



## Windermere School Curriculum Policy

**Review Date:** September 2021

**Reviewed by:** SMT

**Review Period:** 12 months

**Staff Responsibility:** Deputy Head (Academic)

### Introduction

Windermere School is a member of both the Round Square group of schools and the International Baccalaureate Organisation. Both these groups share a common vision of the nature of education as expounded by Kurt Hahn, and Windermere School links these to our own vision, mission and aims.

Our **vision** is to be the best small school in Britain. We strive for excellence in all things, and to inspire and challenge our students to reach beyond themselves so they leave proud of their achievements.

Our **mission** is to produce confident and compassionate people.

Our **aims** are to *guide* children as they grow so that they are prepared as well as possible for adulthood.

A teacher is a *guide*; *guide* is also an acronym for the five existing Aims of the School. The acronym **Guide** makes reference to **global** perspectives, using our **unique** location, developing **individual** talents, fostering a **democratic** culture and inspiring our students to **excellence**.

The middle letter of *guide* is 'i' and at the heart of the aims is the *individual*.

Windermere School is committed to ensuring that each individual student has experiences of linguistic, mathematical, scientific, technological, human and social, physical, spiritual, aesthetic and creative education. Details of this are noted within each key stage on the Curriculum Plan. This core education is enhanced via personal, social, health and economic education through the Life Skills programme.

This curriculum policy should be read alongside the Curriculum Plan and individual subject's year plans and schemes of work.

### Underlying ideas

Staff, parents and students are encouraged to use the Windermere Guide terminology which is based on the School aims (GUIDE) and the character traits we wish to encourage.

These words are the backbone of everything we do and give a vocabulary frame to help each student develop a growth mindset and help them meet their potential. They also give staff a vocabulary we can use in common (e.g. in reports or when setting targets) and help to create the transferable skills the students need to be successful as adults. Ultimately, these words should be ones the students start to use naturally when they talk about their lives and their progress.

Responsible	Leader	Respectful of others
Inquisitive	Tenacious	Good listener
Problem solver	Inventive	Creative
Courageous	Independent	Able to fail
Self-aware	Able communicator	Persistent

Reflective	Open minded	Able to cope with criticism
Compassionate	Appreciative of difference	Be inspired by others
Team player	Environmentally aware	Embrace challenges
Hard worker	Polite / well mannered	Modest
Forward-thinking	Determined	Socially aware
Principled	Globally aware	Patient
Loyal	Curious	Kind / caring
Enthusiastic	Honest /Trustworthy	Fair
Thoughtful	Appreciative	Confident
Controlled	Humble	Analytical

Ultimately it is the aim of Windermere School to use our curriculum, the language of the Windermere GUIDE, the school aims, the the key characteristics of the IB Learner Profile and the six pillars of the Round Square to ensure that each student is effectively prepared for the opportunities, responsibilities and experiences of life in British society. Underlying this is the idea of education being a lifelong process and we aim to encourage students to become inquirers, thinkers, communicators and risk-takers who are knowledgeable, principled, open-minded, caring, balanced and reflective. Within this it is important that the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are actively promoted. In non-academic terms this means that our students will be able to play a confident, informed role in society, have a fully developed values system and be able to interact with other people in a positive way.

With these key principals in mind, the School offers a broad classroom-based curriculum coupled with education in our surrounding environment and a careful tailoring of the curriculum to the individual needs of each pupil. We have vibrant EAL (English as an Additional Language) and Learning Support departments to support individual pathways, overseen by the Deputy Head (Academic).

## Teaching and Learning

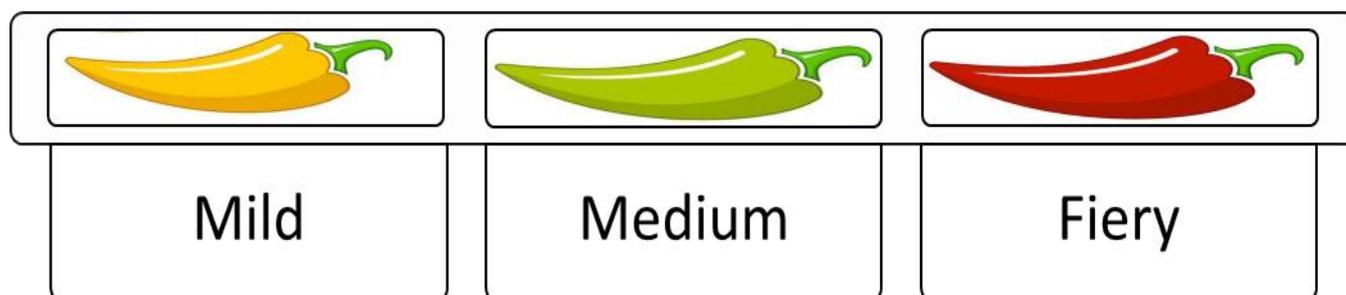
Windermere School aims to educate individuals to the best of their academic potential.

Heads of Faculty, led by the Deputy Head (Academic), are responsible for the monitoring of teaching and learning in the subjects within their Faculty. Heads of Faculty will observe lessons frequently, and will review students' work and attainment grades to assess attitudes, progression and assessment across teaching groups. Heads of Faculty are the academic leaders in their subject fields, and hold meetings with the relevant subject staff to discuss teaching strategies, current issues and to monitor and review practice. *For further details, please see Appendix 1 to the Curriculum Plan (Teaching and Learning) and 1.4a Measuring Pupil Performance – Marking, Prep and Assessment.*

All teaching groups, even those that are taught in ability sets, will contain a wide ability range: teaching and assessment strategies will need to stretch the able student whilst enabling all students to achieve.

## Windermere Chilli System

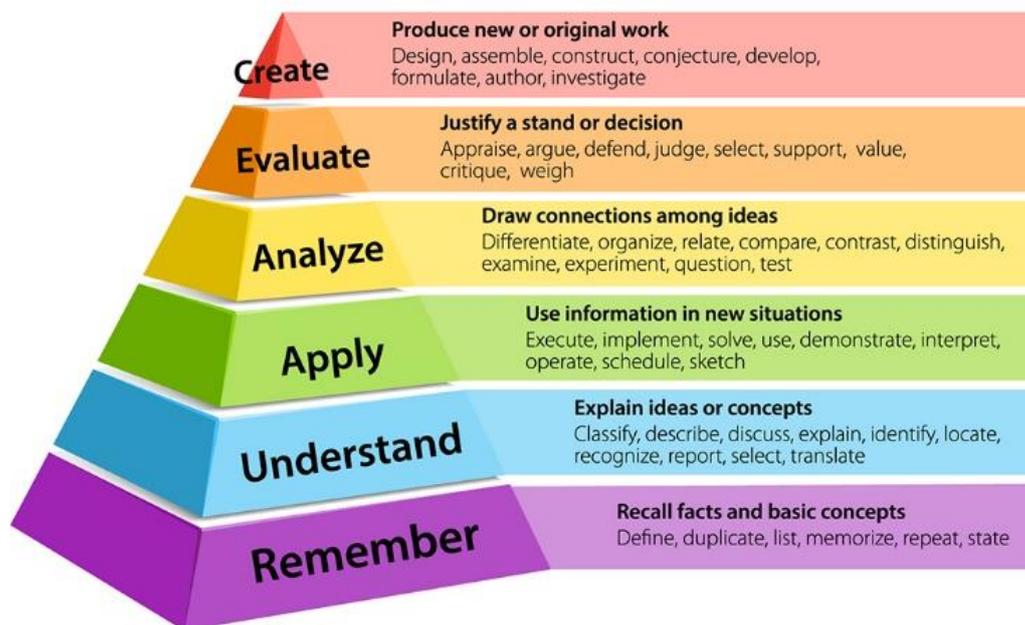
Effective differentiation plays a key role in ensuring that each individual student is actively pushed towards maximising their achievement through the teaching they receive. Ensuring that the difference between core and extension tasks is clear is important for creating self-regulated learners, and it is particularly vital during possible periods of remote learning.



Clarity in terms of core and extension tasks alleviates a great deal of stress for students and parents, whilst allowing for effective differentiation. It allows students to avoid feeling overwhelmed, whilst allowing more able students to be stretched and challenged.

Using the Windermere Chilli system allows teachers to provide a choice of activities, with each one graded by 'heat'. This gives students a degree of choice over the activities they complete and therefore they take more ownership of their own learning. Research suggests that if students are given a choice, they often challenge themselves more, but teachers are encouraged to suggest the appropriate level of heat for individuals where they require that guidance. The mild (yellow) chilli reflects what students **MUST** complete/know/be able to achieve, and it shows the core work that is required to hit the minimum requirements for a student (for example) to achieve a level 4 at GCSE.

Teachers can also direct students to a menu choice and then encourage students to work their way up through the different levels. The 3 (or more) levels of heat relate to various levels on Bloom's Taxonomy:



### Students with Special Educational Needs

Windermere School takes in students with a broad range of ability, and the various departments support these students by providing a range of resources. This enables all students to achieve their individual academic, creative and sporting talents whatever their learning needs. This support is available for all students, including those who are able, gifted and/or talented (AGT) or who have EAL needs. *For further details, please see the SEND policy and the EAL Handbook.*

Student support comprises the teacher i/c of Careers, the teacher i/c of the AGT programme, the Special Educational Needs Co-ordinator (SENCO) and the Head of EAL.

The SENCO is responsible for the Learning Support Policy, individual and in-class support, and for drawing up, monitoring and reviewing Individual Educational Plans for students who need them.

### SEND

All Year 7 students complete a Detailed Assessment of Handwriting, and GL Dyslexia Screener. Students who are identified as Dyslexic are enrolled on the IDL programme which shows progress through regular assessments as part of the programme. Comment on management of students with

Additionally, Windermere School uses a number of standardised assessments with individual students for identification of difficulties and these are:

- WIAT-II (Reading accuracy, comprehension, speed and spelling),
- GORT5 (Reading Accuracy, comprehension, fluency and rate),

- DASH (Handwriting speed, legibility),
- CTOPP2 (phonological processing, phonological awareness, rapid naming),
- TOMAL2 (Nonverbal and Verbal memory, attention and concentration),
- WRAT4 (Reading accuracy, sentence comprehension, spelling, maths),
- SDMT (Visual Processing),
- Visual Stress Screener,
- MALT (mathematics).

Student 'challenge' passports are created for SEND students, incorporating individual targets, with information the students wish to share with staff, and how they feel they can be best helped. All subject teachers liaise with the Learning Support team and small class sizes allow us to work towards a recognised grade C/4 Level 2 qualification for all students.

Students who have individual lessons have targets that are reviewed and it is noted when they have been achieved and progress has been made. Learning support staff also review progress at the end of a lesson with a record sheet which has a column for lesson review/outcome. This is followed by a column that references next steps, where we can record if a student needs to revisit something because progress has not been made.

### **Most Able**

Students who are identified as 'AGT' are monitored by the teacher i/c of the Sharpe Programme, assisted by the Deputy Head (Academic). These students are identified using CAT data and teacher nomination. Departments identify their own 'most able' cohort enabling them to tailor their curriculum to meet the needs of able students. Students complete a challenge passport, which is shared with teaching staff, to assist in providing a curriculum and additional opportunities that are personalised to individual need. A range of activities within the Sharpe Programme are available for students who have been identified as 'most able', but all students may self-select to take part in these opportunities.

### **EAL**

Students for whom English is not their first language are supported in a number of ways. Their progress is tracked by the Head of EAL. When they enter the School, data is collected via tests when they arrive, and then their progress is monitored through regular assessments. Students will move groups to ensure they are setted appropriately, for example some will be placed in a Second Language English IGCSE class, and others will be placed in the First Language IGCSE group. EAL students have individual pathways created for them by the Head of EAL, and they have the option to have additional small class or individual support sessions. Student 'challenge' passports are created for EAL students, incorporating individual targets, with information the students wish to share with staff, and how they feel they can be best helped.

### **Careers Guidance**

The teacher i/c of Careers oversees careers guidance across the school, tailoring sessions to the requirements of the students. The entire school experience is preparation for later life, but specifically the careers curriculum is delivered through the Life Skills programme from Years 7 to 11, alongside a rolling programme of events, such as the work experience week in Year 10 and individual careers interviews. Student aspirations are monitored to help target additional opportunities based on the interests of the students. Independent careers advice is available via Morrisby testing, the use of careers websites, the schools lecture programme and more informally through work experience during service afternoons. The role of the tutor is also vital in assisting with careers guidance. *For further details please see 1.2d – PSHE Policy and 1.2e Policy on Careers Guidance.*

The Higher Education Advisor supports students with application and entry to university. This includes visiting speakers from universities, Year 12 attendance at an annual UCAS convention, finance presentations to parents, contact with alumni, university visits and open day, mock interviews and support with personal statements.

## **Life Skills (PSHE) and Preparing Students for the Responsibilities of Adult Life**

Windermere School believes in educating the whole person in accordance with our mission statement / aims and the goals of our partner organisations, the Round Square and the International Baccalaureate. These Life skills are developed throughout the curriculum, and additionally there are timetabled Life Skills lessons until the end of Year 11, and then targeted Life Skills support in the Sixth Form e.g. through the CAS programme. The focus throughout is very much on helping students to develop the resilience and grit they will need to become successful members of society, able to engage with public institutions and understand their individual civic responsibilities.

Specialist teaching staff are used to cover the diverse elements of the Life Skills programme, which include Relationship and Sex Education, Social, Moral, Health and Spiritual Education, Fundamental British Values, Careers education and First Aid training, alongside the development of study skills and an understanding of current events.

Life Skills also link to the six pillars of the Round Square (Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service) and to the IB Learner Profile, which encourages students to become inquirers, thinkers, communicators and risk-takers who are knowledgeable, principled, open-minded, caring, balanced and reflective

To assist with helping students develop a growth mindset both inside and outside of the classroom, in Years 3-9 Adventure Learning is embedded into the curriculum. Service, including Adventurous Service, is embedded in Years 10-11, and CAS (Creativity, Action, Service) or Service learning is central in the Sixth Form. The curriculum is also supplemented at all Key Stages by Round Square days, which take a theme from the pillars of the Round Square, and there is also an extensive activity programme during lunch times and after school.

Additionally, as an international school we welcome students from all over the world on exchange programmes, which are often described as life-changing by students and their parents.

All members of the school community are encouraged to consider their own learning and experience. This is backed up by a focus on dialogue marking, student self-evaluation and a comprehensive reporting programme with regular parents' evenings. Students and their families can expect to have five reports a year, and regular (once a fortnight) contact between tutors and their tutees parents. The School uses a target driven programme in all years to help students make good progress.

### **Elleray**

Students at the Elleray Campus, follow an Adventure Learning School model, and this runs alongside the Assertive Mentoring programme. The Adventure Learning Schools approach provides a rich learning culture in which students not only meet and surpass high academic standards (especially in English and Mathematics), but through the emphasis on Adventure, increase their competence as learners, develop their personality and create increasingly effective learning environments for themselves as they move towards becoming citizens of our global world.

We aim to educate individuals to the best of their academic potential alongside stretching their personal development through service, challenge, creativity, adventure and international understanding. This encourages the skills that create positive and caring members of a global society.

### **The EYFS Curriculum**

Windermere School follows the statutory requirements of the Early Years Foundation Stage (EYFS) in accordance with Government legislation for the education of all children 5 years or under. Statutory Guidance is issued by law. Windermere School supports the principle that young children learn through play and by building on these experiences, are able to begin to introduce more structured activities as students near the end of the EYFS at the end of their Reception Year.

At Windermere School the EYFS seeks to provide:

- **quality and consistency** in all early years' settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Four guiding principles should shape the education provided in the EYFS:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
2. Children learn to be strong and independent through **positive relationships**;
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
4. **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

Pupils in the EYFS have access to and will be taught within both the Prime and Specific areas of Learning:

<b>Prime</b>	<ul style="list-style-type: none"> <li>• Communication and Language</li> <li>• Physical Development</li> <li>• Personal, Social and Emotional development</li> </ul>
<b>Specific</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the World</li> <li>• Expressive Arts and Design</li> </ul>

Specialist teachers deliver lessons in Physical Education, Music and Art. Pupils also have IDEALS lessons as in Key Stage 1 and 2.

Assessment arrangements for measuring progress using the Early Learning Goals is outlined in the School Marking Policy which explains the assessment rationale for all Key Stages.

Each EYFS pupil is allocated a Key Worker as part of the EYFS Safeguarding and welfare requirements.

### The Key Stage 1 Curriculum

The curriculum at Key Stage 1 is relevant, rigorous, broad and balanced in order to meet the needs of all pupils. On joining Windermere School at Year 1, pupils are encouraged to develop a positive awareness of their own worth, respect for others and start to develop responsibility for their own learning.

Through planned activities which follow the formal requirements of our taught curriculum, teachers aim to promote the intellectual, moral, spiritual and physical development of all pupils. Lessons follow a creative curriculum, linking subjects to topic titles as much as possible. The Key Stage 1 curriculum is Science and Humanities led and comprises the following subjects:

1. English
2. Mathematics
3. Science
4. History
5. Geography
6. French

7. Music
8. Art and Design
9. PE
10. Forest School
11. IDEALS

## **The Key Stage 2 Curriculum**

At Key Stage 2 many of the skills introduced at Key Stage 1 are developed and pupils are required to show an increasing amount of responsibility for their own learning encouraged through pastoral and academic rigour.

Key Stage 2 Curriculum comprises the following subjects:

1. English
2. Mathematics
3. Science
4. History
5. Geography
6. French
7. Music
8. Art and Design
9. Drama
10. PE
11. Adventure
12. IDEALS

IDEALS Education at EYFS, Key Stage 1 and Key Stage 2 follows 8 strands of learning with links to the 6 pillars of the Round Square ethos (Internationalism, Democracy, Environment, Adventure, Leadership, Service):

1. Mindfulness: Who we are
2. Beliefs: our place in the world
3. Personal Management
4. Health and wellbeing
5. Relationships
6. Economic wellbeing
7. Citizenship: Sharing our planet
8. Careers and Jobs: preparing students for the future
9. E Safety: becoming good internet citizens.

Within these strands, pupils develop skills preparing them for their future and social and emotional aspects of their learning and development.

## **Enrichment Days**

To enhance the curriculum further, pupils are given the opportunity to take part in a number of 'Enrichment Days' throughout the academic year. On these days, a typical daily timetable is collapsed and pupils work on an open project allowing them to work and explore at a deeper level. These projects may be question led or experience led and will be implemented across a range of subjects on each occasion.

The **Forest School Programme** (Pre School-Year 2) and **CAS Adventure Programme** (Years 3-6) aims to help students nurture a spirit of adventure, reflection and risk-taking.

Current activities include: Sailing, windsurfing, canoeing, kayaking, ghyll scrambling, rock climbing - indoor and outside, mountain walking, caving, orienteering, problem solving team challenges, first aid, bush craft, wild camping, residential adventures, and the John Muir Award.

We have implemented log books in order for students to complete the Windermere School Adventure Award Scheme for Years 3-6 (this then moves to Levels 4-6 in Browhead):

- Level 1 Amy Johnson Award
- Level 2 Tenzing Norgay Award
- Level 3 Ellen McArthur Award

## Examinations

There are no public examinations at Key Stage 1 or 2 in the academic subjects. All Pupils at the start of Key Stage 2 (Year 3) are required to sit a CAT Assessment (Cognitive Ability Test) which will inform teachers, parents and pupils of their current ability and project a learning pathway for future development and progression. These tests are repeated in Year 4, and then again in Year 6 as part of the transition/transfer paper to Browhead.

## The Key Stage 3 Curriculum

Our curriculum at Key Stage 3 aims to offer a broad and balanced range of educational experiences that build on our unique environment to encourage each individual student to develop a sense of responsibility for their community and their environment, whilst discovering and stretching their individual academic, creative and sporting talents.

For Year 7, the transition from Key Stage 2 is a fundamental consideration, irrespective of whether students have come from Elleray or from other feeder schools. There is clearly a balance between allowing students a new beginning at Browhead, and ensuring their previous academic and social experiences are taken into account.

'Within the Key Stage 3 Curriculum, students will study a curriculum comprising English, Mathematics, Science\*, French, Spanish / additional English, History, Geography, Religious Knowledge, Art, Music, Drama, Food Technology, Physical Education, Adventure, Life Skills and ICT/Computing.

\*Some timetabled KS3 Science is delivered outdoors, inspired by Forest Schools philosophies in our recently developed outdoor classroom.

Students entering Year 9 have a tailored programme so that they can start the move towards GCSE. This involves a choice of two out of three subjects for each of the following subject blocks:

- Art, Drama and Music.
- Sports Science, Religious Studies (Short Course GCSE) and Food and Nutrition.

Windermere School strongly believes that all students should study at least one foreign language, unless the advice from the Student Support team suggests that it would disadvantage that student.

## Enrichment Activities:

The key strands to enrichment in Years 7-9 are the Life Skills programme, access to the Sharpe (AGT) programme, outdoor learning (e.g. some Science lessons are delivered by Science teachers in our outdoor Forest School classroom) and the **CAS Adventure Programme** (Years 7-9). These aim to help students develop a sense of responsibility for their community and environment whilst taking advantage of the school's unparalleled location. We hope to nurture a spirit of inquiry, reflection and risk-taking, e.g. through the Year 8 Ecology Day and the Year 9 '22 hours of Science.'

Current Adventure activities include: Rock climbing, canoeing, caving, ghyll scrambling, sailing, windsurfing, kayaking, team challenges, mountain biking, via ferrata, walking and navigation training. We have implemented log books in order for students to complete the Windermere School Adventure Award Scheme:

- Level 4 = Ranulf Fiennes Award
- Level 5 = Alison Hargreaves Award
- Level 6 = Ernest Shackleton Award

Windermere School is not obliged to follow the National Curriculum, but the programmes of study reflect it in differing degrees where appropriate and depending on the subject. Cross-curricular projects are encouraged, for example where the Geography department works alongside the Adventure team to deliver work on rivers and map skills.

Students are also encouraged to develop self-confidence and respect for others through individual and team presentations, emphasising the skills of speaking and listening attentively.

### **Study Skills**

In a society where young people are confident but not necessarily discriminating users of modern technologies such as the Internet, it is vital to foster a growing sense of responsibility for their own learning as early as possible. Students are encouraged to become self-regulated learners, and helped to develop the confidence to work independently. The consequences of plagiarism are recognised in the School Behaviour Policy and the School is actively working on raising awareness of the correct use of sources. To assist with this Browhead has developed guides, appropriate for each key stage, on referencing and plagiarism.

### **The Key Stage 4 Curriculum**

Our curriculum in Key Stage 4 follows the requirements of the GCSE, IGCSE or BTEC courses. All students are required to study a range of core subjects and then to make individual choices from the option blocks.

Students may follow up to 9 GCSE/IGCSE or BTEC subjects allowing them to acquire in-depth knowledge and to develop understanding across a range of disciplines. The range and number of subjects taken is flexible to reflect the individual needs of each student.

Almost all students take GCSE English Language, GCSE English Literature, IGCSE Mathematics and a Modern Foreign Language (IGCSE French or Spanish) which they sit at the end of Year 11.

Students also follow additional IGCSE/GCSE or BTEC subjects (one Science in Year 10 and the remainder in Year 11). We expect all students to maintain some breadth and balance in their subject choices and recommend that these choices include at least two Science courses (from Biology, Chemistry or Physics) and one humanities course, as we feel it is important for students to keep as many doors open for their future at this stage as possible. However, the remaining choices can be used to add more diversity, or perhaps to specialise towards particular skills or interests. Our KS4 curriculum is carefully designed to be both challenging and flexible. It allows us to tailor the content and pace of the curriculum to whatever is most appropriate to an individual student.

The subject matter is defined by the relevant examination board (e.g. OCR, Edexcel, CIE or AQA). Many subjects require individual presentations by students both in class and as part of the examination requirements, which further continue the preparation for the demands of the International Baccalaureate.

Year 10 can often be a daunting year for students as they come to terms with the requirements of GCSEs, whilst Year 11 students are already looking forward to the transition to the Sixth Form and the challenges that brings.

### **Core academic subjects for GCSE**

- Maths (IGCSE)
- English Language and English Literature (IGCSE)
- A Modern Foreign Language (IGCSE French or Spanish)
- Science (IGCSE) – Biology, Chemistry or Physics. These are single Science options and for most students are studied within one academic year.

The core subjects are designed to ensure basic skills in literacy and numeracy, as well as a grounding in the scientific method, research and analysis and the ability to operate at a basic transactional level in a modern foreign language.

## Optional academic subjects for GCSE/IGCSE

Geography	History	Business Studies
Food and Nutrition	Art	BTEC Sport
Drama	Music	A second Foreign Language
Physical Education	A third Science	

The subjects are set into option blocks by the Deputy Head (Academic) and Curriculum Coordinator following consultation with parents and students. The subjects on offer change annually based on the option choices made by each year group. The Key Stage 4 programme is closely monitored and reviewed.

## Option Blocks at GCSE for September 2020 (Year 10):

Core GCSE/IGCSE subjects					Two-year GCSE Options					
English Language	Mathematics	Modern Foreign Languages	Science One-year GCSEs			Please choose one subject from each column				
English Literature		Select one subject.	Select two subjects, one for Year 10 and one for Year 11.			Block A	Block B	Block C		
		French	Biology	10	11	History	Geography	Chemistry		
		Spanish	Chemistry	10	11	Drama	Business	Drama		
		EAL	Physics	10	11	Computing	Physical Education	Business		
		Study				Food & Nutrition	History	Music		
						Geography		French (Dual Linguists)		
						Art				
Non-examined curriculum										
Physical Education	CAS - Service	Ideals - Personal, Social and Health Education	Activities							

## Study Skills

Students who have not chosen a subject from an option block may have study periods. Under non-Covid19 circumstances these take place in the library, the ICT room or within Learning Support.

The need for a clear understanding of the nature of research and correct acknowledgement of sources continues to be a fundamental element in Key Stage 4. Some subjects have coursework elements and plagiarism will not be tolerated. Students have a style guide to assist them with getting this right.

The need for specific help with examination techniques, revision planning and time management is recognised through both the tutor programme, the Life Skills programme and timetabled sessions for revision and study skills.

## Public Examinations

The majority of public examinations take place during the summer terms of Year 10 and 11 and the examination timetable is provided by the Exams Officer.

## The Curriculum at Key Stage 5

Windermere School currently offers four academic pathways for students in the Sixth Form.

- The International Baccalaureate Diploma (IBDP)
- The International Baccalaureate Career-related Programme (IBCP)
- The International Baccalaureate Certificate Programme
- BTEC National Award

The advantage of the IB programme is that we can tailor individual packages to students according to their own requirements. At the same time it helps students keep their options open and retain a broad education whilst specialising in the subjects they prefer. The IB assists students in developing the competences and skills required by universities and future employers, whilst also helping students to think for themselves;

IB assessment is geared to acquiring and developing communication skills. There is both coursework (internal assessment) and terminal examinations. Assessment is varied and includes oral presentations, and individual written work, both timed and free.

The subject content is reflected in the schemes of work, and is set out in the subject guides for each IB Diploma Programme subject (available on request).

### IB Diploma Programme Subject Choices

All students choose one subject from those on offer in Groups 1-6 in addition to the core (Extended essay, Theory of Knowledge and CAS). For more information on the International Baccalaureate please see the IB Information Booklet.

#### Guide to Groups:

Group 1 – English (or your native language)

Group 2 – a Foreign Language

Group 3 – Individuals and Societies

Group 4 – Sciences

Group 5 – Maths

Group 6 – Arts or a second language, science or humanities subject.

### Current IB Subjects on offer at Windermere School (Year 12 September 2020)

- For the IBDP** - Choose one subject only from each of the six groups, ensuring three are selected at Standard Level (SL) and three at Higher Level (HL)
- For IBCP** – Please select **two** IB subjects that you would like to study alongside BTEC Business. Each subject must be chosen from a different group.

#### Academic Curriculum Options (All subjects studied over 2 years)

	IB Group 1 (First Language)	IB Group 2 (Second Language)	IB Group 3 (Humanities)	IB Group 4 (Sciences)	IB Group 5 (Mathematics)	IB Group 6 (Arts & electives)
IB Diploma and IB Individual Subjects	English A - Language & Literature SL HL	German A - Literature SL HL	Economics SL HL	Biology SL HL	Mathematics - Analysis HL	Theatre SL HL
	English B SL HL	French B SL	Geography SL HL	Chemistry SL	Mathematics - Applications SL HL	Visual Art SL HL
		Italian ab initio SL	Psychology SL HL	Physics SL HL		Chemistry SL HL
		Self-taught Language A: Literature SL				Psychology SL
		Specify language:				
IBCP	English A - Language & Literature SL	BTEC Business	Economics SL HL	BTEC Business	Mathematics - Applications SL	Theatre SL
	English B SL		Geography SL HL		Psychology SL HL	Visual Art SL
			Psychology SL HL			Chemistry SL
						Psychology SL

**The IBCP:** Windermere School is also able to offer the IB Careers-related programme. This course was introduced to meet the needs of students who preferred a mix of IB subjects with the more career related approach of BTEC courses.

IBCP students complete:

- A minimum of 2 IBDP Standard Level subjects;
- BTEC Business
- Produce a language development portfolio;
- Personal and professional skills (PPS);
- Reflective project;
- Service learning.

**The International Baccalaureate Certificate Programme** is suitable for students who wish to study IB subjects in combinations that do not follow the Diploma Programme model.

The **BTEC** options within the IBCP may be taken as stand-alone qualifications.

## **Appendix: Teaching and Learning Procedure**

### **Introduction**

Windermere School aims to educate individuals to the best of their academic potential so that students, continue to develop the characteristics of the Windermere Guide, the Adventure learning pedagogy and the IB Learner Profile throughout their school career.

Heads of Faculties (Browhead) and Subject Leaders (Elleray) are responsible for the monitoring of teaching and learning in the subjects within their Faculties or subject areas, and a detailed breakdown of their responsibilities is laid out in the Heads of Faculty handbooks and the relevant Job Descriptions documents.

As a brief guide, Heads of Faculties will observe lessons and collect in students' work to assess attitudes, progression and assessment across teaching groups in order to confirm classroom practice. Heads of Faculties are the academic leaders in their subject fields and hold frequent meetings with subject staff to discuss teaching strategies, current issues and to monitor and review practice.

Windermere School does not select students on the basis of their academic performance. At Windermere School, pupils of all abilities will be given an equal opportunity to learn in order to achieve their full potential. Varied and appropriate teaching methods and strategies will be used effectively to accommodate differing learning styles and specific needs.

It is the responsibility of all staff and students to evaluate their own performance. By knowing and understanding how staff and students are performing, staff at all levels can enhance and share strengths and identify potential for improvement. Therefore, all members of staff have a collective and individual responsibility to contribute to the delivery of the broad, challenging and appropriate curriculum. Each individual has the responsibility to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all students are met.

### **Windermere School Teaching and Learning Aims**

- To provide a safe, stimulating learning environment for all students and teachers.
- To enable students to acquire new knowledge and make good progress according to their ability so they increase their understanding, and develop their skills in each subject taught.
- To enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences.
- To develop students' self-regulation and self-motivation so they can see that application and effort, interest in their work and the ability to think and learn for themselves create a positive multiplier effect.
- To provide a broad, balanced and relevant curriculum broadly in line with the National Curriculum and meeting examination board specifications in order to motivate, engage and challenge students, whilst also equipping them with the skills required to make the most of the opportunities, responsibilities and experiences of life in British society or the wider world.
- To set high expectations for all students in order to raise their aspirations.
- To keep raising standards of both teaching and learning.

### **Teaching**

#### **a) Planning and Preparation**

Teachers should create well-planned lessons and use effective teaching methods and activities, including good time management, in order to allow students to progress in their learning.

In summary staff will ensure:

- Lesson objectives are stated clearly and are clearly linked to departmental long and medium term plans, and these are periodically reviewed.
- Lessons have a clear and appropriate structure. In most cases, it is anticipated that a three-part lesson structure will serve as the basic framework of most lessons (starter, development of learning objective, and plenary).
- Lessons allow students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application.

- Lessons provide pace and challenge for all students, using differentiation to meet the varying needs in a class by task, resources, outcomes and/or methodology, and use the Windermere Chilli system (where appropriate) so that the difference between core and extension is clear. All lessons should have extension opportunities.
- Teachers make use of stimulating resources, including use of ICT and e-learning (where relevant), and that these resources are differentiated (as appropriate).
- Lessons use effective questioning to direct and challenge students.
- Lessons allow the development of speaking, listening, literacy, numeracy and ICT skills as appropriate.
- Lessons meet external requirements.
- Lessons are enjoyable and interesting, and have clear continuity and progression between lessons.
- Links are made (as appropriate) to the Round Square IDEALS, the IB Learner Profile, to Theory of Knowledge and to the language of the Windermere Guide.
- Staff demonstrate good knowledge and understanding of the subject matter being taught.
- Lessons build upon students' prior knowledge and understanding.
- Faculties should be able to demonstrate that a framework is in place to assess students' work regularly and thoroughly, and use that information to plan teaching so the students' can progress.
- Each teacher must ensure that their lessons do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Staff must ensure lessons do not discriminate against any individual student contrary to Part 6 of the Equality Act 2010.

## **b) Teaching styles**

Teachers should use teaching strategies which:

- Show a good understanding of the aptitudes, needs and prior attainment of the students, and take these into account when planning and delivering lessons.
- Allow students to learn in their preferred styles i.e. visual, auditory or kinaesthetic (holding in mind that all students will learn using a mixture of these styles). Students learning profiles are available as part of the CAT/ALIS testing programme, and are shared with students via their tutors.
- Allow students to work both independently and collaboratively, and which contribute to one another's learning.
- Use positive behaviour management and encouragement for students to achieve, including praise and rewards according to school policy.
- Use topics which are relevant and within students' experience.
- Use others to deliver the lessons (e.g. other students, outside agencies).

High quality teaching is high quality regardless of whether it is online/remote or in the classroom (or combining strategies for both). The key principals are outline in work by Rosenshine:

# BARAK ROSENSHINE'S PRINCIPLES OF INSTRUCTION

1 Daily Review



2 Present New Material Using Small Steps



3 Ask Questions



4 Provide Models



5 Guide Student Practice



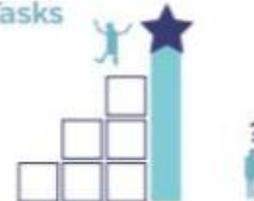
6 Check For Student Understanding



7 Obtain a High Success Rate



8 Provide Scaffolds for Difficult Tasks



9 Independent Practice



10 Weekly and Monthly Review



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## c) Assessment, Recording and Reporting

Teachers should:

- Assess students' work regularly according to the school's procedure (for further details please see **1.4a 'Measuring Pupil Performance – Marking, Prep and Assessment'**.)
- Use analysis of assessments (including student self-evaluation) to inform their teaching and support students' progress.
- Use CAT/ALIS data to ensure students are working to their full potential and set appropriate targets.
- Inform Tutors regularly of pupils' progress or underachievement.
- Inform Parents of students' progress through the listed reporting schedule.

## **d) Learning Support, AGT and EAL**

Teachers must:

- Be aware of the specific learning needs of their pupils e.g. literacy, dyslexia, gifted and talented.
- Consult with Head of Learning Support, Head of EAL or the teacher i/c of AGT / the Sharpe Programme about the needs of individual pupils when appropriate.
- Work with Teaching Assistants and other adults to ensure pupils are best supported in their learning.
- Use the student challenge passports as working documents that inform and guide differentiation and teaching.

## **e) Continuous Professional Development**

Teachers should:

- Seek to update their subject knowledge and teaching practice continuously in line with current developments and initiatives. Windermere School has a rolling programme of INSET opportunities, and staff may apply for outside training via the Academic Deputy Head.
- Discuss teaching and learning during Departmental Meetings in order to share good practice.
- Seek to plan their own CPD programme in conjunction with their Head of Faculty and the member of staff responsible for staff training as a result of the process of Performance Management.

## **Learning**

Students should:

- Be prepared for their lessons.
- Ensure that all deadlines are met whether internally or externally set.
- Take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work.
- Make positive contributions to class discussions.
- Follow the School Code of Conduct.
- Take responsibility for improving their learning.
- Ask for help if required.

## **Monitoring and Evaluation of Quality of Teaching and Learning**

Teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development.

This is achieved by:

- Self-evaluation of their subject knowledge and understanding of educational initiatives;
- Self-evaluation of the quality and effectiveness of their own teaching and their classroom management (this is formalised via the Performance Management system);
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally;
- Self-evaluation of their contribution to the policies and aspirations of the school.
- Mutual / peer lesson observations.

## **Tutors**

Tutors are responsible for contributing to, and monitoring the progression and well-being of their Tutees and for providing support and advice to those students, both socially and academically.

This is achieved by:

- Monitoring academic progress and attitudes of individual students through academic tracking;
- Encouraging and developing the ability of students to evaluate and take responsibility for their own learning;

- Monitoring of behaviour, prep, maintenance of books and folders, use of planners, rewards and sanctions, uniform and attendance;
- Communicating with Teachers, Parents and Managers as appropriate as to specific problems/needs of their tutees.

### **Subject Leaders and Heads of Faculty**

Subject leaders and Heads of Faculty are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

This is achieved by:

- Evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- Ensuring curriculum coverage, continuity and progress for all students;
- Establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement;
- Analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups;
- Monitoring students' work by completing regular Work Reviews. This involves sampling of prep, classwork, students' responses and attitudes in order to make an evaluation of students' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- Observing teachers and giving constructive feedback;
- Encouraging peer lesson observations and peer work reviews within the department/faculty;
- Evaluating progress of teaching and learning targets in departmental development plans, in line with School Improvement Plan.

### **Heads of Section**

Heads of Section are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- Monitoring the progress and potential of the year group, and using student data to identify and set targets for specific students according to their needs, e.g. underachievement, able students;
- Maintaining an overview of the experience of students in their year group;
- Monitoring the work of tutors and quality of tutorial time;
- Monitoring attitudes to learning;
- Reporting back to the School Management Team and to staff as requested.

### **School Management Team (SMT)**

The SMT sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Development Plan. Monitoring and evaluation principally takes place through a process of departmental reviews and classroom observations of teaching and learning.

#### Responsibilities

The Headmaster is responsible for monitoring the performance of members of the School Management Team.

The Deputy Head (Academic) is responsible for the monitoring of the performance of individual Faculty and Department Heads through the process of departmental review.

## Department Review Meetings

The Deputy Head (Academic) meets with relevant Faculty or Department Heads at least once a term with the aim of:

- Monitoring the effectiveness of leadership and management of their curriculum area;
- Analysing performance data and setting targets for improvement;
- Giving support and arranging training for development;
- Ensuring quality of standards and verifying judgements of middle managers.

## Reviews of Teaching and Learning

A comprehensive review of teaching and learning takes place annually in order to gain a snap-shot of standards. On-going reviews take place to focus on particular issues or to support where the need for development has been identified.

The aim is to:

- Identify and share good practice;
- Evaluate the quality of teaching and set targets for improvement;
- Track progress on teaching and learning issues identified in the School Development Plan;
- Identify key aspects of teaching for development by departments and for the whole school;
- Identify and support weaker teachers;
- Standardise monitoring procedures including lesson observations and work scrutiny, through paired observations.

Compiled		January 2008	M Makey
Approved		January 2008	A Graham
Reviewed		December 2010	JMarsters
Revised		April 2011	J Marsters
Approved		May 2011	I A Lavender
Approved		May 2011	B Freeman
Reviewed	Version 4	January 2012	JMarsters
Approved		January 2012	I A Lavender
Revised	Version 5	June 2012	J Marsters
Approved		June 2012	B Freeman
Approved		June 2012	I A Lavender
Revised	Version 7	September 2013	J Parry
Approved		September 2013	I A Lavender
Revised	Version 8	September 2014	J Parry
Revised	Version 9	September 2015	J Parry
Revised and renumbered	Version 16.1	October 2016	E Vermeulen
Approved	Version 16.1	16 November 2016	I A Lavender
Reviewed and renamed	Version 16.2	December 2016	E Vermeulen
Approved	Version 16.2	January 2017	I A Lavender
Reviewed	Version 17.1	July 2017	E Vermeulen
Approved	Version 17.1	August 2017	I A Lavender
Reviewed	Version 18.1	July 2018	E Vermeulen R Thomas
Approved	Version 18.2	22.08.2018	I A Lavender
Reviewed	Version 19.1	August 2019	E Vermeulen
Reviewed	Version 20.1	July 2020	E Vermeulen
Approved	Version 20.1	August 2020	E Vermeulen