

Scarborough School
CURRICULUM – TEACHING AND LEARNING POLICY

Legal Status:

Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents:

- Vocational Curriculum Policy, Assessment, Recording and Reporting Policy, Differentiation Policy,
- Educational Visits and Off-Site Activities Policy, English as an Additional Language Policy,
- Marking Policy, Homework Policy, Gifted and Talented Students Policy
- Special educational Needs and Disability (SEND) and Inclusion Policies, AQA, (QCF) Btec and ASDAN
- Subject Policies including, where relevant, Schemes of Work (Programmes of study)

Availability:

This policy is made available to parents/guardian/carers, carers, staff and pupils from the school office and website

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.

The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2024



Michelle Goodwin
Headteacher

Ethos and Vision

Imagine the joy and excitement of learning in a vibrant, well-structured learning environment where each pupil's individual strengths, talents and aptitudes are nurtured and developed. Scarborough School is an inclusive school, which strives to provide a first-class education that encourages pupils to think independently and to develop their full intellectual, creative and physical potential. Its success is the result of the recognition of the unique worth and importance of each child. The school makes provision for children and young people in Key Stage 2 to Key Stage 4 inclusively. The school will provide a nurturing environment in which all its members feel safe, valued and respected. Our pastoral care is at the heart of the way we look after our pupils. Every pupil will be encouraged to acquire a sensitivity to the feelings and needs of others, accept personal responsibility for his or her actions, and treat all property with due care, irrespective of its ownership. The school will celebrate achievement and promote pupils' achievement through praise whenever appropriate. Behaviour that undermines the happy environment that is such a hallmark of school life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted.

By knowing every pupil socially, emotionally and academically, we can employ strategies and practices giving the opportunity for each pupil will flourish and acquire the confidence and self-belief to achieve a fulfilling and successful future and to become confident, accomplished and ambitious young adults. At our school we know and

support each and every one of our pupils. No effort is spared to ensure that they acquire the confidence and self-belief required for success in the world beyond school. Their detailed knowledge of individual abilities and talents enables them to monitor pupils' progress very attentively, and help them cope successfully with the educational and personal challenges of schooling.

Our school offers a curriculum which is broad and balanced based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Pupil Profile

Our school provides for those with emotional and social difficulties (ESD), as well as other needs or diagnoses, including mental health, ADHD, ADD, and other difficulties. Most of our children are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however most of our pupils will range between 8 and 16 years of age. Some of our children have an Educational Health Care Plan with other pupils maybe undergoing assessment. Emphasis in the school is on the development of community values, i.e. a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. All this, of course, has a direct bearing on our curriculum design.

Intent

Teachers support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Our broad and balanced curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum. The national curriculum is just one element in the education of every child: it provides an outline of core knowledge around which teachers develop exciting and stimulating lessons to promote the development of individual pupils' knowledge, understanding and skills as part of the wider school curriculum. Teachers have good knowledge of the subjects they teach. They present the subject matter clearly, promoting appropriate discussions about the subject matter. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. They respond and adapt their teaching as necessary. A rigorous approach to the teaching of reading develops pupils' confidence and enjoyment of reading and reading materials are closely matched to learners' phonic knowledge. The curriculum also educates pupils to become responsible citizens in developing their independence and vocational skills as well as helping engender an appreciation of human creativity and achievement.

In our school the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- helping pupils to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- developing a love of learning by providing opportunities to acquire, develop, practise, apply and extend their skills;
- to become confident, independent learners that encounter, engage and explore to equip them to be able to build their cultural capital in preparing them for adulthood in living in modern Britain;
- promoting pupils' knowledge and understanding of British values and promotes the spiritual, moral, cultural, mental and physical development of our pupils;
- enabling pupils to make progress to achieve the EHCP outcomes;
- enabling pupils to develop skills in reading, writing, communication and mathematics;

- using assessment and feedback to support learning and to help pupils know how to improve their work;
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress;
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress;
- managing instances of poor or disruptive behaviour.

Implementation:

Organisation and planning

We plan our curriculum in three phases. We agree long-term plans whose schemes of work give an annual overview of the content of the curriculum for each key stage. From these plans the teachers identify curriculum aims appropriate for the year group they teach. The overview policies and plans are updated by our curriculum co-ordinator following liaison with all teaching staff. They indicate what topics are to be taught in each term and to which groups of pupils. This long-term plan is reviewed on an annual basis. In our medium-term plans, we give clear guidance on the objectives and teaching strategies that are used when teaching each topic. Our short-term plans are written by our teachers write on a weekly or daily basis. They are used to set out the learning objectives for each session and to identify the resources and activities required for the lesson. When teaching we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. These are reviewed annually and may be subject to change.

We do not narrow the gap in learning as options are chosen in readiness for pupils' KS4 education.

Effective Ethos and Classroom Environment

Scarborough School provides an academically challenging environment, which is vibrant, happy, creative and stimulating. Our teachers have high expectations but equally foster a nurturing environment in order to promote pupils' academic growth and to provide the support they need in order to make excellent progress in their studies. We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture will promote positive self-esteem and confidence. Organised resources, displays of children's work, stimulating materials and bright, colourful, language enriched displays all help to provide the optimal learning environment.

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with pupils the class code of conduct. We expect all pupils to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We aim to provide a learning environment which is challenging, stimulating, peaceful and calm, happy and caring, organised and well resourced, makes learnings accessible, encouraging and appreciative, welcoming, enabling equal access and inclusion and providing a professional working atmosphere. The Head Teacher provides strategic lead and direction, support and offer advice to colleagues and monitor pupil progress in specific subject area or activities.

Effective Teaching - Expectations of Staff

Staff are expected to actively promote the curriculum aims by:

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer depth and challenge and motivate and inspire children.
- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements.
- developing pupils' skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- working in partnership with children, staff and parents/guardian/carers to achieve shared goals.
- keeping parents/guardian/carers /carers regularly and fully informed about the progress and achievements of their children through reports and parents' evenings.

The Headteacher carries out book appraisals, whereby books are checked for consistency of marking and being up to date. Planning appraisals are carried out by Headteacher who check planning is up to date and evaluated. All teachers are observed working with classes once or twice a year, and Newly Qualified Teachers (NQTs) are observed each half term. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Headteacher uses the information gained from this monitoring process to help identify common development points which can be addressed in the school's training programme for continuing professional development.

Direct observation **must** be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on pupils' learning. Such additional evidence should include:

- observing some lessons jointly with senior staff before discussing them also with the teacher who has been observed;
- discussing with pupils the work they have done and their experience of teaching and learning over longer periods;
- discussing teaching and learning with staff;
- taking account of the views of pupils, parents/guardian/carers and carers, staff and placing authorities, where appropriate;
- taking account of the school's own evaluations of the quality of teaching and its impact on learning and
- scrutinising the standard of pupils' work, noting:
 - how well and frequently marking and assessment are used to help pupils to improve their learning
 - the level of challenge provided.

Our school has a nurturing ethos with pupils able to access small class sizes with a high staff ratio giving them the best opportunity to learn.

Subjects Offered at Scarborough School

Pupils follow a broad curriculum at KS2, KS3 and KS4, enabling them to acquire skills in thinking, speaking and listening, literacy and numeracy and gain experience in scientific, technological, social, physical, and aesthetic and creative education. Scarborough School is committed to providing a broad and balanced curriculum that ensures that all of its pupils acquire and develop skills appropriate to their age and aptitude in the following areas:

Linguistic

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in lessons in English, and also in modern languages. The teaching of literacy and literary skills is not, however, confined to

these subjects, and the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all pupils' work.

Mathematical

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

Scientific

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological (including Art and Design, ICT and Food Technology)

These skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social (including Geography, History and Religious Studies)

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area. In our school our topic based Personal, Social and Health and Economic (PSHE) education alongside our knowledge and understanding of the world makes a strong contribution to this area.

Physical

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Sex and relationships education

We have made provision for the compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it is compulsory to teach Health Education. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents/guardian/carers may withdraw their pupils from any other part of the sex education provided without giving reasons.

Political education

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

Religious education

Religious Education is incorporated into distinct lessons available to all pupils. Other religions are also taught, so pupils have a broader understanding of the diverse world that they are living in. Pupils learn about different faiths from visiting other towns and cities to see and experience places of worship as well as having access to virtual tours and visitors visiting the school.

PE and games

All Pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Spiritual, Moral, Social and Cultural Development (SMSC)

This policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. Scarborough School is a non-denominational school where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. This SMSC policy links and strengthens other policies so that the ideals of the school's ethos and mission statement become a reality for its pupils. Whilst SMSC is integral to all aspects of our curriculum, PSHE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our school:

- leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and
- ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provide pupils with a broad general knowledge of public institutions and services in England;
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and
- precludes the promotion of partisan political views in the teaching of any subject in the school.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils -

- while they attend the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- being offered a balanced presentation of opposing views.

Therefore, the understanding and knowledge expected of the pupils in Scarborough School as an outcome of our positive approach to SMSC includes -

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;

- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

Personal, Social and Health Education (PSHE) and Citizenship

Scarborough School is committed to providing a comprehensive programme of PSHE education for all pupils, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Headteacher. Each child's PSHE education and Citizenship education informs all aspects of the school day. The form this takes ranges from the way we treat each other to planning food technology lessons based on individual's cultural heritage. We have a cross-curricular approach to PSHE education and its associated objectives may be addressed in such areas as Drama, Science, Assemblies or other curriculum areas. We 'help pupils achieve more' by ensuring that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our, personal, social and health education and citizenship through assemblies and curricular areas to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. Scarborough School seeks to:

- develop an ethos and environment which encourages a healthy lifestyle for pupils;
- use the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- provide high quality Physical Education, with specialised teachers, and sport to promote physical activity;
- promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Children with Additional & Special Educational Needs & Disabilities - the Curriculum & Work of Teaching Staff

Our curriculum is designed to provide access and opportunity for all children in KS2, KS3 and KS4. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents/guardian/carers have been consulted.

If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher makes an assessment in consultation with the Headteacher of this need and in most instances is able to provide resources and educational opportunities that meets the child's needs within the teaching group. If a child's need is more severe, consideration is given to involving appropriate external agencies and special support teachers. We always provide additional resources and support for children with learning difficulties and/or disabilities.

Where a Pupil has an EHCP, the SENCO liaises with the child's teachers to ensure that the education he or she receives fulfils its requirements and participates fully in the annual review.

English as an Additional Language (EAL)

We are committed to providing pupils with the necessary support and teaching who require English as an additional language. To this end there is a policy in place and established practices implemented by the school.

Careers guidance

Pupils at Scarborough School are supported in their preparation for formal examinations at various stages of their education. They receive specific support in Study Skills that includes guidance on revision technique, making notes,

examination technique and management of stress. Pupils are encouraged to learn about their own academic strengths and weaknesses and the type of learning method that best suits them as an individual. Whilst we do not specifically instigate careers advice until Year 9, we provide opportunities for pupils to understand the world of work and the promotion of their economic wellbeing. There are talks from professionals in various fields as well as visits to places of employment and manufacture. Through visiting speakers' pupils receive motivational and inspirational guidance that will help them in their current and future endeavours. Pupils receive interview training at the appropriate stage. These are a few of the ways in which pupils are prepared for the future beyond Scarborough School.

Communication with Parents/Guardian/Carers

We believe that parents/guardian/carers and guardians have a fundamental role to play in helping Pupils to learn. We do all we can to inform parents/guardian/carers and guardians about what and how their children are learning by:

- holding meetings with parents/guardian/carers to explain our school strategies;
- sending information to parents/guardian/carers at the start of each term in which we outline the topics that the pupils will be studying during that term at school;
- sending regular reports to parents/guardian/carers in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents/guardian/carers how they can support their Pupils with homework. We suggest support for older Pupils with their projects and investigative work;
- posting information on the parents/guardian/carers and public pages of the school website;
- being available - we have an open-door policy;
- strong lines of communication with parents/guardian/carers living overseas.

We believe that parents/guardian/carers have the responsibility to support their Pupils and the school in implementing school policies. We would like parents/guardian/carers to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school, staff and learning in general.

Key Stage 2 (8-11 years, Yrs 4-6 incl.)

All pupils study the core subjects English, Mathematics and Science. All pupils take Geography, History, ICT, Art, Music, Drama, Design and Technology, Physical Education, Religious Education and Personal, Social, Health and Citizenship Education and a Modern Foreign Language. Forest school is also timetabled each week.

Key Stage 3 (11-14 years, Yrs 7-9 incl.)

All pupils will study the same curriculum as in KS2 with an option of starting the D of E course in year 9 and taking some formal exams.

Key Stage 4 (14-16 years, Yrs 10 & 11 incl)

Pupils at Key Stage 4 follow their chosen subject options to study towards achieving exam grades. These include Entry Level, Functional Skills, BTec, GCSE and D of E Bronze and Silver award. In our school, we are determined that every opportunity will be available for children to make progress.

Links with local colleges and will also mean that other courses can also be accessed, for example, in:

- Hair & Beauty, Motor Vehicle Studies and Business Studies.

Key Stage 5 (Yrs 12-13 incl)

Pupils will be given a wider based curriculum focusing on their progress towards independence and preparing them for the work of work/ further education.

Links with local careers advisors and training providers will be made through the school and part of pupil's timetables will involve CV building, Volunteer work and visiting follow on provision.

Academic qualifications such as Personal Development Award, Functional Skills and Preparation for Working Life will also be offered internally as well as other options such as:

Psychology
Sociology
Travel and Tourism
Health and Social Care
Media

Impact:

Transition Support

We carefully manage the transition of our pupils throughout the school and also in preparing pupils for further education. Scarborough School advice to pupils and their parents/guardian/carers about the transition process through the key stages. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally.

Preparation for the future

Scarborough School provides an appropriate curriculum for preparing pupils for further higher education, career choices and adult life. We have an independent Careers Advisor who support our pupils to make the right choices for their future. We aim to provide pupils with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access. It arranges work experience and advice is given concerning further and higher education.

Assessment

We base our teaching on our knowledge of the pupils' level of attainment. Teachers make on-going assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to consider the abilities of all their pupils. Assessment helps pupils embed and use knowledge fluently and to check understanding and inform teaching. Teachers understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or pupils. Our prime focus is to develop further the knowledge and skills of the pupils. Teachers use summative assessments at the end of each half term to identify pupils' gaps in learning. This information is transferred onto a Pupil Progress Plan and strategies are put in place as to how these gaps can be filled.

We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning work for pupils with special educational needs we give due regard to information and targets contained in their EHCP's. Teachers modify teaching and learning as appropriate for pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities' legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils and we encourage pupils to try their best at all times.

Standards of attainment

We carry out data analysis each year and use the data provided to find out how well pupils in our school are achieving, compared with pupils in similar schools. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?
- Can we identify any groups of pupils who are gifted and talented?
- Can we compare expectations and estimates with final results?

Academic Excellence and Public Examinations

Whilst accepting the need to prepare its pupils for public examinations and further and higher education, Scarborough School will strive to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy. Our school offers a range of exams to suit pupils' individual abilities: Entry level, Functional Skills, BTec, GCSE and Duke of Edinburgh Bronze and Silver awards.

Enrichment opportunities

Pupils have the opportunity to take part in a residential trip each year to Howstean Gorge. This enables our pupils to take part in a range of activities such as canoeing, caving, gorge walking and climbing. Many of our pupils have not experienced these activities before and it is immensely rewarding to see them overcoming their fears. This trip also helps pupils to socially interact with each other and there is time for them to relax and show their character qualities.

As a Forest school, pupils take part in weekly outdoor activities, learning about the great outdoors and how this environment is key to supporting mental health difficulties.

Disapplication

In accordance with the law the School has the right to respond to individual needs by modifying the curriculum programmes. Decisions will only be made after discussion with the parents/guardian/carers and will allow a pupil:

- to participate in extended work-related learning
- with individual strengths to emphasise a particular curriculum area
- making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Homework

Teachers ensure that an appropriate level and standard of homework is regularly set and marked so that learning outcomes can be consolidated and the needs of individual pupils identified and met. We appreciate that people learn best in different ways. At our school we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential. 'Pupils learn and flourish when they are healthy, protected from harm and authentically engaged and stimulated.'

Through our curriculum we aim to:

- enable pupils to become confident, resourceful, enquiring and independent learners;
- foster pupils' self-esteem and help them build positive relationships with other people;
- develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- cater for the needs of individual pupils;
- support pupils to achieve and exceed their EHCP outcomes and targets;
- personalise learning;
- enable pupils to understand their community and help them feel valued as part of this community;
- help pupils grow into reliable, independent and positive citizens;
- enable achievement and provide challenge appropriate to the ability, interests and needs of each pupil;
- achieve well in examinations
- ensure that pupils are ready for the next stage of education, employment or training
- motivate pupils to read widely and often, with fluency and comprehension

Auditing our Curriculum, Teaching and Learning:

We ask ourselves the following questions when auditing our current performance:

How well are we doing?

- How do we compare with similar schools?
- What more should we aim to achieve?
- What must we do to make it happen?
- Self-evaluation and development is a critical part of the schools managerial role and teachers, care staff and managers will input into the development as well as pupils own feedback.

In Scarborough School the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics;
- developing a love for learning;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work;
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress;
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- setting appropriate homework;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress;
- managing instances of poor or disruptive behaviour.

Behaviour that undermines the happy environment that is such a hallmark of Scarborough School life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, are not accepted.

When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression and
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils and the views of our pupils, parents/guardian/carers and staff.

We design our curriculum to ensure that it is broad, well balanced and covers all the required areas of learning. We modify our curriculum and teaching to meet the needs of individuals and groups of pupils including our gifted and talented and disabled pupils or those with a special educational need. When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils and
- the views of our pupils, parents/guardian/carers and staff.

Monitoring & Review

The author will undertake a formal review of this policy & procedure biennially for the purpose of monitoring and of the efficiency with which the related duties have been discharged, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.