Windermere School Curriculum Policy

Next Review Date: June 2026

Reviewed by: SMT

Review Period: 12 months

Staff Responsibility: Deputy Head

Introduction

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.

Windermere School is committed to ensuring that each individual pupil 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, religious 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

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 EAL (English as an Additional Language) specialists and Learning Support departments to support individual pathways.

Teaching and Learning

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

Heads of Faculty, led by the Deputy Head 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 pupils' work and attainment grades to assess attitudes, progression and assessment across teaching groups. Heads of Faculty are the guardians of academic standards 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 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. Windermere School tailors teaching and learning experiences to meet the diverse needs of its pupils. We recognize that pupils learn at different paces, have varying learning styles, and come with diverse backgrounds and prior knowledge. Instead of a "one-size-fits-all" approach, teachers use differentiated approaches to teaching and assessment to provide multiple paths to learning, ensuring that all students can access and engage with the curriculum effectively. Tasks should support the least able and challenge the most able pupils.

Research suggests that if pupils are given a choice of task, they often challenge themselves more, but teachers are encouraged to suggest the appropriate level of task a pupils should work on if they need this guidance.

Teachers can also direct pupils to a menu choice and then encourage pupils to work their way up through different levels relating to Bloom's Taxonomy to challenge the more able pupils.

Pupils who are identified as benefitting from further extension are monitored by their teachers, assisted by the relevant Heads of Faculty. These pupils are identified using CAT data and teacher nomination. Some may be academic scholars.

Pupils with Special Educational Needs

Windermere School takes in pupils with a broad range of ability, and the various departments support these pupils by providing a range of resources. This enables all pupils to achieve their individual academic, creative and sporting talents whatever their learning needs. This support is available for all pupils. *For further details, please see the SEND policy and the EAL Handbook.*

Pupil support comprises the teacher i/c of Careers, the teacher i/c of the Academic Enrichment programme, the Special Educational Needs Co-ordinator (SENCO) and the teacher i/c of EAL .

The SENCO is responsible for the SEND Policy, individual and in-class support, and for drawing up, monitoring and reviewing Individual Learning Plans and EHCPs for pupils who have them.

SEND

All Year 7 pupils complete a Detailed Assessment of Handwriting, and New Group Reading Test (NRGT) and New Group Spelling Test (NGST). Pupils who are identified as Dyslexic are enrolled on the IDL programme which shows progress through regular assessments as part of the programme.

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

- WIAT-III (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),
- SDMT (Visual Processing),
- Visual Stress Screener,

Pupil passports are created for SEND pupils, with information the pupils 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 pupils.

Pupils 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 pupil needs to revisit something because progress has not been made.

EAL

Pupils for whom English is not their first language are supported in a number of ways. Their progress is tracked by the teacher i/c of EAL. When they enter the school, data is collected via tests when they arrive, and then their progress is monitored through regular assessments. Pupils 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 pupils have individual pathways created for them by the teacher i/c of EAL, and they have the option to have additional small class or individual support

sessions. Pupil 'challenge' passports are created for EAL pupils, incorporating individual targets, with information the pupils 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 pupils. 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. Pupil aspirations are monitored to help target additional opportunities based on the interests of the pupils. 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 2d – RSE/PSHE Policy and 2e Policy on Careers Guidance.*

The UCAS Coordinator supports pupils 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 Pupils 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 and specific assemblies. The focus throughout is very much on helping pupils 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 pupils to become inquirers, thinkers, communicators and risk-takers who are knowledgeable, principled, open-minded, caring, balanced and reflective

To assist with helping pupils 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 after school activity programme.

Additionally, as an international school we welcome pupils from all over the world on exchange and immersion programmes, which are often described as life-changing by pupils 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, pupil self-evaluation and a comprehensive reporting programme with regular parents' evenings. Pupils and their families can expect to have contact from Tutors/Teachers every 3-4 weeks, whether via a formal report, parent Evening discussion, telephone or Teams call, or email. The school uses a target driven programme in all years to help pupils make good progress.

Infant & Junior School
Pupils at the Infant & Junior School, follow an adventure learning model, and this runs alongside the Assertive Mentoring programme. Our approach provides a rich learning culture in which pupils 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 pupils near the end of the EYFS at the end of their Reception Year.

At Windermere School the EYFS seeks to provide:

- **quality and consistency** 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** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from 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:

Prime	• Communication and Language • Physical Development • Personal, Social and Emotional development
Specific	• Literacy • Mathematics • Understanding the World • Expressive Arts and Design

Specialist teachers deliver lessons in Physical Education, Music and Life Skills. Pupils also have Art and Forest School 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. Humanities
5. French
6. Music
7. Art and Design
8. PE
9. Forest School
10. Life Skills

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 includes all subjects taught at Key Stage 1, with additional lessons in Design & Technology, Drama and Adventure.

Life Skills Education at EYFS, Key Stage 1 and Key Stage 2, Personal, social, health and economic (PSHE) education, is an important and essential part of all pupils' learning. We aim to deliver a spiral programme that builds on prior learning as they progress through school. Like any other curriculum subject, Life Skills has dedicated curriculum time in the weekly timetable. This is also further enhanced through the use of, for example, Form Time and Assemblies.

The teaching programme and learning opportunities are spread across three core themes:
1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Teaching builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. Life Skills helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

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, including Art, Humanities and Design and Technology.

The **Forest School Programme** (Pre School-Year 2) and **CAS Adventure Programme** (Years 3-6) aims to help pupils 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 pupils to complete the Windermere School Adventure Award Scheme for Years 3-6 (this then moves to Levels 4-6 in Senior School):

- 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 Year 2 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 3 and Year 4 and all new pupils in Year 5 and 6 also take them. At the end of each academic year, pupils from Year 2 to Year 6 sit the externally marked GL Progress tests in Mathematics and English. These are used alongside the CAT results, to monitor progress and achievement.

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 pupil 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 pupils have come from the Prep School or from other feeder schools. There is clearly a balance between allowing pupils a new beginning at Senior School, and ensuring their previous academic and social experiences are taken into account.

Within the Key Stage 3 Curriculum, pupils will study a curriculum comprising English, Mathematics, Science*, French, Spanish, History, Geography, Art, Music, Drama, Food Technology, Design & Technology, Physical Education, Adventure, Life Skills and ICT/Computing.

*Some timetabled KS3 Science is delivered outdoors, inspired by the Forest Schools philosophy in our outdoor classroom.

Pupils entering Year 9 have the choice of continuing to study either French, Spanish or both. Windermere School strongly believes that all pupils should study at least one foreign language, unless the advice from the Pupil Support team suggests that it would disadvantage that pupil.

Pupils in Key Stage 3 take CAT tests on entry (Year 7 or 8) and then take the CAT tests again in Year 9. These are used to monitor progress, e.g., they are used to assist with internal tracking against examination data and against the Progress in Maths and English assessments.

Enrichment Activities:

The key strands to enrichment in Years 7-9 are the Life Skills programme, outdoor learning (e.g., some Science lessons are delivered by Science teachers in our outdoor Forest School classroom), the CAS Adventure Programme (Years 7-9) and Academic Enrichment for select pupils. Year 9 Academic Enrichment includes lessons in Maths Problem Solving, Science Enrichment, English Reading & Comprehension, Health & Fitness, and Study Skills. These aim to help pupils 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 "Don't be electrified" collaborative Science and Fire Service project. We also run Enrichment days throughout the year where all pupils are taken off timetable and participate in enrichment activities such as mathematical treasure hunts on Lake Windermere, re-creating the Battle of Hastings, competing in a religious leaders Balloon Debate or engaging in a world trade competition.

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 pupils 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.

Pupils 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. Pupils are encouraged to become self-regulated learners, and helped to develop the confidence the 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 and Artificial Intelligence. To assist with this the Senior School has developed guides, appropriate for each key stage, on study skills, revision techniques, referencing and plagiarism.

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

Pupils may follow up to 10 GCSE/IGCSE 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 pupil. Pupils may choose to study Academic Enrichment in one GCSE option blocks option block instead of a GCSE to develop other essential skills. Year 10 Academic Enrichment covers lessons in Money Skills, Heath & Fitness, Textiles & Service, Silver CREST Awards, Digital Skills, Enterprise, Travel & Tourism, and Study Skills.

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

Pupils also follow additional one-year IGCSE/GCSE subjects, with up to three in Year 10 and a further three in Year 11. We expect all pupils to maintain some breadth and balance in their subject choices and recommend that these choices include at least one, Science course (from Biology, Chemistry or Physics) and one humanities course, as we feel it is important for pupils 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 pupil.

The subject matter is defined by the relevant examination board (e.g., OCR, Edexcel, CIE or AQA). Some subjects require individual presentations by pupils 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 pupils as they come to terms with the requirements of GCSEs, whilst Year 11 pupils 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)
- A Science (IGCSE) – Biology, Chemistry or Physics. These are one-year GCSE, single Science options .

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 one-year academic subjects for GCSE/IGCSE

Geography	History	Business Studies
Biology	Chemistry	Physics
Food and Nutrition	Art	Drama
Music	French	Sport Science
Computer Science		

The subjects are set into option blocks by the Deputy Head and Curriculum Coordinator following consultation with parents and pupils. The Key Stage 4 programme is closely monitored and reviewed.

Option Blocks at GCSE for September 2025 (Year 10 & 11):

One year (I)GCSEs: Examined at the end of each academic year.
Please select one subject for Year 10 and one subject for Year 11 from each block.

Two year (I)GCSEs - studied by all pupils			**Option block A**			**Option block B**			**Option block C**		
Mathematics	English Language	French	Business	Y10	Y11	Art	Y10	Y11	Biology	Y10	Y11
	English Literature	Spanish	Chemistry	Y10	Y11	Biology	Y10	Y11	Business	Y10	Y11
		English as an additional language	Drama	Y10	Y11	Chemistry	Y10	Y11	Computer Science	Y10	Y11
		Independent study	Geography	Y10	Y11	F&N (additonal cost incurred)	Y10	Y11	Music	Y10	Y11
			French	Y10	Y11	Geography	Y10	Y11	Sport Science	Y10	Y11
	English second lanaguage and self-taught frst language are available		Physics	Y10	Y11	History	Y10	Y11	Academic Enrichment - skills for the future	Y10	Y11
			Academic Enrichment - skills for the future	Y10	Y11	Academic Enrichment - skills for the future	Y10	Y11			

Academic Enrichment is non-examined and may include: Digital Skills, Silver CREST Awards, Textiles, Service, Money Skills, Enterprise, Travel & Tourism, Health & Fitness, Cooking, D&T, Study Skills and some Independent Study.

Non-examined curriculum			
Physical Education & Adventure	CAS - Service	Life Skills - Personal, Social and Health Education	Activities
All students attend these class - no options choices to be made.			

Study Skills
Pupils who have not chosen a subject from the MLF option block may have study periods. These take place in the library, a designated classroom 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. Pupils 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. It is also incorporated into the Academic Enrichment Programme for some pupils.

Public Examinations and Tracking
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.

Pupils in Key Stage 4 take CAT tests on entry to Year 10 (if new to the school) and are taken by all pupils at the start of Year 11. These are used to monitor progress, e.g., they are used to assist with internal tracking against examination and assessment data.

The Curriculum at Key Stage 5

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

- The International Baccalaureate Diploma (IBDP)
- The International Baccalaureate Career-related Programme (IBCP)
- The International Baccalaureate Diploma Courses.
- A Vocational qualification: BTEC Business National Award and/or NCFE Sport & Physical Activity (Adventure) Diploma

The advantage of the IB programme is that we can tailor individual packages to pupils according to their own requirements. At the same time, it helps pupils keep their options open and retain a broad education whilst specialising in the subjects they prefer. The IB assists pupils in developing the competences and skills required by universities and future employers, whilst also helping pupils 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 pupils choose one subject from those on offer in Groups 1-6 in addition to the core (Extended essay, Theory of Knowledge and CAS). They can choose their six subjects from 7 option blocks designed to give maximum flexibility for subject combinations, where Environmental Society & Systems (ESS) counts as both a Humanities and Science subject. 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 or another First 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 2025)

Block 1			Block 2			Block 3			Block 4			Block 5			Block 6			Block 7		
English A Literature	SL	HL	French B	SL	HL	Maths Applications	SL	HL	Chemistry	SL	HL	Physics	SL	HL	Biology	SL	HL	Psychology	SL	HL
English A Lang. & Lit.	SL	HL	Spanish B	SL	HL	Maths Analysis	SL	HL	Sports Science	SL	HL	History	SL	HL	Economics	SL	HL	Geography	SL	HL
English B	SL	HL	Italian ab initio	SL					Theatre	SL	HL	ESS	SL	HL	Music	SL	HL	Art	SL	HL
			Self-taught A Literature	SL																
NCFE Adventure						NCFE Adventure									NCFE Adventure					
			BTEC Business						BTEC Business			BTEC Business								

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

IBCP pupils complete:

- A minimum of 2 IBDP Standard Level subjects;

- BTEC Business or NCFE Sport & Physical Activity (Adventure)
- Produce a language development portfolio;
- Personal and professional skills (PPS);
- Reflective project;
- Service learning.

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

The **BTEC and/ or NCFE** 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 pupils, 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 (Senior School) and Subject Leaders (Junior School) 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 Faculty will observe lessons and collect in pupils' work to assess attitudes, progression and assessment across teaching groups in order to confirm classroom practice. Heads of Faculty 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 pupils 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 pupils to evaluate their own performance. By knowing and understanding how staff and pupils 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 pupils are met.

Windermere School Teaching and Learning Aims

- To provide a safe, stimulating learning environment for all pupils and teachers.
- To enable pupils 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 pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences.
- To develop pupils' 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 pupils, 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 pupils 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 pupils 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, an introduction with SMART (Specific, Measurable, Achievable, Relevant, Time-bound) learning objectives, a development phase with varies activities to engage pupils and build understanding, and a conclusion that reviews key points and assesses learning. Lessons allow pupils to develop and practise higher order thinking skills such as creativity, analysis, problem solving, decision making and application.

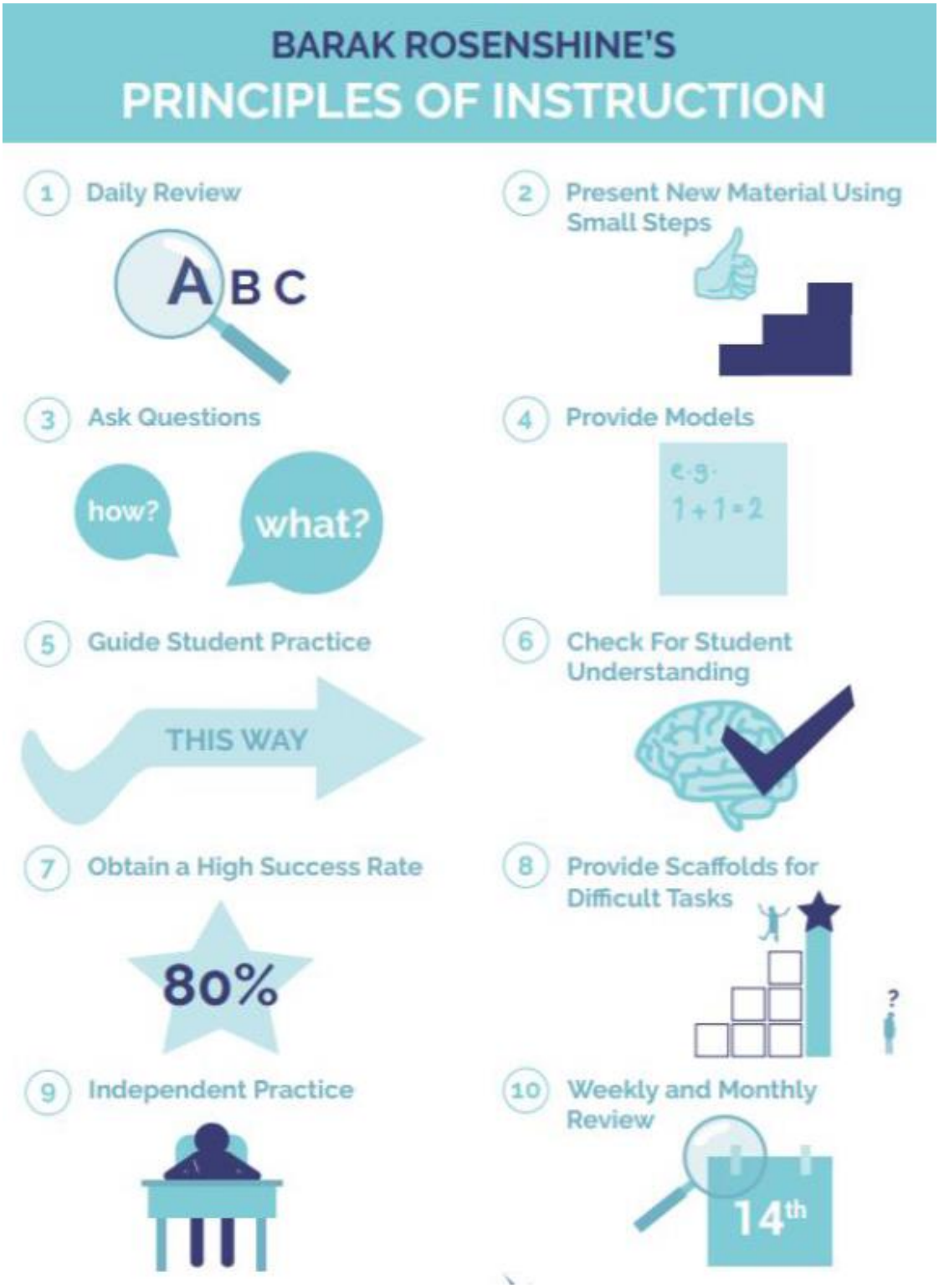
- Lessons provide pace and challenge for all pupils, using differentiation to meet the varying needs in a class by task, resources, outcomes and/or methodology, ensuring that the difference between core and extension tasks is clear. All lessons should have extension opportunities.
- Teachers make use of stimulating resources, including use of IT and e-learning (where relevant), and that these resources are differentiated (as appropriate).
- Lessons use effective questioning to direct and challenge pupils.
- Lessons allow the development of speaking, listening, literacy, numeracy and IT 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, Fundamental British Values (FBV), Spiritual, Moral, Social and Cultural development (SMSC) and to the language of the Windermere Guide.
- Staff demonstrate good knowledge and understanding of the subject matter being taught.
- Lessons build upon pupils' prior knowledge and understanding.
- Faculties should be able to demonstrate that a framework is in place to assess pupils' work regularly and thoroughly, and use that information to plan teaching so the pupils 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 pupil 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 pupils, and take these into account when planning and delivering lessons.
- Allow pupils to learn in their preferred styles i.e., visual, auditory or kinaesthetic (holding in mind that all pupils will learn using a mixture of these styles). Pupils learning profiles are available as part of the CAT/ALIS testing programme, and are shared with pupils via their tutors.
- Allow pupils to work both independently and collaboratively, and which contribute to one another's learning.
- Use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy.
- Use topics which are relevant and within pupils' experience.
- Use others to deliver the lessons (e.g., other pupils, 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:



c) Assessment, Recording and Reporting

Teachers should:

- Assess pupils' work regularly according to the school's procedure (for further details please see **4a 'Measuring Pupil Performance – Marking, Prep and Assessment'**.)
- Use analysis of assessments (including pupil self-evaluation) to inform their teaching and support pupils' progress.
- Use CAT/ALIS data to ensure pupils are working to their full potential and set appropriate targets.
- Inform Tutors regularly of pupils' progress or underachievement.
- Inform Parents of pupils' progress through the listed reporting schedule.

d) Learning Support and EAL

Teachers must:

- Take responsibility for each pupil in their class, and run an inclusive classroom.
- Be aware of the specific learning needs of their pupils e.g., literacy, dyslexia, gifted and talented.
- Consult with Head of Learning Support, EAL Coordinator or the teacher i/c of Academic Enrichment 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 pupil 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 Deputy Head.
- Discuss teaching and learning during Departmental Meetings in order to share good practice.
- Seek to plan their own CPD programme as part of the wider Professional Development/Appraisal system, in conjunction with their line manager.

Learning

Pupils 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 pupils 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/ Appraisal system);
- Monitoring pupil 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 pupils, both socially and academically.

This is achieved by:

- Monitoring academic progress and attitudes of individual pupils through academic tracking;

- Encouraging and developing the ability of pupils 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

As guardians of academic standards in their subject fields, subject leaders and Heads of Faculty are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' 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 pupils;
- Establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- Analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups;
- Monitoring pupils' work by completing regular Work Reviews. This involves sampling of prep, classwork, pupils' responses and attitudes in order to make an evaluation of pupils' 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 pupil data to identify and set targets for specific pupils according to their needs, e.g., underachievement, able pupils;
- Maintaining an overview of the experience of pupils 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.

Senior Leaders

Senior leaders such as the Deputy Head set priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. Monitoring and evaluation principally takes place through a process of departmental reviews and classroom observations of teaching and learning.

<u>Responsibilities</u>

The Head is responsible for monitoring the performance of members of the Senior Leaders.

The Deputy Head 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 meets with relevant Faculty or Department Heads termly 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.