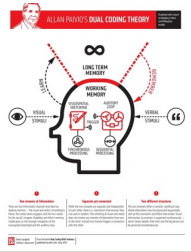


What does Teaching and Learning look like at The View and Why? (Our Curriculum Policy)

We wrote this policy to help develop an understanding of how we approach academic and vocational studies at The View School. We believe in education that engages learners, that is tailored to the individual, helping students reach their goals and future aspirations.

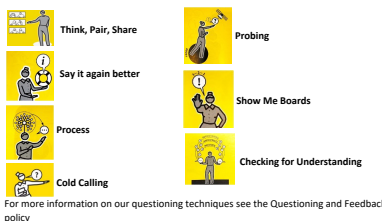
The structure of the school, our environment, our approach and our curriculum are all focused on supporting our learners on achieving their academic and personal goals. We challenge our students, supporting them in having positive educational and life experiences. Our aim is for our young people to have the aptitude and skills to enable successful future outcomes, being effective contributors in all aspects of their lives.

Dual Coding
Combining written material with visuals. It uses the idea that the formation of mental images aids learning and is scientifically backed.



Rubrics
Used as a way to formatively assess student's progress. The Grids show teachers and students both where their learning has come from and where it is going to.

Questioning and Feedback
Questioning and feedback is at the heart of our curriculum. It is a powerful tool for both teachers and students to 'dig deeper' and understand at a deeper level. Teachers use questioning and feedback to check for student understanding and challenge ideas and thinking. Students use questioning to clarify their own understanding.



For more information on our questioning techniques see the Questioning and Feedback policy

High Challenge, Low Threat
It is a proven fact that humans like being challenged. However, it must be within the correct conditions to have a positive impact. We are strong believers in high challenge, low threat and create an environment in which the students feel able to face challenge and take risks without the 'fear' often associated with this.

Reading Across the Curriculum

David Didau:
'The following five hard-won nuggets of information are the product of long experience and extensive study.'

1. Just because students struggle to read doesn't mean they're thick
2. Working memory affects reading ability
3. Comprehension depends on general knowledge
4. Vocabulary matters
5. Everyone loves stories'

Mode B Teaching and Learning

Mode B teaching and learning is an approach that promotes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas. We understand that this approach is not suitable for all learning at The View but will use the principles where appropriate as it promotes independence.



"Instead of being just recipients of knowledge imparted by the teacher, the students become participants in the process of creating knowledge. They cease to be merely an audience to research: they join their teachers in the activity of advanced learning" (Griffiths, 2004: 721).

Mode B methods include:

- Collaborative learning
- Enquiry Projects
- Open response tasks
- Oracy: Debating
- Oracy: Talk for writing
- Oracy: Instructional inputs
- Independent learning: Pre-Reading

Reciprocal Reading

Reciprocal reading focuses on comprehension strategies, which works on the learners' understanding of written text. It is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. Studies have shown that this approach has a significant impact on student's progress in reading.

Phonics

Those students who have gaps in their phonic knowledge will be identified and a phonic intervention will be put in place to address this. The Reciprocal reading programme will run alongside this.



The View School
Values



 Independence	 Respect
 Perseverance	 Compassion
 Aspiration	 Positivity



All Learners

All learners are required to study courses in English, Mathematics, Science, Personal Growth and Wellbeing and ICT (leading to accredited qualifications) as well as PE and PSHE. Our curriculum is enriched by activities to support Character Education and Life Skills.

Key Stage 3

We have designed the Key Stage 3 curriculum, guided by the National Curriculum, to provide our learners with the breadth and depth of knowledge and skills required to access KS4. We group our learners flexibly, providing for their needs in a bespoke manner. Cross curricular links are made wherever possible to build schematic understanding.

Key Stage 4

The Key stage 4 (year 10 & 11) curriculum is designed to allow our learners to have access to the level of qualification that will support them with their onward education or career. Our approach provides life experiences to further enhance academic understanding. These experiences also provide the opportunity to explore identity, beliefs, roles in communities and citizenship.

Post 16

Our Post 16 curriculum is designed to support young people who would find accessing a college environment challenging.

Core studies

All Post 16 learners continue to study GCSE/Functional Skills English and Mathematics. Personal Growth and Wellbeing is integral to the Post 16 timetable. In addition, those learners who do not hold a Science qualification are expected work towards one. They also have the option (as with Key Stage 4) to follow distance learning courses with our support.

Learners are supported in identifying the life-long challenges they face and in developing the strategies, confidence and resilience to meet these challenges independently.

Distance Learning



Working with secondary providers, The View School supports access to distance learning and online learning courses. The benefits of distance learning at The View School include:

- Empowering learners to choose courses of interest
- Providing flexibility of access
- Targeted support of coursework, research skills and communication
- Scaffolded independent study skills

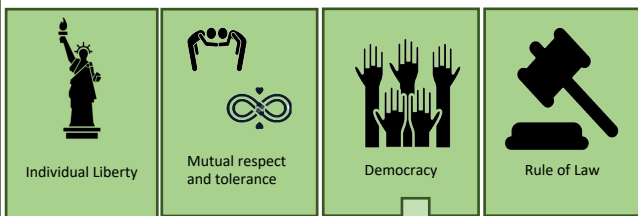
College support (1 year only)



We offer a supported transition between The View School and mainstream college for up to one year or until the young person is able to utilise college tutorial support and meet the social demands of college life independently. Students may choose any course from their local college subject to the college's entry criteria.

British Values:

The broader curriculum includes how we approach British Values, identified by the UK Government as:



With this transferring as a knowledge of

- 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 wellbeing 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 choose and hold other faiths and beliefs is protected in law;
- An acceptance that other 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; and
- An understanding of the importance of identifying and combatting discrimination.

Use of Technology:

Technology will be used to enhance teaching and learning at The View School. Each classroom is equipped with an interactive white board. This allows staff to make their lessons as interactive and engaging as possible. Students will be taught ICT skills using the school's bank of laptops and iPads. Online safety forms part of our curriculum and is underpinned by a stringent monitoring and filtering system (Smooth Wall). We will use alternative ways of recording student's work where needed, for example, use of a digital camera to capture learning or dictation software on the laptops and iPads.



Learning Behaviour:

Our student body will have had negative learning experiences in the past and / or have had traumatic life experiences which have an impact on their engagement with the curriculum. We endeavor to provide our students with the support, the environment and balanced curriculum that enables them to learn. We build upon positive experiences, underpinning the self-confidence and resilience required to meet the challenges associated with academic learning and successful future life outcomes. We provide a curriculum level that is tailored to the individual. Our approach is designed to provide an environment and culture of enquiry, where the whole cohort feel safe to challenge themselves academically, to enjoy their successes and to feel confident in meeting areas for development. A high challenge but low threat approach will allow us to challenge our students in a way that fosters independence and reflection, whilst not threatening or demeaning in any way. Supported reflection takes part on a weekly basis to encourage students to think about their next steps in both personal and academic areas



Example of The View School Timetable

	9:30-9:45	9:45-10:30	10:30-10:45	10:45-11:30	11:30-12:15	12:15-13:00	13:00-13:45	13:45-14:30	14:30-15:00
Monday	Tutor Time	Science	Break	Maths	English	Lunch	Creative Curriculum	ICT	Guided Reading
Tuesday	Tutor Time	Science	Break	Maths	English	Lunch	Art	Creative Curriculum	PSHE
Wednesday	Tutor Time	Science	Break	Maths	English	Lunch	PSHE	PE	PE
Thursday	Tutor Time	Science	Break	Maths	English	Lunch	Socially Speaking	Creative Curriculum	Guided Reading
Friday	9:30-10:00	10:00-10:45	10:45-12:00	12:00-12:15					
	Tutor Time	Enrichment	Break	Enrichment	Raffle	Lunch			

Physical Education



Our physical Education timetable is broad, with students taking part in different activities each term. The fundamentals behind physical education will be explored with cross curricular links made to science and creative curriculum. Individual performance and team building is embedded throughout the PE timetable with teaching focused upon developing the tactical and creative skills associated with developing strategies to improve personal and team performance. Students will have the opportunity to take part in a variety of activities including team and individual sports. Working with local sports centre, we are able to provide excellent facilities for our students. Football, Basketball, Swimming, Badminton and Squash are but a few of the activities available. We are lucky to be located on the edge of town, with footpaths leading through areas of natural beauty. We are surrounded by historic buildings, castles and national parks. This provides excellent opportunities to take learning beyond our school grounds.

Roles and Responsibilities:

All staff will ensure that the school curriculum is implemented in accordance with this policy. It is the responsibility of the Senior Leadership Team to monitor the effectiveness of teaching and learning at the View School

Vocabulary	Definition
Knowledge Organiser	A document usually no more than two sides of A4, that contains key facts and information that students need to learn to gain basic knowledge and understanding of a topic
Mode B teaching	An approach to teaching and learning which promotes independence
Reading across the Curriculum	The skills of reading (both fiction and non-fiction) are promoted throughout all subject areas
Dual coding	Combining verbal/written material with visuals
Rubrics	Formative assessment tool for students and teachers
Independence	Thinking or acting for oneself
Perseverance	Persistence in doing something despite difficulty or delay in achieving success
Positivity	The practice of being or tendency to be positive or optimistic in attitude
Aspiration	A hope or ambition of achieving something
Respect	Regard for the feelings, wishes, or rights of others
Compassion	Sympathetic pity and concern for the sufferings or misfortunes of others
Vocabulary	The words used in a particular subject or sphere of activity or on a particular occasion
Reflection	Serious thought or consideration
Pedagogy	How teachers and students relate together, as well as the instructional approaches implemented in the classroom