Ethos College

Curriculum Policy

April 2024

ETHOS
COLLEGE
Nurturing inclusive learning communities

ETHOS
ACADEMY TRUST

1	Summary	Curriculum Policy
2	Responsible person	Mandeep Little
3	Accountable ELT member	Rebecca Smith
4	Applies to	Ethos College
5	Trustees and/or individuals who have overseen development of this policy	N/A
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Rebecca Smith
8	Ratifying committee(s) and date of final approval	Learning and Achievement Committee approved 8 May 2024
9	Version Number	1.1

10	Available on	Every	Y/N	Trust Website	Y/N
				Academy Website	Y/N
				Staff Portal	Y/N

11	Related documents (if applicable)	Curriculum plans
12	Disseminated to	Ethos College
13	Date of implementation (when shared)	April 2024
14	Date of next formal review	April 2025
15	Consulted with Recognised Trade Unions	N/A

Date	Version	Action	Summary of changes
April 23	1.0	New Policy	New policy
April 24	1.1	Policy Review	Ethos Academy Trust curriculum principles added Removal of subjects no longer taught Removal of medical marking expectations Appendices added

Contents

Appendices

1. Key Aims

This policy aims to:

- Provide clear guidelines on our approach to curriculum and assessment
- Establish a consistent and coherent approach to the delivery of curriculum, recording assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Aim

The aims of the Curriculum policy is to ensure that all pupils access a broad and balanced curriculum that is personalised to meet their differing learning and social, emotional and mental health (SEMH) needs, enabling all pupils to achieve success.

3. Principles of Curriculum

At Ethos College, the curriculum has been designed in such a way that there is flexibility and room for personalisation in order that we can respond to the needs of individual pupils. Consideration is given to the development of the whole pupil: their intellectual, spiritual, emotional, social and physical development. The curriculum is delivered through engaging and creative teaching to engender curiosity, active participation and the development of pupils' own unique, creative responses. We work in partnership with referring schools and alternative providers in order to complement and further extend the curriculum offer and support the transition to post 16 education.

We offer a core curriculum of English, maths and science, supported by Level 1 and 2 qualifications; alongside other personalised pathways that are designed to support foundation learners.

The Ethos Curriculum is based on the following shared values:
- We have high expectations for all, which means that the curriculum

    - Has pupil progress and achievement at its heart;

    - Challenges and stretches pupils to achieve their potential;

    - Supports the development of high quality functional skills, including key literacy, numeracy and computing skills.

- We evaluate our own performance, which means that the curriculum

    - Is reviewed annually by the senior leadership team and the Board of Trustees against national performance standards.

    - Includes the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.

- We work together, which means that the curriculum

    - Empowers pupils to develop and be able to use high quality personal, learning and thinking skills and become independent learners;

    - Complements that of referring schools, wherever possible, to ease transition;

    - Involves the community and parents/carers in pupils' learning.

- We ensure that no individual is left behind, which means that the curriculum

    - Is broad and balanced to prepare all pupils for a successful adulthood and working life within our global society.

    - Offers differentiation and personalisation, enabling those not achieving age-related expectations to narrow the gap and catch up with their peers.

- We ensure that all pupils us their initiative and demonstrate responsibility, which means that the curriculum

    - Is delivered in a learning environment that is inspiring, nurtures the talents of all and celebrates success.

    - Helps pupils develop lively, enquiring minds, healthy lives and an ability to question and argue rationally and to apply themselves to tasks requiring wide ranging physical and mental skills

CURRICULUM PRINCIPLES

ETHOS ACADEMY TRUST

LITERACY, ORACY & VOCABULARY RICH

Our pupils' ability to use effective speaking and listening is fundamental to their language and social development. A strong focus on literacy skills, including oracy and reading, will enable pupils to find their voice, develop self-esteem, helping to achieve success socially, emotionally and academically.
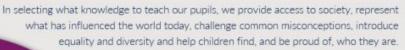
EVIDENCE INFORMED

At the heart of an evidence- informed approach is the rigorous application of research outcomes, best practice and the science of learning. The wealth of evidence at our fingertips ensures we offer pupils the most effective learning opportunities.

DEVELOP THE 'WHOLE' CHILD

Adhering to the six principles of nurture, our academies focus on a pupil's whole self. This includes all aspects of the child's well-being, including: relationships, identity, emotional skills, creative and cognitive capacities.

ACCESSIBLE

Our approach is aligned to the needs of the pupils. Through Quality First teaching, our academies ensure that their curriculum supports all pupils to learn. For some, we use an instructional approach. For others we may utilise a personalised approach that is tailored to a pupil's needs.

DIVERSE

In selecting what knowledge to teach our pupils, we provide access to society, represent what has influenced the world today, challenge common misconceptions, introduce equality and diversity and help children find, and be proud of, who they are.

EXPERIENTIAL LEARNING THAT PREPARES PUPILS FOR ADULTHOOD

Our academies plan opportunities for pupils to engage creatively, physically and socially, delivering a range of subjects that prepare pupils for their next steps. We support and challenge pupils to engage in new experiences. Maximising opportunities for careers education sits at the heart of preparing pupils for the world of work.

TRAUMA INFORMED

Our academies incorporate trauma informed practices into their nurture curriculum to help pupils understand and manage trauma. Co-produced transition plans, therapeutic language, the use of microstructure and routine and teaching pupils about positive relationships, conflict resolution and strategies for emotional wellbeing support this approach.

ENRICHED EXPERIENCES

Our academies' curriculum extends beyond the classroom, enriching lives and broadening horizons for all. Our curriculum vision is one of entitlement for all and a belief that aspiration, ambition and character is nurtured and grown through enriched experiences.

SERVING OUR COMMUNITIES

Our academies' curriculum reflects the needs of the local community and context, whilst also meeting the demands of the national and global agenda. We support our young people to be community-minded with a willingness to get involved. We want our pupils to be able to draw on a deep understanding of the Ethos core values, to be tolerant of others and willing to listen and appreciate the views and lifestyles that others may follow.

Ethos College Curriculum Overview

Vision	Nurturing Inclusive Learning Communities					
Aim	To shape well educated and rounded young adults who become successful lifelong learners and are ready to take their place in modern day Britain.					
Our Curriculum is underpinned by the **6 nurture principles**	The classroom offers a safe base	Children's learning is understood developmentally	Transitions are significant to the lives of children	Nurture is important for the development of wellbeing	Language is understood as a vital means of communication	All behaviour is communication

Core Values	Leading with Integrity	Thinking Innovatively	Improving continuously	Encouraging Freedom and Responsibility	Celebrating Achievement
Our Curriculum is designed to:	Help pupils to gain an appreciation of long-term commitments that frame a successful and fulfilled life – family, relationships, local community and faith	Be dynamic to meet the needs of individual pupils to support future career choices	Help pupils to have the ability to be motivated by long term goals	Breakdown barriers to participation by having a multi-agency approach and nurture effective partnerships with the wider family	Expand pupils' perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility by introducing them to the best that has been thought and said
	Give pupils opportunities to explore and express their character to learn positive moral attributes like courage, honesty, generosity, integrity and humility which helps to build the skills they need for resilience, empathy and employability	Enable pupils to work towards SEMH targets identified through Boxall and specific targets identified in EHCPs	Show pupils the possibilities in a world where it is not obvious by giving them access to high quality careers education and challenging poverty to aspiration	Ensure pupils feel safe and understand how to stay safe by having highly effective safeguarding procedures	Be rigorous and academically stretch all pupils to achieve academic success
	Ensure pupils acquire social confidence – the ability to make points or arguments clearly and constructively, listen attentively to the views of others and behave with courtesy whist displaying good manners and respect	Promote a sense of pride, belonging and identity	Develop life skills and raise self-esteem through high quality personal development	Make links with external partners to prepare students for life in the world of work based on local and national employment and training needs	To provide a personalised knowledge base to allow all pupils to access further education and employment irrespective of their ability or background

Intent (vertical label on left)

ETHOS

Implementation	Teaching is based on the starting points of all pupils to ensure prior learning is built upon to ensure fluency	Teachers have a deep understanding of content knowledge, pedagogical knowledge and pedagogical content knowledge. They have high expectations in pedagogy.	Teachers use formative assessment to be dynamic in lessons to aid progress and to plan lessons for the future to build fluency	Staff foster strong, positive working partnerships with all stakeholders, especially parents, carers and the local and wider community	Personalised pathways are developed and based on individual need. Pupils foster strong positive relationships with adults and their peers.

Core Curriculum	Options				
English (GCSE, Entry Level, Functional Skills)	OCR Enterprise and Marketing	BTEC Health and Social Care	BTEC Music	BTEC Performing Arts	GCSE Art
Maths (GCSE, Entry Level, Functional Skills)	Creative Development	GCSE English Literature	GCSE Film Studies	GCSE Geography	Forest School
Science (GCSE and Entry Level)	Hair and Beauty	BTEC Home Cooking Skills	OCR Child Development	OCR Creative iMedia	Arts Award
Personal Development/ASDAN	GCSE PE	BTEC Public Services	Topic Based Learning	Outdoor Education	Votes for Schools

Impact	Attendance	National Examination Data	Destination Data	Exceptional Progress
	Improvement in Attendance – Value Added	Boxall data to show non-academic progress	Progress towards EHCP targets	Marking and feedback used effectively to support learning
	Celebrating achievements through rewards and awards	Reduction in behaviour incidents	Progress towards Gatsby Benchmarks	Proven success of Alumni

4. Principles of Assessment

At Ethos College we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

Assessment at Ethos College will:

- gather information about the progress of individual pupils
- track individual, group and cohort progress
- ensure that the positive achievements of a child are recognised and the next steps are planned
- ensure that barriers to learning can be identified quickly and appropriate intervention and support is given

5. Assessment Approaches

At Ethos college we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use 3 broad overarching forms of assessment: day to day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Formative assessment is a fundamental part of teaching and learning and includes any activity carried out during the learning process that assesses pupils progress and understanding, and provides information which can be used to decide if it is necessary to modify teaching and learning activities.

Some examples of formative assessment at Ethos College include:

- Homework
- Practical assessments
- Presentations
- Quizzes'
- Question and answer

Where it is clear that learning needs to be reinforced or revisited, in a particular area, teaching staff are encouraged to move away from their curriculum maps and schemes of work to ensure that pupils have learnt the required content. These adjustments help to ensure that all pupils can achieve and make progress and that learning is embedded in the long-term memory.

In-school summative assessment
Summative assessments are given periodically to determine at a particular point in time what pupils know and do not know, and to identify any gaps in learning. Some examples of summative assessment at Ethos College include:

- GCSE examination papers
- End of unit tests
- End of term assessments
- Cumulative work over an extended period such as a final project or coursework

Summative assessments are a means to measure at a particular point in time, pupils learning relative to a specification. It is normally, though not always, used towards the end of a term or unit. Summative assessment is used to measure achievement, to reward achievement and to provide accurate data for the whole school analysis, including for school reports.

Nationally Standardised summative assessment
Nationally standardised summative assessment takes the form of GCSEs and vocational qualifications at the end of year 10 and year 11.

6. Feedback & Marking

Teachers should create opportunities for verbal feedback every lesson, recognising that the dialogue between teacher and pupil (and between pupils themselves) is crucial to learning.
The marking of pupils' work is an important assessment tool which is essential for both progression in pupil learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers across the school. Positive marking and feedback which recognises pupil achievement, highlights both strengths and weaknesses and providing clear guidance for improvement are to be encouraged.
Effective marking helps to:
- Recognise pupil achievement
- Monitor pupil progress
- Diagnose problems in learning
- Provide feedback with regards to progress
- Provide clear guidance for improvement
- Motivate and encourage pupils
- Record and report pupil attainment
- Assist in evaluation and planning

Spelling, punctuation and grammar

It is the responsibility of all teachers to promote literacy within their subject area. Teachers should develop strategies for promoting subject literacy via marking and feedback (as well as within wider teaching), which will include; subject-specific spelling, explicitly teaching the genre/styles of writing that are relevant for the subject, identify where pupils are making mistakes and address them directly. All teachers should use the following codes when providing feedback to students:

SPaG Codes	
SP and underline	Incorrect spelling
P and underline	Punctuation error
G and underline	Grammatical error
C and underlined	Missing or misplaced capital letter
//	New paragraph

Art Marking and Feedback Expectations

Formal marking will take place twice during the course of each component studied. This feedback is designed to review progress and inform teaching content to provide an adaptive reactive approach to learning. Pupils will have the opportunity to implement their feedback within their coursework as the project develops and continues. All formal feedback will be given in the form of an independent booklet, which will accompany their work, as to not detract from the intended aesthetic of the pupil's own work. Pupils will have the opportunity to respond to and act on feedback.

During art sessions the pupils will receive continuous and collaborative feedback on each stage of their project in relation to the four assessment objectives.

BTEC Qualifications, WJEC, Cambridge National Qualifications Marking and Feedback Expectations

For the pupils who are studying a BTEC or a Cambridge National qualification, the feedback will be both written and verbal.

Due to the requirements set out by the exam board, the internal units/components do not allow for specific feedback to be given to pupils once an assignment has been started. Teacher are allowed to give generic verbal feedback to pupils. If a pupil requires more specific feedback to make progress this will be done more formally through a resubmission and will follow the guidance set out by exams boards. Teachers will supply pupils with retrieval practice exercises and work sheets which will be marked to support the learning throughout the unit/component.

The external unit/component is assessed through an external exam, which takes place half way through the year or at the end of the year. Teachers will provide written and verbal feedback which will be delivered on a weekly basis and pupils will be given the opportunity to respond and act on

feedback. For some work pupils are supported through teacher modelling; this work does not require written feedback.

English Marking and Feedback Expectations

Marking and feedback in the English Department at Ethos College is designed to provide clear guidance on how to improve and invites pupils to act on feedback. As a department, we are mindful that feedback should not be overwhelming and that pupils should feel supported by it. Therefore, pupils will have the opportunity to respond to and act on feedback on a fortnightly basis. Feedback within the English Department takes a number of forms:

- ✓ Verbal Feedback – Pupils will receive verbal feedback from their teacher on a daily basis. This can take the form of addressing the whole class, groups or 1:1.
- ✓ Visualiser – We use the visualiser to showcase our pupils best practice: this could be marking live or modelling. This is usually done when pupils are building their confidence, skills and stamina around composing extended marking pieces, but is embedded into our regular practice.
- ✓ Live marking – Live marking is providing systematic feedback in the moment. We do this in a responsive way and we will always be looking out for basic SPaG in line with our whole school policy and some spellings of subject specific vocabulary.
- ✓ Questioning – We also regularly use a range of open, closed, hinge and challenging questions to check for understanding, to recall prior knowledge and to develop pupil responses both verbal and written.
- ✓ Modelling – In English, modelling is at the heart of our feedback and is used regularly. Based on pupil misconceptions, we will provide a range of examples and models; this is used across all genres of writing and is also based on the principal "I do. We do. You do."
- ✓ Whole -Class Feedback – In order to provide systematic feedback, we will provide whole class feedback. This is used as an analysis of students' work to understand the misconceptions they are facing. From this, we can provide DIRT sessions, which are specifically aimed at ironing out misconceptions, allowing progress to be made. DIRT sessions in English will typically follow a series of lessons that have built up to a summative assessment at the end of teaching a specific text/skill/GCSE style question.

Functional Skills English Marking and Feedback Expectations

Functional Skills English is timetabled to 3 hours a week and is assessed by externally set and marked reading and writing assessments plus an internally set and assessed speaking and listening assessment. Teachers will create opportunities for verbal feedback to be given every lesson in order to support learning. Feedback given on a weekly basis will focus on SPAG and giving general feedback to pupils, including minor corrections. More detailed written feedback, based on an extended reading or writing task, will be given on a fortnightly basis in order to have the maximum impact on learning. Pupils will be given the opportunity to respond and act on this feedback in subsequent lessons. At appropriate stages in the year, mocks and practice paper will be undertaken, with a detailed question level analysis being performed, to identify areas of strength and development specifically related to the final assessment.

English Nurture Marking and Feedback Expectations

English in Nurture is targeted for pupils who are working below the expected standard for KS4. It offers a curriculum aiming to achieve qualifications in either Entry Level Certificate or Functional Skills. These qualifications assess Speaking and Listening, Reading and Writing.

Feedback in nurture is designed in a way to support pupils during the lessons whilst building on their self-efficacy.

We will provide feedback by:

•Monitoring SPaG in line with the whole school marking policy and identifying this within written work;

•Verbal feedback during the lesson. This could be 1:1 or provided to the whole group if it is a common need to be addressed;

•Use of questioning. This helps pupils take control of their own learning by either allowing them to identify and improve on their own misconceptions, or as a way to challenge them further;

- Written feedback. Dedicated time will be given in lessons for pupils on a fortnightly basis to act on and respond to feedback.

- Positive praise and modelling. Pointing out the positives and modelling the work of the pupils as an example to encourage motivation to continue working towards improvement and challenge.

- Use of success criteria as a guidance for pupils to know what is expected and use this to self and peer assess.

Maths Nurture Marking and Feedback Expectations

Maths in nurture is targeted for pupils who are working below the expected standard for KS4. It offers a curriculum aiming to achieve qualifications in either Entry Level Certificate or Functional Skills. Feedback in nurture is designed in a way to support students during the lessons while building on their self-efficacy.

The following indicates ways we will provide feedback.

- Pupils will receive verbal feedback during each lesson either 1:1 or whole group.

- Questioning will be used to challenge pupils further or to prompt them to think about their own misconceptions.

- If learning shows a significant gap in meeting an objective, dedicated time will be allocated to address this either as a whole group lesson, in smaller groups or a 1:1 session.

- Positive praise and modelling. Pupils can model to the group how they have solved a problem to demonstrate their own learning and provide an alternative way to provide feedback to the group.

- Written feedback. Dedicated time will be given in lessons for pupils on a fortnightly basis to act on and respond to feedback.

Nurture Cross Curricular Learning Marking and Feedback Expectations

Topic is timetabled to 2 hours a week and is not assessed in a formal way. Topic covers a range of subjects from the national curriculum. These are Science, Humanities, Computing, Art and DT. Teachers will create opportunities for verbal feedback to be given every lesson in order to assess the learning aims of this curriculum. Progress will be recorded via See Saw or an evidence folder/topic book where appropriate. For written work, fortnightly feedback will focus on helping pupils meet the full expectation of the lesson and minor SPAG corrections. Where areas for development are identified, specific opportunities will be created in subsequent lessons to address

these. If there are major SPAG errors, these will be addressed during English lessons due to time limitations on covering different curriculum areas in Topic. Pupils will be given the opportunity to respond to written feedback on a fortnightly basis.

Personal Development Marking and Feedback Expectations

Personal Development is timetabled to 1-2 hours a week and is not assessed in a formal way. Teachers will create opportunities for verbal feedback to be given every lesson in order to assess the learning aims of this curriculum. Progress will be recorded via See Saw or an evidence folder where appropriate. For written work, fortnightly feedback will focus on SPAG and minor corrections. Where areas for development are identified, specific opportunities will be created in subsequent lessons to address these.

Science Marking and Feedback Expectations

In addition to the expectation set out in the whole school marking policy work in science will be marked as follows:

Verbal Feedback is provided throughout the lesson during independent work with the intention that pupils will act on this immediately to correct or improve their work. Every two weeks pupil's independent book work will be marked and feedback provided which pupils will then respond to during dedicated time at the beginning of the following lesson. Examples of work which will be marked in this way include exam style questions, extended writing and practical methodology. In addition to this formative feedback at the end of each topic summative feedback will be provided following completion of an end of topic test. Tests to be marked within two lessons of completion. A score and grade will be provided and pupils will then complete a review sheet. Staff will go through the test with the pupils and they can then correct the questions they got incorrect. Pupils will then fill in the review sheet identifying which aspects of the test they did well, and when which aspects they need to improve.

Physical Education Marking and Feedback Expectations

Physical Education is timetabled to 4 hours a week and are mostly assessed through the completion of an external exam which takes place at the end of the academic year. Teachers will create opportunities for verbal feedback to be given every lesson in order to support learning. Written feedback will be given on a weekly basis in a timely manner in order to have the maximum impact on learning. Feedback given on a weekly basis will focus on SPAG and giving general feedback to pupils, including minor corrections. More in depth marking will take place fortnightly where pupils will be given the opportunity to respond and act on this feedback during the first 20 minutes of a lesson.

1. Collecting and Using Data

Each pupil in the academy will be assigned to mark books for the subjects that they are taking. Teaching staff will be responsible for uploading baseline data, progress data and targets to the mark books for the pupils that they teach, in line with the academy's assessment calendar. The academy's assessment calendar outlines when more formal assessments should be undertaken and also includes the deadlines for when data should be uploaded to the mark books. In order to avoid unnecessarily adding to teacher workload, progress data will only need to be uploaded to the mark books on a termly basis.

Data will then be analysed and evaluated by teaching staff and senior & middle leaders. All members of teaching staff should have a good working knowledge of Arbor. Analysing this data will allow teaching staff, senior leaders and middle leaders to be able to track pupil progress and where necessary put into place effective interventions to ensure that all pupils make at least expected progress.

2. Attitude to learning grades

Attitude to learning grades (ATL) are used by the academy to provide a more holistic understanding of how a pupil is coping in terms of behaviour, effort and attitude within each subject. Through analysing ATL grades and progress data together, teaching staff, middle & senior leaders are able to identify pupils who are not making expected progress and are able to put into place strategies and interventions to support pupils to make high levels of progress. Teaching staff are responsible for awarding ATL grades twice a year which are shared with parents/carers through the annual reports and the parent/carer evening.

7. Reporting to Parents/Carers

Parents/carers play a vital role in a pupil's development and at Ethos College we seek to keep parents/carers updated through regular phone calls and text messages. More formally the school sends home annual written reports once a year for all pupils, a progress report in the Spring term and in addition to this holds a parent/carer evening annually.

8. Training

Ethos college recognises the importance of continuous professional development in being able to deliver high standards of teaching and assessment. Whole school CPD is delivered to the staff team through weekly staff meetings. An additional weekly meeting is held for teaching staff to keep them up to date with assessment practice and best practice. Middle and senior leaders are responsible for ensuring that staff have access to up to date CPD.

9. Roles and Responsibilities

Trustees are responsible for:

- Being familiar with statutory assessment systems as well as how the academy's own systems of non-statutory assessment that captures the attainment and progress of all pupils
- Holding academy leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Senior and middle leaders are responsible for:

- Ensuring the policy is adhered to
- Monitoring standards of assessment across all subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement

- Reporting to trustees on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Developing interventions and strategies to address underachievement in pupils

Appendix A

Quality Assurance – Deep Dives / Learning Walks

Aims and Objectives

The aim of Deep Dives and Learning Walks is to quality assure teaching and learning; identifying best practice and areas for development for individuals and the whole academy to provide evidence for appraisal, self-evaluation, accountability and reflection. These activities form part of the ongoing professional dialogue that builds on an individual staff member's strengths and developmental needs.

Deep Dives and Learning Walks, along with coaching, mentoring and appraisal reviews by the Head of School, senior leaders, middle leaders and subject leaders are a vital and effective tool to support continuous school improvement at Ethos College.

We are committed to ensuring that any Deep Dive/Learning Walk is supportive and developmental and that those who are involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;
- Seek to reach agreement in advance on how Deep Dives/Learning Walks are to be carried out;
- Evaluate objectively;
- Report accurately and fairly; and
- Respect the confidentiality of the information gained.

Deep Dives and Learning Walks aim to meet the objectives below:

- To encourage and support staff to recognise and evidence their areas of strength;
- To encourage and support staff to recognise and develop their areas for development;
- To encourage staff self-reflection on their everyday practice;
- To provide focused CPD for all staff;
- To support and develop effective teaching and learning;
- To maintain a positive learning community;
- To promote a culture of fairness for all;
- To promote best practice; and
- To support and promote the Trust's values and a culture of recognition.

Application and Timing

To ensure good practice, leaders will:

- Consult staff on the pattern of Deep Dives/Learning Walks which teachers can expect annually and seek agreement with the teachers on these arrangements;
- Ensure that teachers are given reasonable notification of any Deep Dives (a minimum of 10 working days);
- Ensure that there will be a reasonable amount of time between Deep Dives/ irrespective of the purpose of them;
- Ensure that Deep Dives/Learning Walks will be undertaken solely by persons with qualified

teacher status or appropriate training, experience and professional skills;
- Ensure that the purpose of visits by Head of School/SLT, middle leaders and subject leaders will be made clear before they occur;
- Ensure that staff are able to respond and act upon next steps; and
- Include all teaching members of staff in these procedures to ensure all staff are able to develop and progress in their careers.

Purposes of Deep Dives and Learning Walks

Deep Dives and Learning Walks are a crucial part of developing professional practice and ensure teaching and learning is quality assured. The purpose of them is to:
- Know strengths and weakness in subject areas, standards and coverage, teaching, learning and progress;
- Gain views on pupils' attitudes and engagement in learning (knowing more, remembering more);
- Know strengths and weaknesses of teaching; ensure consistency through the Academy;
- Support and advise colleagues based on first-hand experience;
- Have the chance to reflect on own practice and opportunity to develop our teaching skills;
- Share good practice and ensure consistency;
- Meet CPD requirements; and
- Inform INSET needs.

Whenever possible the academy will seek to carry out Deep Dives/Learning Walks for a range of purposes in order to avoid overburdening teachers. These may include;
- Personal development, behaviour and attitudes;
- Social, moral, spiritual and cultural;
- Classroom environment;
- Assessment;
- Targeted SEND support
- Outcomes;
- Quality of teaching and learning;
- Feedback and marking;
- Quality of questioning; and
- Cross curricular learning.

Types of Observations

Learning Walks – informal
Learning Walks will usually be carried out by the SLT/Subject leads/Middle leaders in order to monitor the quality of teaching and learning.

Learning Walks will usually last around 5/10 minutes and may involve the observer talking to pupils and looking at their work. The frequency will depend on the individual teacher and the academy needs at that time.

Generally, feedback will be given the following day (verbal feedback will always be given and written feedback may also be requested).

Drop in observations may occur where fellow teachers observe a lesson for their own personal / professional development. This will be agreed in advance by all parties. Formal notice may not be given and these observations will not be used as part of the formal appraisal process.

Deep Dives (Observations) – formal

The purpose of Deep Dives is to assess the teacher's performance and progress against their objectives and relevant standards.

Teachers will not receive more than three formal deep dives per year and will not usually last for more than three hours.

Generally, feedback will be given the following day (verbal). All reasonable endeavors will be used to provide written feedback within 5 working days.

Additional Deep Dives

Additional formal Deep Dives may take place if:
- The teacher requests them;
- There are concerns that the teacher is not meeting teacher standards; or
- The teacher is subject to formal capability proceedings.

The above policy will apply to additional observations.

Feedback and Records

Oral feedback will be given following any Learning Walk or Deep Dive as soon as possible after and no later than the end of the next working day, whenever possible. A professional dialogue will be maintained.

Written feedback will be provided within 5 days of the Learning Walk/Deep Dive taking place. The written feedback will include the date on which the Learning Walk/Deep Dive took place, what was observed and over what timescale. The teacher has the right to append written comments to the feedback comments. The Head of School/SLT/Trust Leadership will have access to the records, unless the teacher wants/allows it to be shared with subject leads, peers or external partners.

Deep Dives and Learning Walks – Formal Capability Procedures

For teachers on a formal capability procedure, an important part of the support offered to the teacher will be a clearly defined amount of classroom Deep Dives/Learning Walks with structured oral and written feedback. The amount of Deep Dives/Learning Walks will be discussed with the teacher and their union representative (where the teacher requires a union representative) who is supporting and advising them on the process

Appendix B

Remote Learning

1. Statement of School Philosophy

At Ethos College we strive to be creative, innovative and flexible in our approach to learning and will always endeavor to ensure that pupils and their parents are supported to the best of our ability. This policy sets out how we aim to support pupils with their learning when face to face teaching is not a possibility.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils that are unable to attend school through the use of quality online and offline resources and teaching videos;

- Provide clear expectations to members of the school community with regard to delivering high quality interactive remote learning;

- Include continuous delivery of the school curriculum alongside supporting the mental health and well-being of pupils;

- Support parents to help their child engage in remote learning as necessary;

- Support effective communication between the school and families.

3. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Use of Microsoft Teams to ensure the continuation of education in all curriculum areas which includes core subjects, option subjects along with Personal Development lessons.

- Online tools for example Kerboodle and Seneca learning and links to online learning websites such as Oak National Academy and White Rose Maths to enhance our curriculum offer.

- Phone calls home;

- Printed learning packs where this is identified as the best for the individual; and

- Physical materials such as writing tools if needed.

4. Suggested structure for remote learning

Pupils will be allocated tasks on Microsoft Teams to be completed during the agreed timescales and where applicable invited to join the face-to-face lesson virtually. If pupils are able to, it is

recommended that they complete the lessons which have been set at the usual time they would have a lesson in the correct order. This will mean pupils' learning should suffer minimal disruption and they will be in a position to reintegrate smoothly back to their usual teaching sessions and routines as soon as it is possible to do so.

5. Home and School Partnership

Ethos College is committed to working in close partnership with families and recognises each family is unique and, because of this, remote learning will look different for different families in order to suit their individual needs.

Ethos College will provide access guidance and ongoing support on the use of online platforms to parents and pupils.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Ethos College would recommend that each 'school day' maintains structure.

We would encourage parents/carers to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work by encouraging them to engage with the learning tasks.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

All pupils sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when pupils are working on computers at home.

6. Roles and responsibilities

Teacher

When providing remote learning, teachers must be available within their usual teaching hours to provide support and instructions for learning activities.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work for online learning which is reflective of the work which is being carried out in lessons had the pupil been in school. The work set should follow the suggested timetable, wherever possible, as this has been designed to keep to the structure of the school day;

- Providing feedback on work;

- Maintaining regular contact with parents/carers to report any concerns with progress and to discuss appropriate strategies to support improvement. Any complaints or concerns shared

by parents / carers or pupils should be reported to a member of SLT. Any safeguarding concerns should be immediately referred to the DSL.

- Liaising with Inclusion Workers, as needed, to support online learning or for other tasks as needed;

- Ensuring the safeguarding policy is followed.

Inclusion Workers

- Inclusion workers must be available during usual working hours;
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure;
- Make phone calls to students who are accessing online learning at the start of the day to ensure they are ready to access remote learning;
- Deliver online sessions where appropriate to their role and requirements of the academy and in liaison with teaching staff;
- During the school day, inclusion workers must complete tasks as directed by the class teacher or a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the academy, including daily monitoring of engagement;

- Ensuring all pupils have access to IT equipment and internet so they can access remote learning;

- Monitoring the effectiveness of remote learning;

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy;

IT Technicians

IT technicians are responsible for:
- Fixing issues with systems used to set and collect work;

- Helping staff with any technical issues they're experiencing; including logging in, usernames and passwords;

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer;

- Assisting pupils and parents with accessing the internet or devices.

Pupils and parents

Pupils and parents will be asked to sign the acceptable use agreements and Microsoft Teams Consent Form before beginning any virtual learning.

Microsoft Teams Teaching Consent Form

Use of Microsoft Teams for online learning	
I give consent for my child to take part in online lessons via Microsoft Teams and for each session to be recorded for safeguarding purposes.	Yes/No

Safeguarding and Support	
I understand that prior to any livestream, my child will be reminded of the following: • Not to share private information; • Not to respond to contact requests from people they do not know; • Who they should tell if they see or hear anything upsetting or inappropriate. I understand that prior to any livestream, it is my responsibility as parent/carer to: Ensure that an appropriate adult, over the age of 18, is present throughout the teaching session; Ensure that the teaching takes place in an appropriate room of the house (not a bedroom); Ensure that my child is fully dressed and ready to learn; Ensure that my child has all the required equipment for the lesson; Ensure that any safeguarding concerns are reported to the DSL. Teaching staff will be reminded of our code of conduct and how the Trust expects them to behave.	Yes/No

The Trust will ensure that any face to face virtual learning, either one to one or in small groups, follows best practice, is risk assessed and has been approved by the school's Senior Leadership Team.

The Trust will ensure that staff know and follow correct safeguarding procedures if they are having a one-to-one conversation with a child.

The Trust will ensure that everyone is able to contact their Designated Safeguarding Lead if they have any concerns about a child. This may be because a staff member sees or hears something concerning during an online lesson.

Parent/Carer Signature:

Parent/Carer Print Name:

Date