

TEACHING AND LEARNING POLICY

Updated September 2023

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Gordano's Vision for Learning

Our vision is to provide all students with a rich and rewarding learning journey, through a carefully sequenced curriculum designed to inspire curiosity, deepen understanding and progressively build in cognitive complexity (see appendix 1, our Whole school Curriculum rationale). The vehicle for delivering the curriculum is 'Gordano Learning' (appendix 2): evidence informed pedagogical processes that prioritise responsive approaches informed by knowledge of learners, aiming to both challenge and support all students.

In order to increase the effectiveness of student learning, teachers must also be continually learning. The approaches in Gordano Learning are therefore supported by ongoing CPD (including the Developmental Drop In process) and appraisal, which places professional development (for teachers and leaders) at the centre of all ongoing priorities.

Whilst 'best practice' in terms of evidence informed approaches is shared centrally to support each aspect of Gordano Learning, faculties make sense of this guidance in a way that is contextually appropriate '*Faithful adoption with intelligent adaptation*' (EEF). Approaches to Checking and Feedback (for example) focus on key strategies that are both effective and time efficient, but these are adopted as appropriate to suit the nature of learning in each subject (appendix 1). Importance is also placed on subject specialism and ongoing scholarship, which is continually developed and enhanced in teams as well as according to individual needs.

Gordano Learning is informed (in the main) by the following texts:

- Rosenshine's Principals in Action: Tom Sherrington
- Making Every Lesson Count: Tharby/Allison
- Teach Like A Champion: Doug Lemov
- Responsive Teaching: Harry Fletcher Wood
- Memorable Teaching: Peps McCrea
- Walkthrus (1,2 and 3): Tom Sherrington

Each aspect is supported by supplementary guidance, examples of effective practice and suggestions for further reading, shared through Wednesday CPD and through 'The Digest' (appendix 2). The Educational Endowment Foundation Toolkit is also an essential source of evidence informed approaches, particularly in our ongoing mission to address educational disadvantage. Our approach to the latter can be understood through the framework of Gordano Learning as can our approach to improving Literacy (see relevant pages in Gordano Learning).

Roles and Responsibilities

Teaching and learning at Gordano is a shared responsibility with everyone in our school community having an important role to play.

Gordano Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage in ongoing professional development, in response to individual, faculty and whole school priorities
- Implement the planned curriculum through the vehicle of Gordano Learning as is appropriate for the subject context
- Use all knowledge available about students to inform planning, particularly for priority learners
- Use assessment *for* learning and *of* learning in order to diagnose misconceptions, gaps in knowledge, inform planning and provide students with information about their progress
- Promote a growth mindset to support students' learning resilience
- Update parents/carers on students' progress through Ready to Work reports, Achievement reviews, progress evenings and communication through email/phone call as appropriate.

Gordano Heads of Faculty/Post Holders will:

- Create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Create and share clear intentions for their subject/phase
- Sequence learning in a way that allows students to make good progress from their starting points
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Facilitate the sharing of ideas, resources and good practice both in relation to Gordano Learning and subject specific learning.
- Improve on weaknesses identified in their monitoring activities

Gordano Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Address underachievement and intervene promptly

Gordano Students will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious and engaged, applying maximum effort and focus into learning
- Be resilient in the face of challenges, understanding the importance of mistakes in the learning process
- Complete home learning activities as required

Gordano Parents and Carers will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning including reading

Gordano Governors will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress and attainment
- Monitor the effectiveness of this policy and hold the Deputy Headteacher to account for its implementation
- Make sure that other school policies promote high-quality teaching, and that these are being implemented

Links with other policies/documents:

Whole school Curriculum rational (for students joining in Year 7 from 2023 onwards and for existing learners)

Curriculum rationales and subject maps

Gordano Learning Literacy

Expectation chart for Disadvantaged Students

Behaviour for Learning Policy (including homework expectations)

SEND Policy

Exam Policy

Remote Learning guidance

Equality and Diversity Policy

Appraisal

Appendix 1: Whole School Curriculum Rationale

Please click [here](#) for the Curriculum rational for students who joined the school from September 2022 or before.

Gordano Whole School Curriculum Rationale

For students joining the school from September 2023

Curriculum Aims

At Gordano school, we are ambitious for all students to experience, develop and secure the knowledge, skills and attitudes that will allow them to progress with curiosity and confidence through school and beyond. Our definition of the curriculum is ‘*the entire planned learning experience*’¹ Our aim therefore in planning and implementing both the taught and wider curriculum is to develop lifelong learners, with the agency and desire to positively contribute to the various communities to which they belong.

Curriculum Principles

We cannot predict the knowledge and skills that will be needed in the future. We can however equip students with essential, ‘powerful’ knowledge across a breadth of subject discipline, along with the skills, attitudes and dispositions that will enable them to apply, adapt and build on this knowledge in the future.

We have summarised key curriculum components into ten principles; seven academic and three personal, that together, inform the planning and delivery of the curriculum our students experience, within the classroom and beyond.

Academic Principles (1-7)

Each subject area has a unique role to play in moulding our young people; we celebrate and value the specific skills and traditions within each area of study. With the curriculum principles as a foundation, our subject specialists are trusted to decide on the curriculum ‘entitlement’ for every student within that subject, informed by but not limited to the National Curriculum and exam specifications. Subject teams consider carefully curriculum pacing and sequencing to ensure that the curriculum progressively builds in cognitive complexity across the years, whilst supporting knowledge understanding, retention and application. Curriculum review and development is ongoing, informed by learner needs, learner progress and in response to local, national and global circumstances.

The academic curriculum is delivered through [GORDANO LEARNING](#).

1. The core, foundation knowledge in each discipline				
2. Opportunities for reading and development of Tier 2/3 vocabulary, writing styles and text types				
3 The numerical concepts used within each discipline.	4 The practical and cognitive skills inherent to each discipline.	5 The key timelines, theories and figures within each discipline	6 Exposure to and consideration of diverse perspectives	7 Knowledge of how each discipline has impact on the modern and future world.

Foundation knowledge (1) accessed and explored through proficient reading, writing and a rich vocabulary (2) are of central importance, being a core entitlement for all learners.

Across subjects, we build in opportunities for academic reading on a regular basis, as well as providing learners in Key Stage 3 time within the curriculum to develop their reading for pleasure. All teachers help students improve their written expression and accuracy. Secure numeracy (3) is essential for all students. Many subjects provide opportunities for students to be creative, ingenious and accurate with their practical work (4), and a variety of subjects explore and invite students to consider diverse cultures and perspectives (6). Finally, we consider it essential that our students are able to look both backwards and forwards - to consider subjects in the light of the history of thought and civilisation (5), and well as look forward to the opportunities and risks as we move further into the 21st century (7).

Each subject has articulated their rationale for learning in a statement, along with their intention for learners at each of the key stages. These can be found by clicking on the subject 'buttons' on the Curriculum section of the school website. As our curriculum is continually under review, this information is regularly edited and updated.

Main contribution to the academic principles from different subject disciplines

Curriculum principle	1	2	3	4	5	6	7
English	/	/			/	/	/
Maths	/	/	/	/			/
Science	/	/	/	/			/
History	/	/	/		/	/	
Geog	/	/	/			/	/
Ethics and Phil	/	/			/	/	/
PE	/	/	/	/			/
MFL	/	/				/	/
DT	/	/	/	/			/
Computing	/	/	/	/			/
Art	/	/		/	/	/	
Drama	/	/		/	/	/	
Music	/	/		/	/	/	
Dance	/	/		/	/	/	
Social Sciences	/	/	/	/	/	/	/
PSHE	/	/			/	/	/

Personal Curriculum Principles (8-10)

Our personal principles encompass the wider awareness, attitudes, habits and dispositions that will develop students' kindness, responsibility, ambition and their happiness. In other words, principles that will enable them to Dream big, Do your Best and Give Back.

8 Learning to be responsible for ourselves and our futures.	9 Learning to be responsible for our community.	10 Learning to consider our global and environmental responsibilities.
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Learning to take responsibility for our own lives and engage in experiences that develop aspiration (8) are a vital aspect of secondary schooling as the bridge into adulthood and the world of work. Learning to act in support of others in our community (9) and consideration of our global responsibilities (10) are fundamental responsibilities of society.

We take great pride in the range of curricular, extra-curricular, pastoral, social and developmental experiences that students are given throughout their time at school to foster these attributes. These are delivered in a range of ways - through the PSHE curriculum, through our tutor and assembly programme and as members of a tutor group and a House, through the 'Gordano Extra' and 'Gordano Aspire' programmes, through student leadership roles and forums, and through Activities Week, Performing, Visual Arts and Design events, through CEIAG and work experience and embedded into our academic curriculum. We are continually working to involve all students in the wider curriculum offer.

Learner entitlement: Key Stage 3

The phase of learning referred to as Key Stage 3 (KS3) relates to Years 7, 8 and 9, for students joining Gordano in September of 2023. In the words of Myatt/Tomsett: '*KS3 is the intellectual powerhouse of the school*'² The KS3 Curriculum is planned therefore to give students a strong grounding in a broad range of subjects, in line with our curriculum principles. This means equipping students not only with essential, 'powerful' knowledge and skills, but also inspiring curiosity, questioning, opinions, development of literacy and ensuring students have the attitudes, learning habits and interest in learning that sets them up for successful study into KS4 and beyond. Students may naturally prefer certain subjects over others depending on their personal interests and perceived ability: we want students to understand the value of all learning and how each subject has a crucial part to play in their outlook, understanding of the world and access to opportunity, regardless of whether they choose to pursue it in the future.

When students reach Year 9, they will build on learning from Years 7 and 8 with foundation knowledge and skills in preparation for KS4. This approach will prepare students for successful future study in any subject, regardless of the choices they go onto make.

Academic Curriculum in KS3:

English, Maths and Science

Humanities (Geography, History, Ethics & Philosophy)

MFL (French or Spanish)

Design Technology (including a Carousel of Product Design, Textiles and Food Technology*)

Computing

Creative Arts (Art, Music, Drama and Dance)

PE

PSHE / Citizenship (taught through Ethics curriculum by specialists and through Tutor programme)

Reading: Weekly Drop Everything and Read (DEAR) and tutor time reading. Fortnightly library reading lessons (Years 7/8)

Academic Curriculum in KS4:

We ensure careful and appropriate subject choices are made at Key Stage 4 through a comprehensive Guided Choices process starting in the January of Year 9 (from 2026) (January of Year 8 in 2024). This process includes a full range of information and guidance: subject input, taster sessions, special assemblies, links to careers advice and careful matching of students to appropriately challenging options pathways.

Core Curriculum

All students enter for GCSE **English** Language and Literature

All students enter GCSE **Maths**

All students enter GCSE Combined **Science** OR separate Sciences in Biology, Chemistry and Physics

All students take part in Core PE

All students continue with core Ethics lessons tailored specifically to the context of Gordano students and including key elements of PSHE alongside comprehensive preparation for their next steps.

Guided Choices and The ‘Ebacc’

We believe that an ‘Ebacc pathway’ is appropriate for the majority of our students. We also recognise that for some students, an alternative suite of subjects will better prepare them for the future.

In particular we believe that studying a **Language** is a valuable part of a student’s education. We live in an increasingly globalised world and we see it as our responsibility to prepare students for that in terms of the process of learning a language and developing an understanding of other cultures and values, especially in a community that is not as culturally diverse as many. We also value the benefits of language learning in relation to understanding of grammar and improved cognitive function, particularly in relation to memory and flexible/creative thinking. The vast majority of students therefore will study a language to GCSE level. For a very small number of students, a more bespoke pathway may be more suitable as determined by SEND needs or other external professional guidance, such as guidance from CAMHS. This will be discussed on an individual basis.

We also encourage students to study a GCSE in **Humanities** (History or Geography) to maintain breadth and as a ‘facilitating’ subject.

Computing is the other subject that is optional, but part of the Ebacc group. It is particularly suited to students who are mathematically minded.

Other Guided Choices at Key Stage 4

Creative Arts (GCSE Art, GCSE Art Photography, GCSE Dance, GCSE Drama, GCSE Music)

Technology (GCSE Design Technology (including Textiles option), GCSE Food and Nutrition, GCSE Computer Science, Cambridge National Creative iMedia, WJEC Construction (*under review*))

Social Science (GCSE Business Studies, GCSE Psychology, BTEC Health & Social Care)

Physical Education (GCSE PE, Cambridge National Sport Studies)

Aspire Pathway (BTEC Public Services, Travel and Tourism, Core Support in English / Maths)

GCSE Religious Studies is offered as a twilight course in Year 9 and 10.

Ultimately, we believe that students should be given opportunity to choose (under careful guidance) a combination of options at Key Stage 4 that suits their individual skills, interests and potential future pathways, whilst ensuring they are equipped with a suite of subjects that opens doors both academically and professionally.

The Academic Curriculum at Key Stage 5

The Key Stage 5 curriculum aims to build on the academic and wider experience developed at Key Stages 3 and 4, offering a broad range of academic pathways and a rich broader curriculum.

Most students study three subject options from a wide range of subject disciplines:

English Faculty (A Levels in English Language, English Literature, Media Studies)

Maths Faculty (A Levels in Maths, Further Maths and Level 3 Core Maths)

Science Faculty (A Levels in Biology Chemistry, Physics)

Humanities Faculty (A Levels in Geography, Government & Politics, History and Ethics and Philosophy)

Languages Faculty (A Levels in French, Spanish)

Technology Faculty (A Levels in Product Design, Textiles, Computing, Cambridge Technical in IT)

Social Science Faculty (A Levels in Business Studies, Economics, Psychology, Sociology, Level 3 BTECs in Business Studies, Health & Social Care)

Creative Arts Faculty (A Levels in Art, Music)

Physical Education Faculty (A Level PE, Cambridge Technical in Sport Studies)

Most students study three Level 3 subjects, with the option (under careful guidance) for students to complete four.

We also seek to offer an opportunity for students to add further breadth to their academic profile and develop high level academic research skills through offering the Extended Project Qualification and Core Maths. This is encouraged for approximately the upper 40% of the Year 12 cohort.

Appendix 2: Gordano Learning

Click [here](#) to see the full version of Gordano Learning



Pedagogical processes which underpin teaching that:

- Is based on knowledge of individual learners
- Challenges all learners to think
- Inspires curiosity



Purposeful Planning: for LEARNING rather than 'doing'

Teach to the Top: scaffold to support

- Planning stems from knowledge of learners and is in response to prior learning
- It is driven by Learning Objectives ('Made first') which guide decisions about learning activities
- Consideration is given to what students will need to THINK about and how we can facilitate connections between facts and ideas
- Essential Tier 2 and 3 vocabulary is identified
- Learning is pitched to challenge the highest attainers with planning and delivery providing scaffolds for those who need it

Review

'Do now' retrieval practice

- Low stakes quizzing/review of prior learning (e.g 'last lesson/week/topic/year')
- Embeds core elements and vocabulary identified in Curriculum planning
- Completed from memory
- Model answers shared then discussed (e.g 'Why?')

Context

- Learning objective: 'Today We are Learning...'
- Can be driven by a key question
- Linked: to 'big picture', prior learning, wider context

Explanation

- Expert explanation
- The right amount of information at the right time (awareness of students' working memory)
- Essential Tier 2/3 vocab explicitly defined/explored
- Made memorable: examples, narratives, relevance, metaphor

Modelling

- 'I do, we do, you do'
- Supports the explanation
- Provides guidance for essential learning skills e.g reading comprehension strategies, annotation, note taking, summarising, redrafting

Practice

- Application of the explanation and modelling
- Guided and supported through scaffolding
- Gradual removal of scaffolding towards independence

Checking & Feedback

A constant, responsive process

Checking:

- For understanding (CFU)

Through use of 'Warm' calling (also used to deepen thinking, identify links, scaffold discussion)

- Through live marking

- To provide feedback

Immediately

In a subsequent lesson

Individually

As a small group

As a class

To structure TRIO

In response to assessment

Ultimately:

- To responsively inform planning that will challenge and support all learners

