



# Horizon Community College Curriculum, Teaching & Learning Policy

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# **CURRICULUM & TEACHING and LEARNING POLICY**

## **C O N T E N T S**

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## Section 1 Aims of this Policy

Our vision is that all students become ‘School Ready; Work Ready; Life Ready’, through ‘Challenging every learner, in every lesson, every day’. This ensures students will know more, remember more and can do more.

A rich programme of professional development, from 1-1 feedback to whole college CPD opportunities, is provided; developing all teaching practitioners regardless of their career stage and ensuring that highly effective, interesting and challenging lessons are delivered.

## Section 2 Responsibilities

It is the responsibility of **all students** to demonstrate *outstanding character in the classroom* by engaging with their teachers, subject content and activities provided during a lesson to develop a growth mindset and reach their full potential.

It is the responsibility of **all teachers** to enable effective delivery of the curriculum continually reviewing, reflecting and improving on teaching practice.

It is the responsibility of the **Subject Leaders** and **Subject Leadership Teams** to monitor and improve the quality of the curriculum & teaching and learning within their department, and to offer high quality CPD.

The **Quality of Education Team** and **Senior Leaders** are responsible for monitoring the quality of curriculum & teaching and learning across the college, recognising and sharing effective practice, and addressing areas of development at both individual and whole college levels.

**Horizon Local Committee (HLC) Members** (formerly Governors) have a duty to monitor that the processes are in place and that the college is addressing students’ learning needs.

This policy should be read in conjunction with the college’s Behaviour for Learning Policy, Assessment and Feedback Policy, Staff Development Policy, Equality Policy, Appraisal and Capability Policy.

## Section 3 Curriculum

### College Curriculum Intent

Our curriculum aims to provide an education which enriches students’ ambitions and love of learning and equips them with the skills, knowledge, and cultural literacy they need to access aspirational post-16 pathways and the responsibilities and experiences of later life. Our curriculum supports the College vision: School Ready; Work Ready; Life Ready.

## **Key Principles** (see Appendix 1)

Our curriculum design follows the ABC model which includes six key principles that operate in synergy:

### **1. Ambitious**

Our curriculum is ambitious for all students. It allows them to challenge themselves academically, broaden their horizons and develop cultural literacy. It enables students to apply their knowledge and skills to solve problems and think critically for themselves.

### **2. Appropriate**

Our curriculum is carefully planned so that it is cognitively demanding for all learners. It seeks to develop a deep understanding of subject knowledge and skills.

### **3. Broad**

Our curriculum allows all students to explore a wide range of academic and vocational subjects at Key Stage 3 and 4, meeting and exceeding the demands of the National Curriculum.

### **4. Balanced**

Our curriculum promotes intellectual, moral, spiritual, aesthetic, creative and physical development. It celebrates diversity and equality, helping students understand the world around them and their place in it.

### **5. Coherent**

Our curriculum is purposefully structured and sequenced. It identifies and teaches the most important disciplinary knowledge and skills within a subject. We teach these in a sequence that maximises progress across 5 years.

### **6. Connected**

Our curriculum is designed to link knowledge, skills and personal development both within and between subjects. Enrichment opportunities deepen classroom learning. It builds on Key Stage 2 learning and provides the key to success in post-16 education, employment, training, and wider adult life.

## **Subject Curricula**

Every subject has an intent statement, which summarises core principles and aims for students.

Subject Teams have identified the key strands that run through their curriculum. These are a combination of knowledge and skills and allow students and staff to articulate how they are improving and building expertise across Key Stage 3 and 4. Each strand reflects an element identified in the subject's intent.

At Key Stage 4, students' work is assessed against GCSE (or vocational qualification) criteria. At Key Stage 3, students' work is assessed against Age-Related Expectations, so staff are clear what students should know, and should be able to do, at that point in their school career. Content and skills for each subject have been mapped and sequenced in detail, to ensure content is covered to maximise progress and retrieval across all five years.

Schemes of Learning are used in day-to-day teaching practice to deliver each unit. These include common elements, experiences, assessment and outcomes which enable effective delivery of the curriculum.

## Section 4 Teaching and Learning at Horizon

### Teaching and Learning Intent:

Teaching and Learning at Horizon ensures that, through effective pitch and differentiated resources, all students can access an engage with a well-planned and aspirational curriculum, so that we “challenge every learner, every lesson, every day”. Research and evidence-based practice inform the six elements of pedagogy that we believe underpin quality first teaching at Horizon.

Through six key research-based aspects of teaching and learning, teaching at Horizon enables all students to reach their full potential.

### Quality First Teaching: The Six Aspects (see Appendix 2)

The aspects listed below (in no particular order), are to be used by teachers as a way of planning effective lessons to maximise the progress of students:

#### **1. Ambitious academic goals and positive relationships**

Aspirational outcomes set for students that challenge and motivate them. These are supported by clear and consistent routines which foster a positive climate for learning both academically and personally.

#### **2. Explanation and modelling**

Teachers plan opportunities to share subject-specific expertise, so that students understand and become confident to engage with new learning.

#### **3. Questioning, retrieval and discussion**

Opportunities are created to support student recall of previously learned knowledge and engage them with pre-planned thought-provoking questions which deepen subject-specific understanding.

#### **4. Responsive teaching (be ready to go back as well as forwards)**

Teachers use a variety of techniques to gauge and respond to students’ understanding within a lesson.

## 5. **Independent practice and scaffolding**

Activities are appropriately pitched and designed. This ensures that all students are able to work independently; achieve challenging outcomes and make progress.

## 6. **Growth mindset and metacognition**

Teachers provide opportunities for students to reflect on their learning and articulate their successes and areas for development. The aim is to develop independent learners.

Reading, Adaptive Teaching and Character in the Classroom underpin each of these aspects.

Effective reading and literacy skills not only underpin learning but also provide a springboard for success in both career and life. At Horizon, we believe that developing a love of reading will ensure students access the curriculum successfully, overcome barriers to learning and develop a positive attitude to college life.

Each of the Six Aspects are adapted by teachers to meet the needs of individuals in each class. This enables all students, in all lessons, each day to reach their full potential engaging with appropriately pitched resources for their ability.

Students are supported to demonstrate outstanding Character in the Classroom. Students are expected to take pride in the presentation of their work and pride in the work they produce. Character in the Classroom supports students becoming independent and metacognitive learners and builds their resilience to ensure they are '*work ready, life ready.*'

### **What lessons at HCC may look like**

To support students and facilitate staff in the delivery of a consistent experience for students, all teachers follow a similar lesson structure model in their planning. The length of each criteria below will differ dependent on where a lesson sits within a scheme of learning.

1. Review prior and introduce future learning
2. Teacher input
3. Checking for understanding
4. Student practice
5. Sharing success and reviewing progress

## Section 5 Continuing Professional Development

### Intent

CPD at Horizon aims to RAISE standards by addressing key areas of development in order to improve student outcomes. (see Appendix 3)

### Responsive

Through regular CPD and Inset time devoted to Professional Development that responds to the developmental needs of teachers.

### Appropriate

CPD opportunities are designed to support teachers based on their career stage, experience and identified areas of development. For example, early career teachers access a large part of their professional development via the Early Career Framework Programme provided by University College London.

Teachers at Horizon are provided with the opportunity to engage in external CPD programmes.

### Individualised

Teachers are provided time to focus on the aspects of teaching & learning that they deem to be personal areas of development, in order to drive habitual change in their classrooms.

### Subject-specific

Through Department Development Time, teaching staff collaborate on improving areas identified in their Improvement Plans. Within the Research and Practice Inquiries, subject-specific practice groups work together to develop their teaching and learning based on a set number of focus areas.

### Evidence-informed

Teachers have access to up-to-date educational research through the Staff CPD Library, the Research Hub, regular Evidence Bites and an array of CPD opportunities afforded to them to ensure their teaching is as evidence-based as possible.

### Implementation

This is implemented via a Three-Strand approach to CPD: Whole College, Departmental and Individual. Each strand complements the others and is mutually reinforcing

### **Whole College**

With a focus on College improvement priorities, the College Leadership Team support all leaders and teachers to secure improved student outcomes.



## **Departmental**

Driven by Subject Leaders, teaching staff collaborate on improving areas identified in their Department Improvement Plans.

## **Individual**

Teachers are provided opportunities to focus upon and develop key aspects of their practice to make alterations which improve the outcomes for the students they teach.

In addition, annually teachers engage in professional development on a range of essential areas, such as Safeguarding, Auto-injector training, and frequent briefings regarding individual students with specific needs.

We use a number of mechanisms to ensure that we implement and sustain development within each Strand, such as through Training Tuesdays, Department Development Time, Subject Leader Meetings and Inset Days. However, the following mechanisms help to develop all three Strands:

### **Responsive Coaching**

1:1 coaching provides bespoke support and precise actions steps for each teacher. Coaches engage their teachers in appropriate deliberate practice to help embed habitual change in their practice.

### **Research & Practice Inquiries**

Each teacher focuses on one area of development over a prolonged period, with support from expert facilitators.

### **The Teach Meet Series**

Strategies designed to develop the Six Aspects of Teaching & Learning and other areas are presented in TeachMeets, which each teacher can choose from a select menu.

## **Section 6    Review & Impact**

In order to assess the impact of our Curriculum and Teaching and Learning, the following quality assurance measures are in place as a means of informing next steps in curriculum design, implementation and CPD opportunities for the college:

- ◆ **HCC Deep Dives**

The HCC Deep Dive is a one-day process. Deep Dive activities are undertaken with the subject leader, to gain a deeper understanding of the Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management within the department.

Key documents for each subject (e.g., Subject intent, Schemes of Learning etc.) will be accessed and reviewed during the process.

- **Whole college routines drop-ins**

These focus on the consistency of whole college routines established with all classes. Following a routines drop-in, teachers receive immediate feedback to drive and maintain standards within the classroom.

- **College and Departmental drop-ins**

These focus on the quality of the curriculum and its implementation by teaching staff.

- **Coaching drop-ins**

These focus on the individual developmental needs of teachers through 1:1 coaching from a consistent and experienced coach. Teachers are provided with a single precise action step from the drop-in and supported in practicing this before attempting with their students.

- **Work scrutiny**

The focus is on the learning journey in books, presentation and implementation of the assessment feedback and response cycle.

- **Progress tracking**

Progress is tracked to ensure students are above that of their peers nationally. Analysis at College and Subject level identifies strengths and areas for development in planning and/or implementation of the curriculum.


- **Subject curricular review**

Subject leadership teams regularly review and improve their curricula, including curriculum intent. This ensures curriculum development continues in line with the ABC curriculum model. The website is then updated to ensure accuracy of information for parents and stakeholders.


- **Continuing Professional Development (CPD)**

CPD is responsive to the developmental needs of teachers as identified in the SIP, DIPs and regular lessons drop-ins. Professional Development programmes are evaluated to ensure they are as effective as possible.

## Appendix 1 – ABC Curriculum Model



# Horizon ABC of Curriculum Design




### College Curriculum Intent

Our curriculum aims to provide an education which enriches students' ambitions and love of learning and equips them with the skills, knowledge and cultural capital they need to access aspirational post-16 pathways and the responsibilities and experience of later life.

Our curriculum design includes six key principles which operate in synergy.


Our curriculum supports the College vision: **School Ready; Work Ready; Life Ready.**



## A

### MBITIOUS


Our curriculum is ambitious for all students. It allows them to challenge themselves academically, broaden their horizons and develop cultural literacy. It enables students to apply their knowledge and skills to solve problems and think critically for themselves.



## B

### ALANCED


Our curriculum promotes intellectual, moral, spiritual, aesthetic, creative and physical development. It celebrates diversity and equality, helping students understand the world around them and their place in it.



## C

### OHERENT


Our curriculum is purposefully structured and sequenced. It identifies and teaches the most important disciplinary knowledge and skills within a subject. We teach these in a sequence that maximises progress across 5 years.



## A

### PPROPRIATE


Our curriculum is carefully planned so that it is cognitively demanding for all learners. It seeks to develop a deep understanding of subject knowledge and skills.



## B

### ROAD

Our curriculum allows all students to explore a wide range of academic and vocational subjects at Key Stage 3 and 4, meeting and exceeding the demands of the National Curriculum.



## C

### ONNECTED


Our curriculum is designed to link knowledge, skills and personal development both within and between subjects. Enrichment opportunities deepen classroom learning. It builds on Key Stage 2 learning and provides the key to success in post-16 education, employment, training, and wider adult life.

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## Appendix 2 – The Six Aspects of Teaching and Learning



# Aspects of Teaching & Learning



**Intent**

Teaching and learning at Horizon ensures that all students can access and engage with a well-planned and aspirational curriculum, so that we “challenge every learner, every lesson, every day.” Evidence-based and research-based practice inform the six elements of pedagogy that we believe form quality first teaching at Horizon.



**Ambitious academic goals and positive relationships**

Aspirational outcomes set for students that challenge and motivate them. These are supported by clear and consistent routines which foster a positive climate for learning both academically and personally. (TS1, TS5, TS7, TS8)




**Explanation and modelling**

Teachers plan opportunities to share subject-specific expertise, so that students understand and become confident to engage with new learning. (TS3, TS4, TS5)



**Questioning, retrieval and discussion.**

Opportunities are created to support student recall of previously learned knowledge and engage them with pre-planned thought provoking questions which deepen subject-specific understanding. (TS2, TS3, TS4, TS5, TS6)



**Responsive teaching (be ready to go back as well as forwards).**

Teachers use a variety of techniques to gauge and respond to students’ understanding within a lesson. (TS2, TS4, TS5, TS6)



**Independent practice and scaffolding.**

Activities are appropriately pitched and designed. This ensures that all students are able to work independently; achieve challenging outcomes and make progress. (TS4, TS5, TS8)



**Growth mindset and metacognition.**

Teachers provide opportunities for students to reflect on their learning and articulate their successes and areas for development. The aim is to develop independent learners. (TS2, TS6, TS8)

 **READING** 

## Appendix 3 – Professional Development Intent & Implementation



# Professional Development

### INTENT: RAISE Standards

To improve the outcomes of all our students, CPD at Horizon aims to **RAISE standards**, by addressing areas of development via a **Three-Strand** approach to CPD: Whole College, Department & Individual



**RESPONSIVE**

Through regular CPD and Inset time devoted to Professional Development that responds to the developmental needs of teachers.



**APPROPRIATE**

CPD opportunities are designed to support teachers based on their career stage, experience and identified areas of development.



**INDIVIDUALISED**

Teachers are provided time to focus on the aspects of teaching & learning that they deem to be personal areas of development, in order to drive behavioural change in their classrooms.



**SUBJECT-SPECIFIC**

Through Department Development Time, teaching staff collaborate on improving areas identified in their Improvement Plans. Within whole-college CPD, subject-specific practice groups work together to develop their teaching and learning based on a set number of focus areas.



**EVIDENCE-INFORMED**

Teachers have access to up-to-date educational research through the Research & Training Hub and an array of CPD opportunities afforded to them to ensure their teaching is as evidence-based as possible.

### IMPLEMENTATION: THREE- STRANDS

STRAND 1 Whole College	STRAND 2 Departmental	STRAND 3 Individual
<p>With a focus on College improvement priorities, the College Leadership Team support all leaders and teachers to secure improved student outcomes.</p> <p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li style="background-color: #f96; padding: 5px; margin-bottom: 5px;">Training Tuesdays: Whole College</li> <li style="background-color: #4db6ac; padding: 5px; margin-bottom: 5px;">INSET Days</li> <li style="background-color: #9c27b0; padding: 5px; margin-bottom: 5px;">Monday Briefings</li> <li style="background-color: #00bcd4; padding: 5px; margin-bottom: 5px;">Researching &amp; Training Hub</li> <li style="background-color: #e91e63; padding: 5px; margin-bottom: 5px;">TES Develop Courses</li> </ul>	<p>Driven by Subject Leaders, teaching staff collaborate on improving areas identified in their Department Improvement Plans.</p> <p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li style="background-color: #f96; padding: 5px; margin-bottom: 5px;">Department Development Time</li> <li style="background-color: #4db6ac; padding: 5px; margin-bottom: 5px;">Subject Leader Meetings</li> <li style="background-color: #9c27b0; padding: 5px; margin-bottom: 5px;">Working Groups, such as:                             <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Technology</li> </ul> </li> <li style="background-color: #00bcd4; padding: 5px; margin-bottom: 5px;">College Deep Dives</li> </ul>	<p>Teachers are provided time and opportunities to focus on the aspects of teaching &amp; learning in order to drive behavioural change in their practice.</p> <p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li style="background-color: #f96; padding: 5px; margin-bottom: 5px;">ITT/ECT Provision:                             <ul style="list-style-type: none"> <li>• ITT Programme (w/ SHU, LTU, Exchange, Teach First)</li> <li>• ECF Programme (w/ UCL)</li> </ul> </li> <li style="background-color: #4db6ac; padding: 5px; margin-bottom: 5px;">NPGs</li> <li style="background-color: #9c27b0; padding: 5px; margin-bottom: 5px;">Middle Leader Development Programme</li> <li style="background-color: #00bcd4; padding: 5px; margin-bottom: 5px;">Funded external CPD opportunities</li> </ul>

**The following mechanisms help to develop all three Strands:**



Instructional Coaching  
& Deliberate Practice



Research & Practice  
Inquiries



T&L  
TeachMeet

School Ready; Work Ready; Life Ready