



# Exeter Cathedral School Policy



## Curriculum Policy (including Teaching and Learning Policy)

### Aims:

**Our aim is to provide full-time supervised education for pupils from age 3 to 13 years, which gives pupils experience in spiritual, linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;**

This is delivered through our taught curriculum, as detailed in our curriculum policies and schemes of work, and through our 'hidden curriculum' such as assemblies, talks, interactions with pupils and links with the Cathedral.

**We provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;**

Great care is taken by subject and form teachers to match their teaching to the needs of each cohort. The SENCO oversees planning and delivery of the curriculum for statemented pupils.

**We intend that pupils will acquire skills in speaking and listening, literacy and numeracy;**

Our youngest children are offered a stimulating language rich environment where the emphasis is on the development of speaking & listening skills. As they progress up the school, the emphasis shifts to the formal skills of reading, writing and written maths.

**Where a pupil has a statement, we provide an education which fulfils its requirements;**

We have regard for the SEN code of practice and work closely with parents and with other professionals to fully meet requirements.

**We deliver teaching in personal, social and health education which reflects the school's aims and ethos;**

The forms part of our RS syllabus (in the Prep School), RS PSHE and Circle Time (Years 1-2) and RS, PSED Key Group Sessions and Circle time (EYFS) and is reinforced by the consistent approach from all staff members in nurturing the development of the 'whole child'.

**We provide appropriate careers guidance for pupils receiving secondary education;**

As part of our post Common Entrance programme, we invite speakers to meet our Year 8 pupils and describe a range of careers to which the pupils might aspire.

**We expect all pupils to have the opportunity to learn and make progress;**

An active Gifted and Talented programme is aimed at our most able and talented pupils and support from teaching assistants and volunteers is provided for those with learning difficulties.

**We provide a curriculum that does not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;**

The school allows pupils to take an active role in understanding the democratic process through school council whose members are voted for by the pupils. Morning worship promotes a deeper understanding of our responsibility and roles in support of positive British values. A wide variety of teaching resources are used in Religious Studies, PSHE and English lessons to encourage pupils to understand a range of faiths and diversity.

**We provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.**

A major emphasis at ECS is on developing well-balanced, mature and fair minded pupils. Staff know the children well and work tirelessly to support them on their journey to adulthood.

**We provide a programme of activities appropriate to the educational needs of pupils below compulsory school age in relation to personal, social and emotional development and communication and language skills.**

Details of this can be found within the EYFS documentation.

## **Teaching and Learning Policy**

### **The purposes of this policy**

- To seek to ensure that pupils attain their full potential as learners
- To clearly state the expectations of the school with regard to teaching and learning
- To provide guidance to teachers and others relating to professional development needs to support teaching and learning
- To provide a framework through which excellence can be evidenced
- To provide the basis upon which programmes can be developed to monitor the effectiveness of teaching and learning across the school

### **Principle 1. The Learning Environment is Supportive and Productive**

This principle is about building quality relationships based on respect, value and care. It is about taking time to get to know and understand pupils in an educational sense and also in a wider social and personal sense.

All staff will

- Seek to ensure the provision of a safe, accessible learning environment which is conducive to effective teaching and learning
- Develop a classroom/learning environment which seeks to engage the attention of all pupils in a range of learning opportunities that meet individual need
- Recognise and celebrate pupil achievement

- Seek to broaden the children's awareness of spiritual, moral, social and cultural awareness

**Principle 2. The Learning Environment promotes Independence, Interdependence and Self-Motivation**

This principle is about fostering a love of learning and preparing the pupils to be lifelong learners.

**Pupil Management and Behaviour**

All staff will:

- Ensure adequate supervision and maintain a positive learning environment within the class
- Seek to promote positive learning attitudes and respect for the beliefs and opinions of others
- Promote positive behaviour within school

**Principle 3. Pupils' needs, background, perspectives and interests are reflected in the Learning Programme.**

This principle is about meeting a range of learning needs and planning an individualised programme to harness the interest and enthusiasms of the pupils.

**Planning and Expectation**

All staff will

- Clearly identify learning objectives appropriately differentiated to match the needs of the pupils
- Provide regular feedback to all pupils to aid understanding and future learning.
- Promote pupil confidence through appropriate tasks and challenge with recognition of all achievement
- Create regular opportunities to reflect on the effectiveness of learning
- Ensure that all homework is relevant and at a level where all pupils can succeed
- Ensure that all records are maintained and that the assessment outcomes are used to inform future planning

**Teaching Methodologies and the Management of Resources**

All staff will:

- Promote an ethos of safety and respect for others and their property at all times
- Encourage the pupils to become independent learners and to manage their own equipment

- Present learning opportunities across the teaching styles which reflect the needs of all the pupils
- Seek to manage resources to the optimum to promote learning
- Ensure that they are aware of Special Educational Needs of pupils within their teaching groups
- Contribute to IEP reviews as needed
- Be alert to opportunities for learning outside the planned curriculum which benefit social and/or intellectual learning

#### **Principle 4. Assessment Practices are an Integral Part of Teaching and Learning**

This principle is about Assessment for Learning. Formative and Summative assessments are fully integrated into delivery of the teaching programme.

##### **Use of Assessment Procedures**

All staff will:

- Complete regular assessments to establish levels of the individual children on which future learning is planned
- Give both individual and group feedback on a regular basis and adjust short term learning objectives appropriately
- Follow the school's monitoring and assessment schedule, with teacher assessment on-going, formal assessment as set out in the annual timetable.
- Analyse data to enhance pupil progress and achievement
- Promote self-review at all times.

#### **Principle 5. Students are Challenged and Supported to Develop Deep levels of Thinking and Application**

This principle is about going beyond the achievement of superficial learning goals. For example, it is about noticing and building upon flashes of insight from the pupils.

##### **Pupil Achievement**

All staff will:

- Promote an interest in learning, a pride in achievement, and respect for the achievement of others
- Promote positive learning habits and attitudes to work

- Provide opportunities for all pupils to have a sense of collective responsibility
- Ensure pupils are always challenged but given targets that are achievable

**Principle 6. Teachers themselves are lifelong learners. They have much to offer one another through professional dialogue.**

This principle is about challenging the isolation of the teacher in their classroom. It recognizes the enormous wealth of experience that resides in our colleagues.

**Professional Development**

- Regularly review performance against this teaching and learning policy and any other targets set as part of the Professional Development timetable
- Identify areas for individual and school-based development through both formal and informal procedures
- Work as part of a team, sharing good practice and liaising with others across the disciplines, when appropriate

**Managing and Supporting Other Adults**

- Provide professional guidance for all staff within school in line with school recommendations
- Promote school policies at all times when working with others and representing the school

**Principle 7. Learning connects strongly with communities and practice beyond the classroom. This school enjoys a unique setting**

This principle is about the school's close connection with Exeter Cathedral, and, in particular, the Cathedral Choir. This has both a musical and spiritual element.

**Principle 8. A Balanced View**

At Exeter Cathedral School, we do not promote partisan political views in the teaching of any subject. Staff ensure that whenever political issues are brought to the attention of pupils, pupils are offered a balanced presentation of opposing views.

In addition, at Exeter Cathedral School, we are mindful of the guidance below (ISI Integrated Handbook – Regulatory Requirements Sept. 2013):

*“It is recognised that schools with a religious ethos will want to reflect that ethos in the teaching they provide and the current framework allows that. There is no curriculum requirement on independent schools to teach about marriage but when they do so they must ensure that what they teach accords with the Independent School Standards, including on pupils’ Spiritual, Moral, Social and Cultural development. A balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage were to be discussed in lessons, we would expect teachers to reflect the fact that marriage for same sex couples is part of the law of this country, but there is no requirement on them to endorse it. There is nothing in the Equal Marriage Act that inhibits the rights of teachers or schools to express religious or philosophical*

*views about marriage in lessons. Article 9 of the European Convention on Human Rights guarantees freedom of thought, conscience and religion, and religion or belief is a protected characteristic under the Equality Act 2010. However, teachers and schools must ensure their conduct recognises their responsibilities under those duties to others. Teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.”*

**Reviewed by:**

**November 2013.**

- In line with recent regulatory guidance, please include a statement that the curriculum content does not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (mentioned to some extent in the footnote at the end of the document, but requires more prominence in document **(ISSR regulation 2.1.a.ii)**)