of the NC</p> <p>Section 3 – removal of section on reasons for KS3/4 structure</p> <p>Removal of section on EBacc</p>	Neil Warner
November 2022	<p>Policy owner and SLT member responsible updated</p> <p>3.2 Information update on groupings</p> <p>3.5 Amended to reflect increased focus on substantive and disciplinary knowledge</p>	Jenny Pritchard

January 2023	<p>3.6 Main purpose of homework highlighted as identified with renewed focus on homework</p> <p>4.2 Updated model for the teaching cycle with increased reference to adaptive pedagogy</p> <p>4.3 Addition of Yardleys Big 5 information with some update to CPD opportunities</p> <p>5.3 Increased reference to adaptive pedagogy</p> <p>6.2 Changes to reflect the increased focus on SMSC discussion</p> <p>7. Changes to assessment of learning in light of developments</p> <p>5.6 Changes to reflect all teachers as teachers of literacy</p> <p>5.6a Additional section added for Disciplinary Literacy</p> <p>5.7 Slight change to guided reading to reflect targeted pupils identified and the use of the teacher as model</p>	Jenny Pritchard
February 2023	<p>5.6a Slight change to the wording</p>	Jenny Pritchard
February 2024	<p>2.3 Update to how the school goes beyond the NC</p> <p>2.4 Removal of literacy lessons in how the school addresses the lower-than-expected reading levels of pupils</p> <p>3.1 Correction of GR time and addition of Enrichment</p>	Victor Webb

<p>February 2025</p>	<p>3.2 Removal of information regarding size of last year's Year 11 cohort</p> <p>3.3. Addition of EBacc Pathway in Options process</p> <p>3.4 Addition of Functional Skills and ESOL</p> <p>5.2 Addition of Parental Engagement Letters</p> <p>5.5. Revision of EAL</p> <p>5.6 Removal of 'additional literacy' section due to changes and covered elsewhere, i.e. in Guided Reading 5.7</p> <p>5.7 Update to GR timings and information</p> <p>6.2 Change to who does Enrichment</p> <p>7.3 Addition of cohort average percentage and ranking to KS3 summative data</p> <p>Policy owner and SLT member responsible updated</p> <p>Addition of the Yardleys Way under key principles of Yardleys Curriculum</p> <p>Extension of definition of learning to include a reference to schema under key principles of Yardleys Curriculum</p> <p>Addition of Disciplinary Literacy under key principles of Yardleys Curriculum</p> <p>2.2 Closer and specific reference to the statutory guidance relating to RSE and</p>	<p>Victor Webb</p>
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<p>Victor Webb</p>	<p>what rights parents have to request withdrawal.</p> <p>2.3 Removal of “Personal Development curriculum” as evidence of going beyond the NC and statutory requirements</p> <p>2.4 Addition of disciplinary literacy as a strategy for overcoming lower levels of reading attainment from KS2</p> <p>2.7 Inclusion of Study/Life Skills of where support is offered for some pupils when needed</p> <p>3.1 Time allocations updated</p> <p>3.2 Update to PAN numbers and average class size</p> <p>3.3 Update to the Options system: move away from the EBacc pathway; tweak to Triple Science</p> <p>3.4 Broadening of definition of additional support and inclusion of ELC Science as an additional qualification offered for the very weakest pupils</p> <p>4.4. CPD section: removal of ‘Yardleys Big 5’; addition of key principles underpinning CPD at Yardleys</p> <p>5.3 Pupils via Fair Access identified as a specific group who may require support in their learning and education</p> <p>Key Principles:          -wording of a, b, d, g, h          -movement of f, k, m</p> <p>2.4. Revised to account for the fact that average prior attainment, as defined by KS2</p>	
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	<p>SATs scores, is above national average (not below)</p> <p>2.6 Update to description of regional context</p> <p>2.9 Removal of reference to three-year KS4</p> <p>3.1 Update to time allocations</p> <p>4.1 Change of reference in Teaching Standards from Yardleys to DfE</p> <p>4.2 Update of expectations of routines and procedures to align with updates in Handbook</p> <p>4.3 Update to Pedagogy section to accurately reflect the focus on DI, Cognitive Science and DL that comprise and inform teaching at Yardleys</p> <p>4.4 Update key principles for CPD</p> <p>4.5 Addition of a section on guidance for the use of generative AI by teachers</p> <p>5.5 Update to description of EAL to match handbook</p> <p>5.6 Update to description of Literacy to match handbook and removal of 5.6a (DL) as covered in 4.3</p> <p>5.10 Addition of GR to Form Time activity</p> <p>6.2 An update to the description of Enrichment and when it happens</p>	
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**Dates of linked staff training (if applicable)**

Date	Course title	Led by

## **EQUALITY AND GDPR**

All Yardleys' policies should be read in conjunction with our Equal Opportunities and GDPR policies, as well as the Yardleys Way.

### **Statement of principle - Equality**

We will take all possible steps to ensure that this policy does not discriminate, either directly or indirectly, against any individual or group of individuals. When compiling, monitoring and reviewing the policy we will consider the likely impact on the promotion of all aspects of equality as described in the Equality Act 2010.

### **Statement of principle - GDPR**

Yardleys School recognises the serious issues that can occur as a consequence of failing to protect an individual adult's or child's personal and sensitive data. These include emotional distress, physical safety, child protection, loss of assets, fraud and other criminal acts.

Yardleys School is therefore committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the data protection principles and the Data Protection Act (DPA)/GDPR.

### **Statement of principle – Yardleys Way**

Yardleys School treats everyone equally and we value everyone the same irrespective of age; disability; gender reassignment; marriage or civil partnership; pregnancy or maternity; race; religion or belief; sex; and sexual orientation.

# Yardleys School Charter



Staff & Students believe everyone at Yardleys School should:



 Be Ready

- show **positivity** and enthusiasm;
- be motivated & have high expectations of ourselves & others;
- be **curious** and ready to learn new things;
- be fully prepared for all activities with everything you need;
- communicate with others regularly and effectively;
- have excellent attendance and punctuality;
- be well presented and smartly dressed;
- show **resilience** when faced with challenges



 Be Respectful

- recognise that we are all equal individuals;
- have regard for each other's personal space and privacy;
- take care of the building, equipment and the environment;
- be polite, considerate and kind to everyone;
- communicate in a calm and polite manner;
- actively listen to others;
- appreciate others' beliefs, opinions & cultures;
- show **empathy** and maturity when dealing with sensitive issues



 Be Responsible

- be safe and look after each other;
- complete work on time and to a high standard;
- behave well with **integrity**: even when no-one is watching;
- be a positive role model and representative of the school;
- recognise that we are responsible for our own actions;
- be fair in your treatment of others;
- give our full effort to everything you do;
- **reflect** on all that we do and learn from our mistakes

Leading to Academic Excellence and Personal Development

**WORKING TOGETHER FOR A BETTER FUTURE**



 Positivity



 Integrity



 Curiosity



 Resilience



 Empathy



 Reflection

# What is the Yardleys Way?

Treating everyone equally.

**At Yardleys School we always value people  
the same irrespective of;**

Age

Disability

Gender reassignment

Marriage or Civil Partnership

Pregnancy or maternity

Race

Religion or belief

Sex

Sexual Orientation

**It is against the law to discriminate against someone  
because of these protected characteristics.**



# The Yardleys Curriculum

## Key Principles

- a) The Yardleys Curriculum is part of our **core function** and is extremely important to our pupils. It is foundational in improving life chances, including social mobility, further education and employment opportunities as well as health and wellbeing.
- b) While we always take account of **pupils' backgrounds**, in terms of prior learning as well as their wider socio-economic background and other possible external barriers, we never use this as an excuse but rather it adds to our core purpose and sense of *why*.
- c) **Intelligence or ability is not fixed**. All pupils can become more intelligent or raise standards of achievement if we have high expectations and we provide high quality teaching. This also means that as teachers and staff generally we should always be seeking **continual improvement** in the quality of our work.
- d) **Leadership at all levels** is vital in delivering a high quality Yardleys Curriculum. We place particular emphasis on subject leadership in planning, developing and assessing the taught curriculum including that of Personal Development, Enrichment and Guided Reading.
- e) We place a high emphasis on **knowing more, remembering more and doing more**. **Learning substantive and disciplinary knowledge** is a central tenet of learning and intelligence including the acquisition or development of skills. It also provides **cultural capital** to our pupils which again helps them in later life.
- f) Cognitive scientists define **learning as a change in the long-term memory** as opposed to the short-term working memory. This is central to our thinking around education and pedagogy.
- g) **Direct Instruction** is an effective pedagogy for teaching novices, such as pupils, and moving them towards mastery. However, this does not exclude other teaching techniques such as independent investigation or group discussions, particularly when pupils have achieved a specific level of knowledge or competence.
- h) The **development of language** skills including speaking and listening is central to the quality of the Yardleys Curriculum and we are proactive in teaching these explicitly to our pupils.
- i) Furthermore, while there is an understanding that language underpins all curriculum and learning, there is a recognition that the demands may be different in subjects, and as such, there is an emphasis on **disciplinary literacy**.
- j) **Assessment** is extremely useful to inform pupils, teachers, leaders and parents of progress in learning the Yardleys Curriculum and to advise on further areas of improvement. However, all assessment and the gathering of data must be **manageable and meaningful**.
- k) We aim to **enrich the** Yardleys Curriculum in many different ways both within subjects and across the school so that learning is more relevant, engaging and effective.
- l) **Personal or character development** is a key aim of the school and an integral part of the Yardleys Curriculum. Learning, therefore, is not restricted to formal academic lessons but many other activities throughout pupils' time at school. This includes pastoral work, extra-curricular activities and independent study.

- m) Both the **Yardleys School Charter and Yardleys Way** informs our curriculum.
- n) As professionals and public servants using public funds we understand that we are all **accountable** to our pupils, parents and governors as well as many external organisations for the quality of the curriculum we provide. However, school leaders should be mindful of **teacher workload and wellbeing** and that such evaluative work always needs to be both manageable and meaningful.
- o) Our school motto of **'Keep Troth'** means that we will always adhere to our values and ethos in our curriculum work even when we face internal and external obstacles or pressures.

## **I. Curriculum Aims – what are we trying to do?**

The aims of the Yardleys Curriculum are the same as that of the school, i.e.:

- I. To achieve academic excellence**
- II. To educate the 'whole child' so they are ready for life**
- III. To work collaboratively and ethically to provide education of the highest standard.**

## **2. Curriculum Foundations – where does our curriculum come from?**

**2.1 Yardleys School vision, values and ethos** – The school has a firm belief in the importance of both academic learning and personal development (Aims 1 & 2). The third aim highlights our ethos (working together for a better future) of teamwork as well as our commitment to our ethical principles (Keep Troth). The three curriculum aims are supported by the Yardleys Charter, the Yardleys Way and our school values.

**2.2 Statutory regulations and guidance** – The school follows statutory requirements and guidance from HM Government, Department for Education (DFE) and other educational agencies such as Office for Standards in Education (OFSTED) and Joint Council for Qualifications (JCQ). The Yardleys Curriculum will also incorporate other relevant legislation or guidance. For example, various Educational Acts, the Equalities Act 2010, General Data Protection Regulation (GDPR), The Universal Declaration of Human Rights (UDHR), as well as those regarding the Environment, Safeguarding, Health and Safety.

As an academy we follow the National Curriculum. We teach all of the National Curriculum subjects at Key Stage 3 and many of the features outlined within each subject framework.

As per the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance parents have the right to request that their child be withdrawn from some or all of sex education as part of statutory RSE (there is no right to withdraw for relationships or health education). As part of this process, the school follows the good practice outline in the guidance. Parents and carers should contact the Headteacher for further information in the first instance.

**2.3 The Yardleys Curriculum** delivers a broad, balanced and holistic education. It is ambitious with aims that go beyond the National Curriculum for all pupils by including additional features such as Guided Reading, an Enrichment pathway, Study Skills, Homework, Life Skills (i.e. First Aid), DofE and Theory of Knowledge lessons.

**2.4 Prior attainment and progress** – While average Key Stage 2 attainment (i.e. SATs scores) are above national average, it is not for all pupils (typically around  $\frac{3}{4}$ ), and there may be gaps in their learning for all, that the curriculum seeks to address.

**2.5 Local context** – Pupils come from a supportive family and community background. However, this is an area which has, in general terms, high socio-economic deprivation indicators including high unemployment, low social mobility, narrow cultural experiences, high crime and ill health indicators. The Yardleys Curriculum aims to address many of these issues through its pastoral and personal development programme and levels of support.

**2.6 Regional context** – Located close to the centre of the England's second city, the curriculum aims to take advantage of its proximity to other education providers, particularly post-16, and industry to enhance pupils' understanding and experiences of the taught curriculum and the opportunities available beyond the confines of Tyseley.

**2.7 Equality and inclusion** – The Yardleys Curriculum is open to all pupils. There are no separate pathways for pupils, however, specific support is offered where needed, i.e. Study/Life Skills for a small number of pupils at KS4, but this does not limit their options or access to the full curriculum.

**2.8 Education research and cognitive science** – The Yardleys Curriculum has a clear focus on the teaching and learning of knowledge as an essential component of understanding and skill development. There is also a focus on understanding key concepts to provide the mental connections (or schema) necessary for permanent learning. We also emphasise effective learning techniques such as regular, spaced and interleaved retrieval practise through low stakes quizzing and online homework tests.

**2.9 Teaching and pupil wellbeing** – The Yardleys Curriculum has also been developed to look after and promote the wellbeing of children and adults including their mental health. We believe in a balance between work and play. We aim to teach high quality lessons and learning experiences so that extensive after school programmes of boosters and interventions are not required, but instead this time allows us to deliver enrichment activities such as subject fieldwork, theatre visits or educational trips. It also helps us to look after and retain our teachers at a time of a national recruitment shortage.

**2.10 Resources** – The Yardleys Curriculum has been developed in a practical way i.e. we plan meticulously and take into account constraints in terms of resources, knowledge and expertise. As a result, subject curriculum teams are fully staffed with highly skilled practitioners who in turn are backed up with high quality support systems and the necessary resources.

### **3. Curriculum Features**

#### **3.1 Time Allocation**

- I. 25 x 55 minute lessons per week.
- II. Enrichment: 1 x 55 minute lesson per week.
- III. Personal Development: 2 x 30 minute sessions per week.
- IV. Guided Reading: 3 x 30 minute sessions per week.

#### **3.2 Cohorts and Groups**

- I. 190 pupils in a cohort are taught across 7, gender balanced, groups (average class size 28).
- II. In Key Stage 3 & 4 the core subjects (English, Maths and Science) have groups set according to prior and current attainment.
- III. In Key Stage 3, foundation subjects are taught in banded groups across the 'half' year, split between three or four groups.
- IV. Option subjects in Key stage 4 are taught in mixed ability groups.

### **3.3 The Options System**

- I. At Key Stage 4 pupils are taught all of the core subjects including PE as well as three option subjects. There are currently blocks for option choices with all pupils able to select from the full list of options. However, advice and support are given to pupils to help decision making.
- II. All pupils study both English GCSEs.
- III. Most pupils study Triple Science at GCSE (six of seven classes) with a small number studying Combined Science.
- IV. The modern foreign languages are either French or Spanish.

### **3.4 Additional Support**

- I. Interventions, typically in literacy and numeracy, are implemented when a need is identified and resources are able to be allocated.
- II. Functional Skills, ESOL and an Early Level Course (ELC) for Science are also offered as interventions for KS4 pupils and to ensure even if they fail to gain a pass at GCSE in Maths, English and Science, they attain some form of qualification.

### **3.5 Subject Curriculum Planning**

- I. Curriculum planning at subject level includes the following features: a curriculum overview of the substantive and disciplinary knowledge pupils will develop a scheme of work for; mid-term planning, usually a half or full-term scheme of work; regular Deliberate Independent Practice (DIPs) opportunities planned as well as a biannual cumulative or synoptic assessments/mock exams; weekly planned HW tasks. This is supported by weekly subject collaborative planning sessions.

### **3.6 Homework and Independent Study**

Homework and independent study at the school has three clear objectives:

1. It has a clear purpose
2. It adds value to lessons
3. It is recognised, with effort and success celebrated

Homework is aligned to the taught curriculum units and takes the form of weekly or fortnightly online quizzes. Techniques to improve independent study and revision are taught in lessons and in form time

## **4. Teaching & Pedagogy**

**4.1 The DfE Teaching Standards** guide all staff on the expectations of the school, their professional responsibilities and in their professional development needs.

**4.2 Consistent Routines and Procedures** – There are specific routines and procedures that we expect all teachers and staff to follow in classrooms and lessons. This is beneficial to both pupils and teachers as it provides clear expectations thereby minimising disputes, inconsistencies or issues that arise. Routines and procedures include:

- I. Well planned lessons with a clear learning purpose, not just in the lesson aims/objective but also for all teacher and pupil activity that take place in the lesson. This means that the focus is always on the learning point, not just carrying out or completing a task or activity.
- II. Good preparation in terms of resources i.e. use of support staff, equipment, location, printed resources, etc.
- III. Teachers at doors to assist with corridor supervision and to 'meet and greet' pupils positively.
- IV. A silent, independent 'Do Now' activity for approximately 3-5 minutes whilst the teacher calls the register.

- V. Teachers need to establish a positive climate for learning in line with the Yardleys Charter with specific reference to the 3Rs – Be Ready, Be Respectful and Be Responsible.
- VI. Teachers need to ensure that behaviour does not prevent teaching or learning.
- VII. Completing teaching and learning activities a few minutes before the end of the lesson in order to ensure an orderly dismissal.

**4.3 Pedagogy** – While not exhaustive, Yardleys does prioritise three key areas regarding teaching and learning.

**I. Direct Instruction (DI)**

The school understands that a powerful and effective method of instruction is **Direct Instruction** (see Rosenshine’s ‘Principles of Instruction’) with the main premise of the ‘I DO, We Do, You Do’ process outlined in the **Yardleys Learning Cycle** (see below). However, the school also recognises that whilst direct instruction (or what Tom Sherrington calls Mode A teaching) is crucial and forms the great majority of teaching activity, it is also necessary to provide wider opportunities for **more independent or pupil centred activities (Mode B teaching)**. This allows pupils to consolidate, apply or manipulate their learning in different ways not just for exams but also for wider purposes such as developing cultural capital, readiness for work, soft skills and personal growth. Examples may include speculation, debates, cross-curricular project work, real life or employment scenarios, investigations, peer-to-peer instruction or creative exercises where learned conventions are subverted or even abandoned.

**Yardleys Learning Cycle**



## 2. Cognitive Science – Schema

It is important that both those designing and delivering curriculums understand the role of cognitive science in learning; while cognitive science is not a pedagogy, it has implications for pedagogy, namely how knowledge is stored, organised and built.

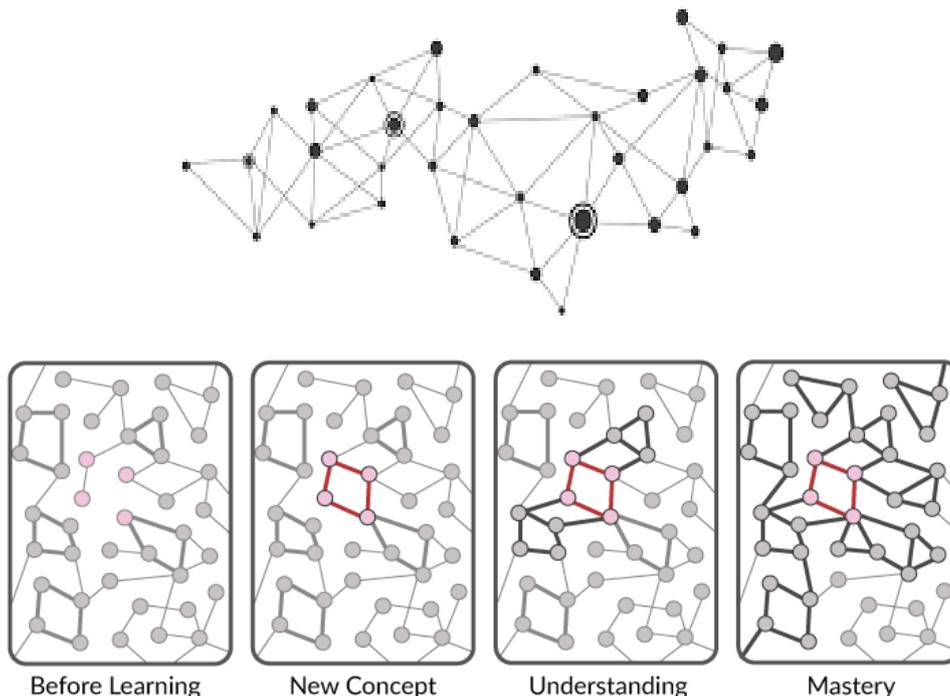
Without memory, no knowledge can be stored.



Existing knowledge is needed to acquire new knowledge.



And that knowledge is not then stored and organised in isolation, but rather in connection with and in relation to other knowledge in schematic (web-like) structures that can be infinitely expanded (see below).



This process, building schema, is strengthened if the knowledge (both substantive and disciplinary) is deep rather than shallow, if the underlying whole has been understood and not just a part of the whole. This can be achieved through:

### 2.1 Curriculum:

- **Sequencing:** if existing knowledge is needed to acquire new knowledge, sequencing is crucial, but that sequencing must build towards a greater whole and not just a sequence of parts that, for the pupils (as novices or developing experts), are unconnected or related to one another, otherwise any knowledge may only be shallow, fixed or temporary, i.e. not really learnt.
- Connected to the above, although will be both, whether knowledge in each subject is more **hierarchical or spirals**, because this will have implications for sequencing, particularly so for subjects where knowledge is more hierarchal, because insecure or gaps in knowledge (probably stemming from implementation rather than the intent and structure of the curriculum) can be detrimental to learning.
- Furthermore, an understanding of what is meant by **substantive and disciplinary knowledge** and how it applies to each subject; also, a recognition that it is stored, organised and built in the same way and a that if we truly are intent on creating Artists, Historians, Scientists, etc., that they are of equal importance, i.e. it is not just about 'knowing that' (the substantive), but 'knowing how' (the disciplinary).

## 2.2 Teaching:

- In-part '**practice** makes permanent', because the repetition towards automacy reduces cognitive load (the space taking up in working memory) and increases the likelihood of transfer in and out of long-term memory. And that spaced practice, through interleaving, is more effective than massed practice because it is more effortful (see Brown et al's *Make it Stick*, 2014).
- However, "**memory is the residue of thought**" (Willingham, *Why Don't Students Like School?*, 2009), not repetition; while interleaving, chunking, retrieval activities, etc. are important, building knowledge is the product of what you think about and not (entirely) connected to attention, emotion, repetition or desire, i.e. recall DNAs cannot be the limit of how we get pupils to remember and know more. If anything, practice or repetition of thinking is the key.
- Similarly, recall of knowledge cannot be the end point of what we want students to do, but **application of knowledge** must be, particularly to problems or contexts that are different from those during instruction to develop (and test) the permanence, depth and flexibility of knowledge.

## 2.3 Assessment:

- How our questioning, DNAs, DIPs, marking, feedback, AW papers. etc. reflect upon and cycle back to inform the curriculum and teaching.

## 3. Disciplinary Literacy

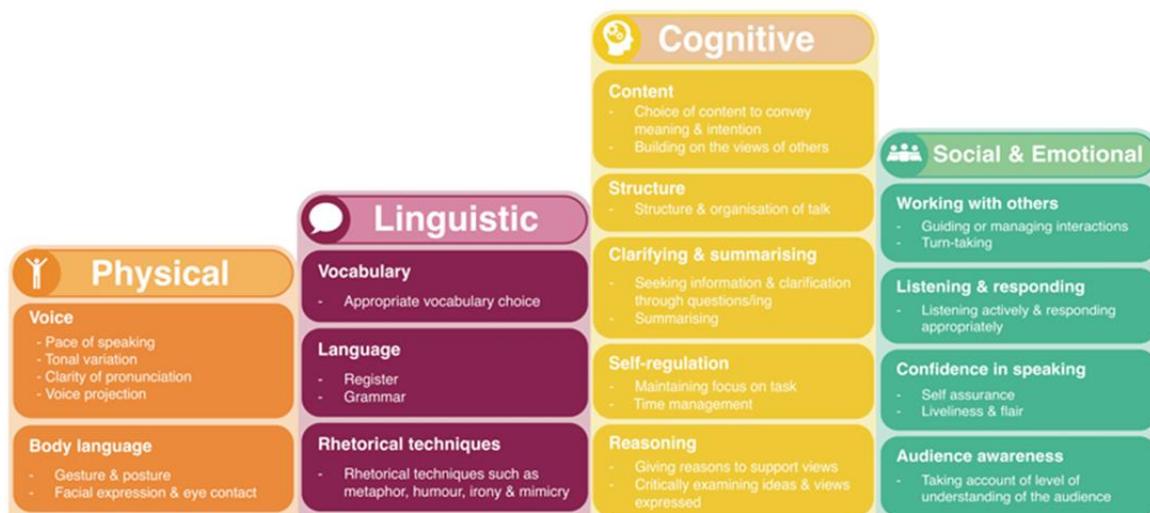
As defined by:

- The EEF as "the idea that each subject has its own unique language, ways of knowing, doing and communicating.'
- By Shanahan and Shanahan ('What is Disciplinary Literacy and Why Does it Matter?' 2012) as "the specialised ways of reading, writing and oral language are used in academic disciplines such as, [for example], Science, History or Literature".

In short, with all study (and thought) communicated through language, literacy is not an 'additional extra' or 'bolt-on' to T&L, but is foundational and integral. A such, subject leaders and teachers need to be aware of and skilled in three key areas and how their relate to the discipline of their subject:

1. (Disciplinary) Reading.
2. Writing with an emphasis on clear understanding of the demands and requirements of writing in the subject and being able to scaffold to mastery-writing.
3. Speaking, or oracy (in that it allows encompasses listening).

Furthermore, given the whole-school prioritisation of oracy, subject leaders and teachers should increasingly be aware of and reliant upon (in their planning and teaching), the following framework in regards to how it specifically relates to their subject:



#### **4.4 Training or Continual Professional Development (CPD)**

A key responsibility of senior and middle leaders is instructional leadership i.e. the requirement that teachers are provided with the means to improve their teaching. Informing this process are the following principles:

- I. Should be **aligned** to whole-school priorities or the specific needs of an individual's development, i.e. to be meaningful.
- II. Should also be **focused or prioritised**, so as to avoid cognitive and work overload, i.e. to be manageable.
- III. The importance of **deliberate practice** as a way to change habits, gain feedback and improve.
- IV. **Time** given to practice, reflect on and embed new instruction.
- V. Opportunities to **collaborate and share** (and celebrate) changing practice.

#### **4.5 Generative AI**

While recognising the potential benefits of AI, such as supporting efficiency and workload, it is important that teaching staff adhere to the following guidance:

- I. The primary purpose, or benefit, of using AI must be to support and enhance learning.
- II. An additional, but secondary, benefit may be for workload purposes.
- III. AI may be used for resource generation. Examples include, but are not limited to: quiz or exam questions, model answers, explanations or summaries, images, etc.
- IV. However, resource generation should not be conflated with planning – they are not the same thing. Planning for what is intended to be learnt proceeds the selection, possible generation and use of resources or activities (and this is not just for AI generated resources).
- V. Furthermore, teachers must retain ownership of the learning in their classroom, in the sense that:
  - I. Whatever resource is generated and used is something that they are capable of producing themselves, but instead AI has been used for the purposes of a) and/or b) above (again, this refers to all resources, not just those generated by AI).
  - II. They have a responsibility for checking its accuracy, relevance and suitability, understanding the potential for bias, decontextualised or out-dated content.
- VI. AI should not be used to mark DIPs, assessments or mock exams.
- VII. In all uses of AI, including with all staff and stakeholders in the school community, there is an openness and transparency when it has been used. With pupils this presents an opportunity to model and discuss the ethical and responsible use of AI.
- VIII. Staff should be aware that any information entered into a generative AI platform or model is no longer private or secure. Staff must not enter any personal information, contravening data protection law and policy, or information that may cause reputational damage to Yardleys into any generative AI platform or software.
- IX. Furthermore, adherence to any rules or guidance on the use of AI in assessments given by the Joint Council for Qualifications or Exam Board requirements must be followed.

### **5. Other Teaching and Learning Activities**

**5.1 Cover lessons** – Teachers who have planned absences (or who are unexpectedly away from school and are able to do so) should leave good quality cover work which is written out on the school pro forma with clear instructions, a seating plan, the necessary resources and a contingency for extension/further challenging work for those who have completed the work.

**5.2 Home learning** – All pupils are expected to study and revise independently outside of normal school hours/at home, with possible resources including:

- I. Parental Engagement letters.
- II. Subject knowledge organisers.
- III. Homework knowledge quizzes.

- IV. Revision techniques taught in lessons, form time and in the pupil development guide.
- V. Extra resources and programmes provided online or on the school VLE, i.e. GCSE Pod.

Form tutors and teachers should support this in school by regularly referring to the resources and strategies listed above as well as monitoring pupils' activity and progress.

Remote teaching and learning is based around the school VLE (Virtual Learning Environment) which is also the school's website [www.yardleys-vle.com](http://www.yardleys-vle.com)

**5.3 Inclusion and Support** – We have a wide range of pupils who may require support in their learning and education. These include pupils who are:

- I. SEND.
- II. EAL – over 80% of pupils have a different home language to English.
- III. Low prior attainers from KS2 (primary school).
- IV. Disadvantaged i.e. those receiving FSM or have done so in the previous 6 years ('Ever 6' or Pupil Premium).
- V. Children in Care.
- VI. Vulnerable pupils - specific pupils and/or families who are expiring difficulties outside school e.g. housing issues.
- VII. Those assigned via Fair Access.

The starting point for support is having high expectations. All staff need to uphold and promote a key school principle that all children do not have fixed ability or intelligence and that everyone can develop and improve i.e. of all pupils.

We also need to ensure 'quality first teaching' in all pupils' lessons. The school recognises the important role of adaptive pedagogy across the school with the recognition that this is far more effective than other forms of support or providing a different curriculum.

There are some withdrawal groups where specialist input would be beneficial e.g. newly-arrived EAL.

The pastoral team will also support teaching staff in this work.

**5.4 SEND** – All teachers and support staff are expected to read the profiles of all SEND pupils in their classes and to enact key support actions in their lessons. Some SEND pupils will need extra scaffolding or support in their learning so that they have access to the same curriculum as other pupils. Teachers need to liaise with and plan how to utilise teaching assistants or any other support provided in lessons.

**5.5 EAL** – Year-on-year 80% of the pupil-population at Yardleys are EAL, in that they are "exposed to a language at home that is different from English" (DfE definition of EAL). It is, however, a broad spectrum, and the school uses the DfE's A-E Proficiency in English Bands to map and tailor the required level of support to meet the needs of the pupils, particularly those new to English and at the early acquisition and developing competency stage (PiE Bands A, B and C respectively), through a programme of in-class and withdrawal support by the EAL Department.

**5.6 Literacy** – Literacy is at the heart of the school aims and curriculum and informs a crucial part of the School Development Plan. All teachers are teachers of literacy in that without language there is no subject, but there is also an awareness that the literacy within each subject (or discipline) will have different needs, demands and features and an expectation that these form part of every lesson and each teachers' and departments' planning, practice and development.

In addition, there is a school-wide recognition of how important reading is for not only pupils' academic success, but their wider and future life experiences, which is why the school has three increasingly-targeted waves of support and intervention:

- I. Whole-School - Guided Reading.
- II. Catch-up - 'Fresh Start', a phonics-based programme (for pupils in Year 7).
- III. Further small group and one-to-one programmes, such as peer-reading, 'Switch On Reading' and 'Herts Reading Fluency'.

**5.7 Guided Reading** is where every pupil reads in their form group with their form tutor or another member of staff three times a week. It is an opportunity for pupils to improve their reading (vocabulary, fluency and comprehension), expand their wider knowledge (cultural capital) and develop an appreciation and love of reading. A typical GR session involves:

- I. All form groups in each year reading the same book at a coordinated pace.
- II. Vocabulary support provided on the board and through the teacher instruction and questioning.
- III. 'Control the Game' reading strategy where the teacher plans transitions between readers, asking pupils to 'pick up' and read aloud, so that there is full concentration by every pupil.
- IV. Within CTG, teachers to 'bridge' (read) for longer to model good reading (more able readers to also act in a similar role).
- V. (Scaffolded) comprehension questions focused on vocabulary, character or plot.

**5.8 Numeracy** – There are 8 common areas where all teachers can support the development of numeracy skills in their subject lessons. These are:

- I. Using calculators.
- II. Mathematical language.
- III. Fractions, decimals and percentages.
- IV. Using formulae.
- V. Written numbers.
- VI. Units.
- VII. Scales and graphs.
- VIII. Estimation and rounding.

**5.9 Additional Learning** - Additional learning time or boosters need to be requested and planned carefully. It cannot be a vague request for additional time for a subject. The reasons given must include specific details about:

- I. The learning outcomes.
- II. The length of time for the additional learning programme e.g. 6 weeks of 1 hour sessions.
- III. The date and time of the proposed sessions.
- IV. The names of targeted pupils with reasons for their selection.

**5.10 Form time** - Form time is an important aspect of the Yardleys Curriculum. There are clearly defined objectives and activities including:

- I. Checks on basic expectations e.g. uniform, equipment etc. and a review of the previous week Independent study skills and revision techniques including the use of knowledge organisers.
- II. Personal Development (PD) programme.
- III. Guided Reading.

## **6. 'Whole child' & Personal Development Curriculum**

**6.1 Aims** – The whole child curriculum supports personal development through a wider range of activities which pupils take part in during lessons, enrichment and extra-curricular activities. The main aims of this aspect of the curriculum are to:

- I. Develop pupils' values of positivity, integrity, curiosity, empathy, resilience and reflection.
- II. Develop social skills which value and respect others in order to form positive relationships.
- III. Provide the necessary knowledge and skills to move successfully to the next stage of their education.
- IV. Prepare pupils for the world of work and ensure they become economically independent and successful.
- V. Ensure pupils become active citizens who take participate responsibly in their local, national or international communities.
- VI. To ensure pupils are healthy and safe and are able to make informed decisions about their personal wellbeing.

**6.2 The key features** of the wider whole child curriculum include:

- I. The explicit teaching of the Yardleys School Charter including the 6 school values and the Yardleys Way.
- II. A behaviour policy which includes the teaching and adherence to the three key school rules (*'Be Ready; Be Respectful; Be Responsible'*).
- III. A planned five year Personal Development programme taught every year around 6 topics or themes. Each theme is revisited each year with new or extended learning. The 6 areas are:
  - Physical health
  - Mental health
  - Careers & enterprise
  - Relationships
  - Democracy and British values
  - Sex education
- IV. A careers education programme coordinated by our in-house careers advisor based on the Government's Gatsby benchmarks.
- V. The use of visiting speakers, theatre groups or specialists to support the curriculum.
- VI. Guided Reading where everyone reads whole novels or books in their form groups with their form tutor or another member of staff every morning for three days a week.
- VII. Enrichment – An additional lesson where pupils get to explore an extra-curricular activity. The activities are organised into four blocks – Physical, Mental, Creative and Community – with pupils following a pathway to experience all,
- VIII. Spiritual Moral, Social & Cultural (SMSC) issues and the teaching of British values are addressed throughout the features of the curriculum above and supported through their explicit teaching within the Pastoral Development Booklets and the SMSC discussion slides delivered during our designated form time.
- IX. A pastoral team with well-established systems, a generous allocation of non-teaching time, support from senior managers and administrative staff, effective relationships with outside agencies, schools and educational organisations.

## **7. Evaluation & Assessment of Learning**

At Yardleys we recognise that learning is the demonstration and accumulation of performance over time and is long-lasting in that there is a permanent change in what a pupil knows, understands and can do. This principle permeates all decisions in, and conclusions drawn from, assessment, curriculum design and teaching.

### **7.1 Assessment in General**

Assessment can be:

- formative and summative
- formal and informal
- external and internal

The school is committed to ensuring that understands that all assessment is both meaningful and manageable.

## **7.2 Formative Assessment**

Outside of the two whole-school assessment and data points, subject leaders and teachers regularly assess pupil progress in subject specific ways in line with department and school expectations.

The purpose of formative assessment is for:

- I. Teachers to continually gain information on what pupils know, understand and can do.
- II. Pupils to continually demonstrate what they know, understand and can do.

At Yardleys formative assessment should:

- **Inform next steps** in the sequence of learning, with a variety of AfL strategies adopted
- Provide pupils with **Deliberate Independent Practice (DIPs)**.
- Use one of Hattie and Timperley's **three questions** as a guide for feedback:
  - Where am I/they going?
  - How am I/they doing?
  - What do I/they need to do next?

## **7.3 Summative Assessment**

The purpose of summative assessment is for:

- Teachers and School Leaders to gain information on what pupils knows, understands and can do at a specific point in time.
- Pupils to demonstrate what they know, understand and can do at specific point in time
- Parents to be aware of what their child knows, understands and can do at a specific point in time

At Yardleys there are two types of summative assessment:

1. **In-school assessment** – There are 2 whole school assessment windows in December and June. During these two assessment windows:
  - Pupils will sit at least one exam for each subject they study that will test a significant body of previously taught material from the curriculum, i.e. up until that point in the year.
  - All assessments will be quality assured through Line management and SLT.
  - All assessments will be marked in-light of moderation and standardisation.
  - All assessments will inform next steps: for teachers, in the sequence of learning; for school leaders, in analysing and evaluating the curriculum and delivery of it.
2. **External assessment** – There are a variety of nationally standardised assessments that pupils across their 5 years will take including:
  - GCSEs
  - NGRT – a yearly reading test that is used to monitor and track pupils' reading ability over time.
  - Although not nationally standardised, other external assessment include:
  - LUCID tests for SEND pupils
  - York Assessment of Reading Comprehension (YARC) and CAML-yl (to distinguish between SEND and EAL). For EAL pupils

Assessment will be shared in two ways dependant on the Key Stage:

#### **Key Stage 4**

- **Target Grade (9-1)**
- **Percentage** scored in exam(s).
- **Exam Grade (9-1)** - If a pupil misses the exam, their grade will be derived from teacher judgement.
- **Predicted Grade (9-1)** - derived from teacher judgement, informed by, but not limited to:
  - (Above) Exam Grade.
  - Class work, i.e. DIP tasks.
  - Homework.
  - Comparison with previous GCSE cohorts and pupils.
- Teachers also provide 'Attitude to Learning' (ATL) grades reflecting pupil attitudes and effort in their lessons and learning

#### **Key Stage 3**

- **Percentage** scored in exam(s). In a knowledge-rich and progression-model curriculum this percentage is **a quantitative measure indicating to what extent does a pupil know, understand and can do what they have been taught.**
- **Cohort average percentage** and **cohort ranking** derived centrally from the percentage scored in exam
- Teachers also provide 'Attitude to Learning' (ATL) grades reflecting pupil attitudes and effort in their lessons and learning

### **7.3 Monitoring and Evaluation by Leaders and Managers**

- I. Managers at all levels should monitor and evaluate the quality of education being provided by looking at a range of evidence. It is important to corroborate this evidence and not to reach a conclusion based on one single piece of data or evidence.
- II. It is important to note that this list does not constitute a monitoring programme and that school leaders are mindful of workload and wellbeing when planning evaluation activities. Some of the activities include:
  - Analysing achievement/assessment data – at individual pupil and teacher level as well as at subject and whole school level.
  - Observing lessons, learning walks, lesson drop-ins, etc.
  - Work scrutiny including of assessments.
  - Discussions with teachers and subject leaders.
  - Talking to pupils.
  - Day to day supervision.
  - Behaviour/pastoral records.
  - Subject trackers.
  - Subject curriculum planning documents.
  - Formative assessment feedback.
  - Comments from parents and carers.
  - External reviews and reports such as those provided by DFE, OFSTED etc.

**7.4 Governors** monitor the overall effectiveness through the Curriculum & Standards Committee which meets three times a year. Governors also visit subjects in school to see first-hand how the curriculum is being delivered.

## **8. Accountability and Reporting**

**8.1 Communication of the Curriculum** – The school will make available curriculum overviews and other information to parents and carers in line with government and regulations and in line with the

principles of transparency and openness. Much of this will be available via the school's website. The school will provide information and evidence regarding the curriculum and standards of achievement to all necessary organisations and bodies.

**8.2 Reporting to Parents and Carers** – Parents and carers will receive regular reports and information on the progress of their child. This includes both paper reports as well as opportunities to discuss issues with members of staff.