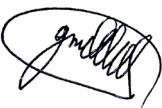




Learning and Teaching Policy

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Queries to be directed to:	Gareth Brenton
Signed:	

This policy will be reviewed annually. Sporting Chance Newport CIC reserves the right to amend this policy, following consultation, where appropriate.

Date created:	November 2024
Date of next review:	November 2025

1. What is this policy about?

This learning and teaching curriculum policy sets out the intention of our curriculum approach, how it is implemented in our learning sessions and how we measure the impact of our curriculum for our students. This policy has been created to align our approach to feedback, marking and assessment alongside our curriculum content and delivery.

At key moments throughout the learning and teaching process at Sporting Chance CIC, other essential policies related to learning and teaching should be referenced, this includes:

ALN

Qualifications

Exams

2. What is the rationale behind this policy?

At Sporting Chance CIC we believe effective assessment provides information to improve learning and teaching, particularly the planning. We give our learners regular feedback on their learning so that they understand what it is that they need to do better.

The efficiency of our assessment comes from our approach to effective verbal, written and typed marking and feedback. Sector leading marking and feedback encourages, motivates and provides steps to the next stage of learning; forms part of the assessment for the learning process, and is an assessment of a learner's progress. Sporting Chance CIC aims to provide consistently effective feedback to learners in order to progress their learning.

Our lesson plans are crafted using detailed knowledge of assessment of our learner and we give parents regular reports on progress so that staff, learners, parents, carers and/or guardians are all working together to raise standards and outcomes.

Our mission is to enable young learners to progress and succeed in sustained education, employment and training. We do this by engaging young learners positively with their purpose through learning and future life aspirations. Our learners achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled passionate people with high expectations in a place that is safe, of a high quality and appropriate.

To do this, we intend to give young learners a broad and rich curriculum that gives them both the academic skills and qualifications needed to move successfully to the next stage of their lives, and the personal development skills to ensure a fulfilling future. We have set a curriculum in line with the National Curriculum alongside a school structure which supports our young people to overcome their barriers to learning ensuring our young learners have bright futures both in their personal and professional lives.

We believe that effective assessment provides information to improve learning and teaching.

To do this in our school we see two main types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise achievement. It is based on the idea that young learners will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

3. Who should read and respond to this policy

The Curriculum Policy is for all Sporting Chance Newport CIC colleagues, Commissioners, Parents/Carers, young learners and Inspectors.

4. What are the aims and objectives of our Teaching & Learning Policy?

- Equip learners with key knowledge and skills to be successful now and in future life.
- Improve the literacy and numeracy of our students with embedded opportunities to develop and practice skills.
- Provide an ambitious curriculum includes exposure to a variety of new experiences.
- Provide a clearly designed curriculum showing progression of skills and knowledge.
- Effectively encourage, support and praise learners
- Celebrate success, boost learner's confidence, drive and self-esteem.
- Provide a structure to what we define as positive feedback.
- Ensure, as a school, we focus on specific success criteria of a learning intention to monitor progress and inform next steps.
- Ensure we encourage self and peer assessment as part of the marking and assessment process.
- Allow our learners opportunities to respond to the marking and feedback (age & level appropriate).
- Enable our learners to demonstrate what they know, understand and can do in their work.
- Help our learners understand what they need to do next to improve their work.
- Allow colleagues to plan work that accurately reflects the needs of each young learner.
- Provide information for parents/guardians/carers that enables them to support their young learners' learning.
- To provide the Headteacher with information that allows them to make judgements about the effectiveness of the school.
- Allow effective assessment for learning to happen all the time in the classroom by:
 - o Sharing learning goals with young learners
 - o Helping young learners know and recognise the standards to aim for

- o Providing feedback that helps pupils to identify how to improve
- o Believing that every young learner can improve in comparison with previous achievements
- Ensure both the teacher and learners review and reflect on learners performance and progress
- Learners to develop self-assessment techniques to discover areas they need to improve
- Believe that every young learner can improve in comparison with previous achievements
- Recognise that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

5. What are our curriculum intentions at Sporting Chance CIC?

To provide opportunities and experiences for learners' personal development and support them with their personal aspirations.

To provide a flexible approach to the curriculum that meets the varying needs of our students through the use of an academic and vocational curriculum alongside working with outside agencies to give a holistic, wrap around and personalised timetable.

6. How is the curriculum implemented at Sporting Chance CIC?

At Sporting Chance Newport CIC we meet our intentions using curriculum for Wales to underpin our learning and teaching. The 4 purposes are at the heart of our curriculum. They are the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to be:

ambitious, capable learners ready to learn throughout their lives

enterprising, creative contributors, ready to play a full part in life and work

ethical, informed citizens of Wales and the world

healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

6.1 What does our curriculum give exposure to?

- 6 Areas of Learning and Experience
- 3 cross-curriculum responsibilities: literacy, numeracy and digital competence
- progression reference points and achievement outcomes which describe expected achievements at each progression reference point.

6.2 What are the 6 Areas of Learning and Experience:

- Expressive arts
- Health and well-being
- Humanities (RE)

- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology (including computer science).

6.3 How to we respond to the UN Convention on the Rights of the Child?

We are committed to embedding this through our school curriculum. We inform pupils about their rights and encourage a culture that reflects this, in particular: -

Article 12 – You have the right to be listen to and taken seriously

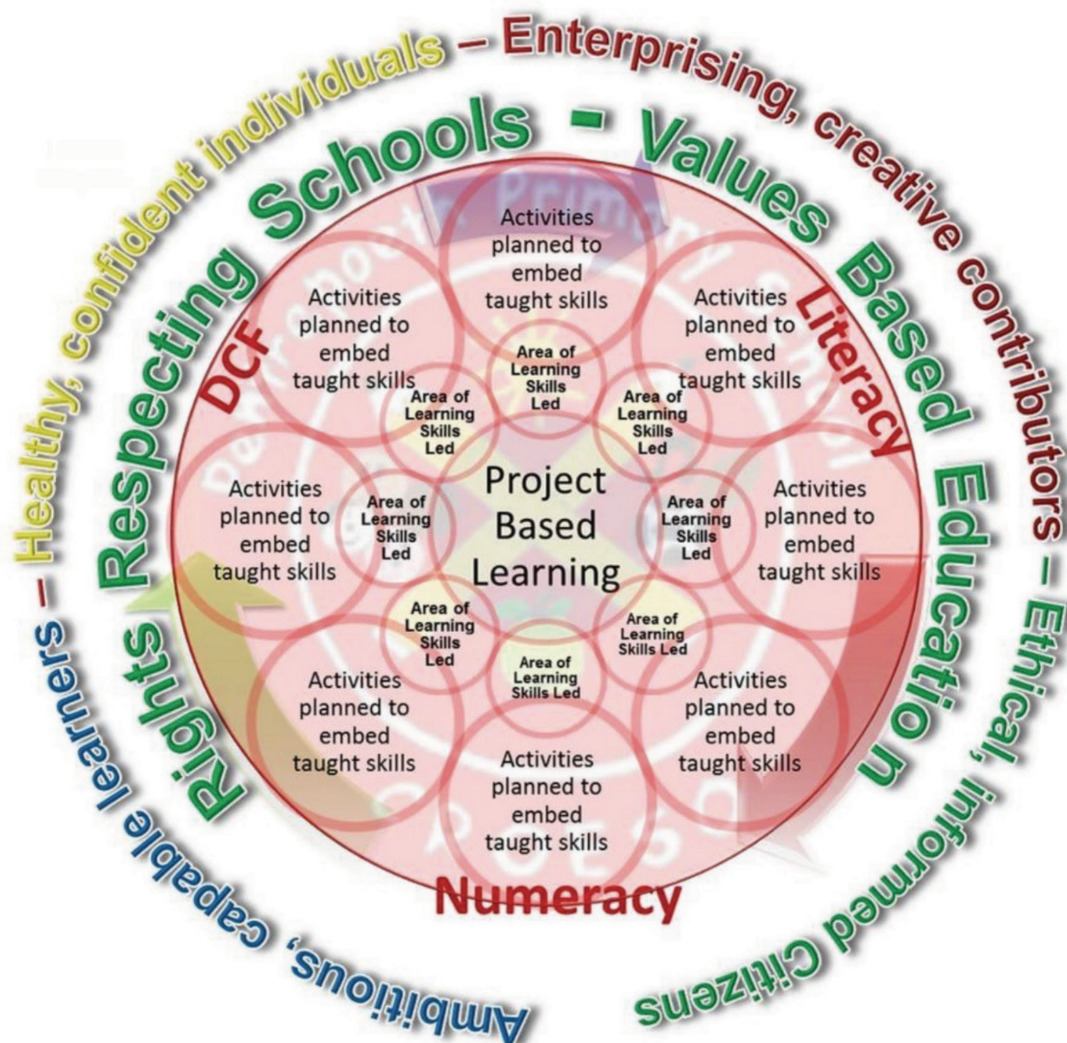
Article 6 – You have the right to life, to grow up and reach your full potential.

Article 12 – You have the right to find out and share information

Article 28 – You have the right to an Education

Article 29 – You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment

7. What is the approach/overview of our curriculum?



Health and Wellbeing					
BTEC Sport/AQA Unit Award - 10 lessons per week					
Literacy	Numeracy	Humanities	Science & Technology	Expressive Arts	Other
GCSE/Entry Level English Language	GCSE/Entry Level Maths & Numeracy	AQA Unit Award	AQA Unit Award	AQA Unit Award	PSHE/Careers/Enterprise
5 lessons per fortnight	5 lessons per fortnight	2 lessons per fortnight	2 lessons per fortnight	2 lessons per fortnight	1 lesson per week

***New Medium-Term Plans in place**

RSE Curriculum

RSE is taught through discreet lessons and cross-cutting themes. Teaching strategies and techniques will vary according to the needs of young learners. The school seeks to give quality education on RSE to all young learners.

The school seeks to provide accurate, unbiased information on RSE to young learners as part of our pluralistic approach. This means that where questions of values are concerned, we provide a range of views on a given subject commonly held within society. As they develop, young learners are encouraged to take increasing responsibility for their own learning. As the school introduces the new Curriculum for Wales, RSE will also be taught through the Health and Wellbeing Area of Learning Experience (AoLE).

RSE in the curriculum focuses on three broad strands:

- Relationships and identity: helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
- Sexual health and well-being: helping young learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.

Sporting Chance Newport CIC Relationships and Sexuality Education (RSE) Policy

- Empowerment, safety and respect: helping to protect young learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

An an example of an individual timetable for one week for a colleague

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	<p>Location of session: Classroom 1</p> <p>Area of learning: Languages, Literacy and Communication</p>	<p>Location of session: Classroom 1</p> <p>Area of learning: Mathematics and Numeracy</p>	<p>Location of session: Classroom 1</p> <p>Area of learning: Languages, Literacy and Communication</p>	<p>Location of session: Classroom 1</p> <p>Area of learning: Mathematics and Numeracy</p>	<p>Location of session: Classroom 1</p> <p>Area of learning: Languages, Literacy and Communication</p>
Lesson 2	<p>Location of session: Pitch 1</p> <p>Area of learning: Health and Wellbeing-BTEC Sport</p>	<p>Location of session: Pitch 1</p> <p>Area of learning: Health and Wellbeing-BTEC Sport</p>	<p>Location of session: Pitch 1</p> <p>Area of learning: Health and Wellbeing-BTEC Sport</p>	<p>Location of session: Pitch 1</p> <p>Area of learning: Health and Wellbeing-BTEC Sport</p>	<p>Location of session: Pitch 1</p> <p>Area of learning: Health and Wellbeing-BTEC Sport</p>
Lesson 3				<p>Location of session: Other - Offsite</p> <p>Area of learning: Other-AQA Unit Award</p>	
Lesson 4					
Lesson 5	<p>Location of session: Classroom 1</p> <p>Area of learning: Other-Enterprise and Employability</p>	<p>Location of session: Classroom 1</p> <p>Area of learning: Science and Technology</p>	<p>Location of session: Classroom 1</p> <p>Area of learning: Humanities</p>		
Lesson 6				<p>Location of session: Other-DS to confirm</p> <p>Area of learning: Other-AQA Unit Award</p>	<p>Location of session: Pitch 1</p> <p>Area of learning: Health and Wellbeing</p>

9. What hidden learning takes place?

Outside of lessons, and the curriculum offered, our original approach to supporting our learners to overcome their barriers to learning is evident. We have advocates on site to work with our students when extra support is needed. We work closely with homes and other services to fully support students both in and out of school.

Our school has a supportive and encouraging ethos, where learners have the freedom to express themselves and be listened to, and their successes are celebrated. Staff have high standards and expectations both academically and personally for themselves and our learners.

Alongside this broad curriculum offer, our intent is further met with a range of external visits, visiting speakers, focus events and charity days to add to our young learners' experience. Sporting Chance CIC learners are also given the opportunity to gain vocational qualifications by attending off-site, external vocational providers enhancing their abilities to access, further education, apprenticeships or full-time – employment.

10. What do learning sessions at Sporting Chance CIC look like?

In our classrooms, and on our pitches, implementation is demonstrated through our delivery of engaging sessions which allow our learners to succeed. We ensure our learning sessions are fully differentiated by meeting needs identified on IDP and PDPs. We put learning into context for learners and use real-world examples to show why the learning is important both now and in the future.

Our learning sessions provide opportunities to further embed literacy, numeracy and digital competency skills as well as other cross-curricular links to ensure learning is holistic and joined up. We use sport as a vehicle for engagement for learning. We provide ample physical activity opportunities for our learners to develop their skills in a practical setting and develop healthy, confident individuals.

11. How are learning sessions planned at Sporting Chance CIC?

Lessons are planned to in-line with Curriculum for Wales, the Welsh independent school standards and/or Exam board requirements. Our sessions are planned by our colleagues to share experiences and expertise. This ensures our learners receive high-quality input. The needs of each individual learner are documented and used to pitch sessions at learners' working levels.

There are opportunities for stretch and challenge and ensure progression for all.

We use professional assessment judgement, alongside regular work scrutiny and moderation, to track our student's progress throughout the year. Mock exams help prepare our learners for their exams and to identify and provide support with any anxiety related issues in preparation for their assessments and exams up to and including GCSEs. Exam-style questions are used in lessons to support learners and to support judgements made by our colleagues.

Sporting Chance Newport CIC **Learning and Teaching Policy**

We set formal assessments in exam conditions when we feel this benefits our learners, if and when it makes sound use of learning time.

Our learners are supported with personalised approaches, following their PDPs, assessments and learner profiles, alongside the statements of “what matters” for each area of learning experience. Our learners may receive 1:1 support, targeted individual or small group intervention sessions, or technological assistance to overcome their barriers to learning ensuring success for our all.

Our leaning sessions make use of techniques to revisit learning, to support long-term memory of concepts, not only to further support achievement in current qualifications but also to support learners to see links in learning to provide a holistic view, rather than see learning in isolated episodes.

Our short term planning template is shown below.

 <p style="text-align: center;">Session Aim - To</p>	<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 100px;"></div>   </div>
<p>Activation</p> <p>Connection</p> <p>Demonstration</p> <p>I do</p> <p>We do</p> <p>You do</p> <p>Consolidation</p>	<p style="text-align: center;">Success to be measured by:</p> <ul style="list-style-type: none"> • • • • • <p>Popular words (literacy)</p> <p>Real-life (numeracy)</p> <p>AI (digital competency)</p>

12. How is assessment used in Sporting Chance CIC?

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Such judgements are made at the end of each term for reading, spelling and maths. A CAT 4 assessment is completed at the end of term 1 and 3.

Research has shown that young learner involvement in the review process raises standards, and that it empowers young learners to take action towards improving their performance. We therefore involve the young learners in creating their PDP target setting and target reviews.

A clear distinction is made between assessment of learning for the purpose of grading and reporting, which has its own well-established procedure and assessment for learning, which calls for different priorities, new procedures and new commitment.

Assessment Should:

- Comply with statutory obligations
- Be an integral part of learning and teaching
- Report progress and achievements to the young learners, parents/carers and others
- Enable quality decisions to be made about a young learners achievements
- Appraise our own teaching effectiveness
- Help each child to develop his/ her full potential
- Ensure that the achievements of every young learner are equally valued
- Enhance opportunities for learning
- Provide accurate feedback on which to base future provision
- Match learning and teaching provision to needs
- Diagnose particular difficulties in order to match activities to individual needs
- Secure progress in learning

The main types of assessment noted above are supported by:

Diagnostic Assessment:

The detailed analysis of specific aspects of performance in order to determine the precise nature of particular strengths and weaknesses.

Evaluative Assessment:

The use of assessment information to evaluate the effectiveness and appropriateness of learning and teaching.

Self-Assessment:

Involves the young learners in making decisions about their own work and values, their comments and judgments on personal achievements.

13. Adult Led Assessment

Adult led assessment lies at the heart of the learning process, in that new learning must be matched to what a young learner already knows, and can do. It is the teacher in the classroom who daily undertakes the vitally important task of formative assessment. Assessment is a continuous process.

Effective teaching at all stages depends on knowing what individual young learners have actually learned, and what they haven't. Such a philosophy/process is at the centre of our support/challenge.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each young learner. We strive to ensure that all tasks set are appropriate to each young learners' level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson.

Not all work is assessed in detail. The quality is more important than the quantity whilst we consider the impact the assessment will have.

13.1 Target setting

We set targets for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each young learner at start of each term and set revised targets. We encourage the young learners to set targets that are linked to their individual working habits.

13.2 Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each year we offer parents the opportunity to meet their child's teacher. At the meeting we evaluate their child's progress as measured against set targets. We also have informal phone call conversations with parents throughout the year and more formal face-to-face meetings when necessary. We write termly reports with individual comments in Literacy, numeracy and sport.

13.3 Feedback to pupils

We believe that feedback to young learners is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

We give young learners lots of verbal feedback on their work. We usually do this when the young learners are working during the lesson although we sometimes give feedback on learning progress at the beginning of the next one. When lesson time does not allow for verbal feedback, we put written comments on learner work on Seesaw.

When we give written feedback to a young learner, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we aim to identify what the young learner needs to do next in order to improve future work.

14. Pupil Tracking

Pupil tracking, and the use of the information gained through young learner tracking, is central to effective school self-evaluation and target setting. It also provides valuable information for planning learning and teaching.

We track pupil progress in numeracy, literacy, digital competency and Sport, particularly progress with accreditation. We track progress to:

- Find out and record, on a regular basis, the performance of each pupil and the progress the young learner has made to get to that point.
- Find out and record the progress that each young learner has made towards her/his individual targets and to use this information to evaluate the progress towards targets for groups of young learners, classes, year groups or the school as a whole.
- Find out if learning and teaching activities are facilitating suitable progress and achievement by young learners, if changes need to be made to the learning experiences planned for individual or groups of young learners, or if intervention is required to challenge and support young learners further.
- Find out if changes are needed to young learner targets because of progress that is substantially better or worse than that required to keep on track to achieve the targets.

15. Implementation and Feedback

We aim to ensure accuracy and consistency so that it enables our learners to become 'responsible learners' and gives clear direction on how to improve. High expectations of achievement are demonstrated in both short-term and long-term targets.

All work evidenced should be assessed before the next lesson, preferably via Seesaw and should refer back to the specific Learning Objectives and Success Criteria.

The outcomes of assessment must be used by teachers to plan the next steps of learning and pitch work appropriately for the needs of individual young learners

16. Young learners' response to task and feedback

Young learners are encouraged to self-assess and this is a shared activity which aims to encourage dialogue and develop the self-assessment skills of learners. When provided in written form, time needs to be given to allow young learners to read and respond.

Young learners who are experiencing difficulties/exceeding success criteria to talk to the young learner as soon as possible to ensure work is appropriately planned for next steps. Constructive, positive comments are used to help develop the young learner's learning and understanding.

17. Equal Opportunities

Equality of opportunities is always observed with positive attitudes to creative development being developed irrespective of disability, gender, race, ethnic origin, culture, language or religion

18. Monitoring and Review

Monitoring the quality and standards of learning and teaching is the responsibility of SLT.

Appendix 1 - Core practice expectations for colleagues

Our school is a Safe Place

- Verbal and physical communication is always positive.
- Staff regulate themselves, or support other adults in achieving this, before regulating learners.
- Staff promote a professional culture.

Our school has Purposeful Learning Environments

- We cover our agreed 4 “ACDC” stages of learning in all our lessons (Activation, Connection, Demonstration, Consolidation).
Learning Objectives and Success Criteria are explicitly shared and displayed in the connection stage and referenced throughout.
The demonstration stage includes explicit communication of feelings, thought processes, activities and attitudes.
- Feedback promoted progress and growth; Learners respond to the feedback.
- Recording is timely, particularly registers, class charts and assessments.

Our school has Good People

- Relationships are valued and colleagues seek to repair, and/or encourage repair of them.
- Personalisation involves all interactions.
- Staff engage learners, on and off-site, in activities during lesson, break and lunchtimes.



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