

<p><b>Dronfield Henry Fanshawe School</b></p> 	<b>Policy No:</b>	Author:	AJM/SCO/NYA/ SLT
		Committee:	Curriculum
	<b>The Planned, Taught and Learnt Curriculum Policy</b>	Review Cycle:	Every 2 Years
		Initial Date Adopted	Sept 2006
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### **Introduction:**

**Linked policies:** Assessment, Recording and Reporting Policy, Feedback and Improvement Policy, Curriculum Policy, Homework Policy, Professional Learning (CPD) Policy, Internet Policy, Attendance Policy, Attitude to Learning (Behaviour) Policy, Appraisal Policy and Wider Curriculum Policy.

**Note:** this Planned, Learnt and Taught Curriculum is intrinsically linked to the Wider Curriculum and thus the Wider Curriculum Policy should be read in conjunction with this policy.

### **Our school Vision Statement**

#### ***Success with Care***

Dronfield Henry Fanshawe School strives to provide a high quality educational experience for all students, through an enriching curriculum that enables them to acquire a deep knowledge of the world in which they live, so that they can develop a love for learning and can thrive personally, economically and academically, in life. The school aims to engage and inspire the students of today, from Y7-Y13, to grow and develop into rounded citizens that become positive, caring and successful members of society and are equipped to become the leaders of tomorrow. We aim to provide outstanding teaching which results in students being equipped with the skills, knowledge and attributes they require to live a happy, successful and productive life.

### **How we define an outstanding education**

An outstanding education at DHFS is characterised by students being able to confidently articulate their curriculum experience in their own words through:

- what knowledge and skills they are acquiring and how these helps them to take advantage of opportunities, responsibilities and experience in later life
- how their education is developing their 3Rs –Resilience, Responsibility and Reflection
- the cultural capital they are gaining through exposure to essential knowledge that students need to be educated citizens from the best that has been thought and said and develop a greater appreciation for human creativity and achievement
- what the clearly defined end points the curriculum is building towards over lessons, over modules and over years
- the sequence of learning is logical and how new knowledge and skills build on what they have been taught before and how their learning will lead them towards the clearly defined end points

- how they are learning about our school's local context within every subject as well as their place in the wider world
- their experience of a broad and balanced curriculum regardless of disadvantage or SEND
- how their own gaps in learning (knowledge and skills) are being addressed
- how the wider curriculum and the academic curriculum that they experience are interconnected

The quality of education at Dronfield Henry Fanshawe School is also characterised by how effectively the curriculum is taught so that knowledge is acquired in working memory and transferred to long-term memory through the following strategies:

Aspect of making learning stick	Details	Reference to Rosenshine Principles in Action
<b>Subject expertise</b>	All teaching staff having expert knowledge of the subject that they teach and gaps in knowledge are supported through individual- and faculty-level support and professional learning	-
<b>Curriculum design</b> <ul style="list-style-type: none"> <li>• Subject vision</li> <li>• Design rationale</li> <li>• Big Ideas</li> <li>• Spiral sequence</li> <li>• Curriculum mapping</li> <li>• Schemes of learning</li> </ul>	The subject curriculum is planned and taught in a way that embeds key concepts in students' long-term memory and apply them to new situations fluently through the use of a clear subject vision, design rationale, Big Ideas, spiral sequencing and the classroom-based strategies outlined below that all help to make learning stick.	-
<b>Personalisation (aim high personalise down)</b>  Our approach is that <b>all students experience high quality teaching</b> , but we place an <b>enhanced focus on students at greatest risk of underachievement</b> .	This is a deep-rooted strength of our teaching at DHFS. One size does not fit all. It is important that all students can fully experience the curriculum. It is never a case that some students never experience the full subject curriculum. We <b>aim high</b> (high expectations with curriculum exposure, student experience and student learner habits) and <b>only where required</b> do we <b>personalise down</b> for some students (through personalisation such as scaffolding) to ensure they also experience the full subject curriculum.  Our expert teachers reflect, act, observe (ascertain impact of learning) and teaching approaches periodically. This is supported through SPS reflections and actions, TLCs, PM review discussions and developmental QA.	Personalisation is relevant to all 10 Rosenshine principles. An expert teacher will decide at the planning and teaching stage which principles may be adapted or personalised for some students.
<b>Reviewing material and questioning (formative assessment)</b>  	All teaching staff use assessment to check students' understanding in order to inform teaching and to help students embed and use knowledge fluently and develop their understanding in long-term memory to avoid simply memorising disconnected facts. This information is then used to support the teacher's response to misunderstandings and gaps in learning and address these swiftly.	<b>Asking questions</b> (Rosenshine principle 3) <b>Checking for student understanding</b> (Rosenshine principle 6) <b>Daily review</b> (Rosenshine principle 1) <b>Weekly and monthly review</b> (Rosenshine principle 10)
<b>Sequencing concepts and modelling</b>	To aid learning within working memory our teachers present new material in small but	<b>Presenting new information using small steps</b>

	<p>appropriately challenging steps and provide models and scaffolds to support difficult tasks but then are withdrawn when no longer needed.</p>	<p>(Rosenshine principle 2)  <b>Provide models</b>  (Rosenshine principle 4)  <b>Provide scaffolds for difficult tasks</b>  Rosenshine principle 8)</p>
<p><b>Stages of practice</b></p> 	<p>Student practice with learning involves earlier stages of guiding student practice with high success rates followed by independent but still monitored practice in order for skills and knowledge to become automatic (achieving fluency).</p>	<p><b>Guide student practice</b>  (Rosenshine principle 5)  <b>Obtain high success rate</b>  (Rosenshine principle 7)  <b>Independent practice</b>  (Rosenshine principle 9)</p>
<p><b>Feedback and improvement</b>  Further details can be found in the Feedback and Improvement policy (2019)</p>	<p>Students are readily provided with verbal feedback and through strategically chosen pieces of written feedback which subsequently requires substantial student improvement to demonstrate their response. Written feedback also shapes near-future lesson planning by the teachers. Students can articulate their specific strengths (WWW) and next steps (EBI) in order to develop further in every given subject. Students recognise common WWW and EBI areas across multiple subject areas.</p>	<p>-</p>

The quality of education at DHFS will also be demonstrated in the strong results that students achieve in examinations and tests. It is important for us to acknowledge that this is one part of the bigger picture of **Success with Care** that our students experience and ultimately take with them when they leave our school. Students are prepared for their next stage of education, training or employment at the end of each stage in their learning but especially at the end of each Key Stage. DHFS students leave to enter high quality destinations on courses appropriate to them

### Students understanding and articulating their learning within the subject curriculum

Students are expected to answer in their own words the following questions with confidence and a degree of consistency with teachers, ACLs, CLs and SLT:

- What is the point (big picture) of you learning this?
- Why do you learn certain things in certain year groups in [name of subject]?
- What are you aiming for? What is the end point?
- How does your learning from last week/ month link to today's lesson?
- How do your teachers assess your knowledge and progress?
- What beautiful work are your proud of?
- Do all students in your class learn the same?
- How much are you thinking hard in your lessons? What have you previously found challenging that you can now do? What is easy and why?
- What feedback has helped you to improve?
- How are you showing your best? How are you developing as an independent learner through the promotion of values such as our 3Rs – responsibility, resilience and reflection?

**Agreed whole-school approaches to the taught and learnt curriculum (our minimum expectations for learning and teaching) that provide consistency for students**

<p><b>Planning</b></p>	<p>All students experience a high-quality subject curriculum experience and beyond this we continue to enhance the learning opportunities for students most at risk of underachievement.</p> <p>Tactical seating plans play a part in facilitating this. Students accept their location in the room.</p> <p>The planned, learnt and taught curriculum follows the ‘aim high – personalise down’ approach. In other words, all students are expected to learn the full subject curriculum, but personalisation is used (e.g. scaffolding) to provide appropriate support for some. The planned curriculum (our intent) relates all curriculum design plans outlined above (e.g. school vision, spiral sequence, etc.).</p> <p>We will <b>never plan in an ‘all-most-some’ manner</b> whereby different students are limited to a restricted experience of the curriculum. All students are appropriately supported to access the full subject curriculum</p>
<p><b>Do Now</b> (Lemov technique 20)</p> 	<p>After getting out the relevant equipment and resources, students are straight into subject learning via <b>Do Now</b> (Lemov technique 20). This might include a Rosenshine review quiz sheet, DIRT, completing an activity from last lesson, outfoxing classmates by designing questions (and answers) based on last lesson’s learning, summarising last lesson’s learning, etc.</p>
<p><b>Clear end points</b></p>	<p>Students understand and articulate what the clear end points of the lesson, module, year, Key Stage, etc. will be. This is indicated within curriculum design documentation.</p>
<p><b>Registers</b> (safeguarding priority)</p>	<p>A register on SIMS is taken within the first 15 minutes of the lesson. This should not impact unduly on learning time and may promote learning (teachers may ask students to respond to their name with answers to a question set (e.g. key terms related to tropical storm activity)</p>
<p><b>Hands up for silence</b></p> 	<p>The member of staff raises their hand. As soon as a student sees the any hand raised, they stop what they are doing and raise their own hand. This takes place until everyone is silent, has raised their hand and is ready to engage with the teacher as a class.</p>
<p><b>Discussion approaches</b></p> 	<ul style="list-style-type: none"> <li>• <b>Cold Call</b> (Lemov technique 32)</li> <li>• <b>No Opt Out</b> (Lemov 11)</li> <li>• <b>Turn and Talk</b> (Lemov 43)</li> <li>• <b>Targeted questioning</b> (Lemov 2)</li> <li>• <b>Show Call</b> (Lemov 39)</li> <li>• <b>Wait time</b> (Lemov 32)</li> <li>• <b>Right is Right</b> (Lemov 12)</li> <li>• <b>Track the Teacher</b> (Lemov 47)</li> </ul>
<p><b>Unrelenting focus on developing student literacy to narrow the vocabulary and reading gaps</b></p> 	<p>We continue our mantra that we are all teachers of literacy first. Strong literacy is a pre-requisite to success in life. We build authentic opportunities into our subject curriculum design (the planned curriculum (but also the taught and wider curriculum for opportunities for students to deepen their vocabulary and independent reading strategies. This is not left to chance.</p>
<p><b>Feedback and improvement</b> (please refer to separate policy)</p> 	<ul style="list-style-type: none"> <li>• <b>Common school language</b> (WWW, EBI and Dirt task)</li> <li>• <b>Coding followed by decoding</b></li> <li>• <b>Significant improvement</b> (4x more than feedback)</li> <li>• <b>Sequence of learning</b> – learning, feedback and DIRT is sequenced so that it mirrors the curriculum design and sequence and thus aid student understanding of how learning is building up (forming</li> </ul>

	schema) over time
<b>High expectations for effort and engagement</b> 	<p>We continue to uphold very high expectations for the level of effort and engagement of students with their own learning.</p> <p>Achievements and behaviour expectations are specific and appropriate. We aim 5 times more achievement points given out than behaviour points.</p>
<b>Phones not seen or heard</b> 	<p>No mobile phones or any other electronic devices must be visible or available in the classroom unless otherwise directed by the teacher or other staff.</p>
<b>Resetting the classroom</b> 	<p>Students should be held responsible for leaving the classroom clean, tidy and ready for the next learners</p>

### **Purposeful homework that fits within the learning sequence and helps students to know more and remember more**

- See Homework Policy

### **Leadership of the planned, learnt, and taught curriculum**

Leaders in the school are held to account for ensuring that: teachers adapt their teaching of the planned curriculum and personalise learning to tackle misconceptions; that staff engage in subject expertise professional learning within the faculty; and that the planned curriculum is reviewed to determine whether the sequence or approach needs changing for all students. Teachers are also responsible for engaging in professional learning that develops teaching habits in a sustainable way that is focused on the highest priorities for pedagogy and subject expertise. Consequently, it enables the quality of learning and teaching for all students to become stronger (knowing more and remembering more) whilst having an enhanced focus on those students at greatest risk of underachievement.

### **Use of other expert staff and resources**

#### **Teaching Assistants**

- Teachers are responsible for the in-class deployment of Teaching Assistants. Where a Teaching Assistant is deployed ineffectively teaching may be judged inadequate against the relevant lesson observation criteria
- Teachers should ensure that a continued spoken or written dialogue takes place with TAs allocated to their classroom
- Teaching Assistants should ensure they are aware of how the sequence of learning takes place in the subjects that they support. Teaching Assistants should encourage the students that they support to glue learning from prior lessons and modules to the current learning
- Teaching Assistants should pro-actively volunteer ideas and suggest ways in which they might enhance learning in the classroom
- If Teaching Assistants are unsure of what the teacher expects of them, they should be proactive in querying and clarifying this
- Teaching Assistants should have a very clear understanding of the needs of the students who they are supporting
- For more information, see the SEN Policy

## **Using Technology When it Enhances Learning and Teaching**

Teachers must respond to the fact that students are 'digital natives' and must utilise new technologies where they can improve learning and progress

- Safeguarding risks are to be considered before using the internet but must not unduly preclude students' access to potentially valuable resources.

Teachers are responsible for ensuring that all resources used, including e-resources are:

- Accessible by their target learners (reading age, layout, font size, clarity, use of dual coding icons, etc.)
- Age appropriate
- Within the boundaries of all law and guidance around equal opportunities, inciting racial hatred, etc.
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### **Quality Assurance (see QA strategy)**

- See Appraisal Policy
- Observations
- Work scrutiny
- Drop-ins
- Student voice
- Student council curriculum committee.

### **Professional Learning (CPD)**

- All staff, including teachers, are expected to actively engage in professional learning that develops their subject expertise (via L&T time, observing others and external training) as well as ensure learning sticks (via TLCs and inquiry-based research).
- Coaching via the Teacher Development Coaching (TDC) Team, mentoring and support may be offered or made available to teachers who desire opportunities to develop their practice
- We are committed to lifelong professional learning for all staff. This begins with our strong early career programme (for ITT teachers, NQTs, RQTs and RQTs+1 led by the Director of Teacher Development, which includes expert-led sessions from a wide range of post holders, developmental QA, coaching, mentoring and on-going support.
- See Professional Learning (CPD) Policy and Appraisal Policy.

### **Roles and Responsibilities: Learning and Teaching**

Please refer to job descriptions.