

# What does Teaching and Learning look like at The View and Why? (Our Curriculum Policy)

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We wrote this policy to help develop an understanding of how we approach academic and vocational studies at The View School. We believe in education that engages learners, that is tailored to the individual, helping students reach their goals and future aspirations.

The structure of the school, our environment, our approach and our curriculum are all focused on supporting our learners on achieving their academic and personal goals. We challenge our students, supporting them in having positive educational and life experiences. Our aim is for our young people to have the aptitude and skills to enable successful future outcomes, being effective contributors in all aspects of their lives.

**Dual Coding**  
Combining written material with visuals. It uses the idea that the formation of mental images aids learning and is scientifically backed.

**PLCs**  
PLCs are Personalised Learning Checklists. Each topic's objectives are outlined in a table to allow the students to see what they have done so far and where they are going next.

**Bloom's Taxonomy**  
Bloom's Taxonomy is a classification system published in 1956 by a team of cognitive psychologists. It is used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding.

Bloom's taxonomy is a powerful tool to help develop learning objectives because it explains the process of learning:

- Before you can understand a concept, you must remember it.
- To apply a concept you must first understand it.
- In order to evaluate a process, you must have analysed it.
- To create an accurate conclusion, you must have completed a thorough evaluation

**Bronze, Silver, Gold**  
Our way of categorising Bloom's Taxonomy.

Remembering	} Bronze
Understanding	
Applying	} Silver
Analysing	
Evaluating	} Gold
Creating	
	Mastery

**Reading Across the Curriculum**  
David Didau:  
'The following five hard-won nuggets of information are the product of long experience and extensive study.'

1. Just because students struggle to read doesn't mean they're thick
2. Working memory affects reading ability
3. Comprehension depends on general knowledge
4. Vocabulary matters
5. Everyone loves stories'

**Enquiry Based Learning**

Enquiry-based learning is an approach to learning that emphasizes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas.

"Instead of being just recipients of knowledge imparted by the teacher, the students become participants in the process of creating knowledge. They cease to be merely an audience to research: they join their teachers in the activity of advanced learning" (Griffiths, 2004: 721).

**Double Page Spread**

A way of students using dual coding and design skills to present summarise and consolidate what they have learnt during a topic or within a subject.



**Reciprocal Reading**  
Reciprocal reading focuses on comprehension strategies, which works on the learners' understanding of written text. It is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. Studies have shown that this approach has a significant impact on student's progress in reading.

**Phonics**  
Those students who have gaps in their phonic knowledge will be identified and a phonic intervention will be put in place to address this. The Reciprocal reading programme will run alongside this.

**The View School Values**

<p><b>Independence</b></p> <p><i>The word as we know it is from the 14th's meaning 'one who acts according to his own will'</i></p>	<p><b>Respect</b></p> <p><i>From the Latin 'respectus' meaning 'a looking at, regard.'</i></p>
<p><b>Perseverance</b></p> <p><i>From the Latin 'perseverantia' meaning 'steadfastness, constancy.'</i></p>	<p><b>Compassion</b></p> <p><i>From the Latin 'compati, compassion' meaning 'to suffer with.'</i></p>
<p><b>Aspiration</b></p> <p><i>Meaning a strong desire to achieve something high or great</i></p>	<p><b>Positivity</b></p> <p><i>A relatively new word in this context (in a psychological sense) first recorded in 1914, meaning 'concentrating on what is constructive and good.'</i></p>



## All Students

All students will study toward accredited courses in English, Mathematics, Science, personal & Social development and ICT. Enrichment activities will form an integral part of our curriculum to allow students opportunities to engage in a range of activities to build character (Character Education). Students are able to choose 2 options in Key Stage 4. As an alternative, students will be able to access distance learning courses with the support of The View School. Working with secondary providers, the View School supports accessing distance learning and on-line learning courses. There are a number of benefits of distance learning courses with the support of The View School:

- Courses chosen are of a particular area of interest
- Students can 'start a course' without missing topic areas no matter when they start
- Academic expectations of course assignments supported
- Research skills and independent study skills scaffolded
- Managed communication with course providers
- Additional learning support with course content
- Support in meeting learning criteria
- Course content available beyond the school day
- Courses can be continued beyond accessing The View School



## Key Stage 3

The Key Stage 3 (years 7-9) curriculum is implemented on a three-year rolling programme of study. No matter what 'year group', all students will follow a common curriculum area, with teaching differentiated accordingly. Cross curricular links are used wherever possible to give opportunities to apply knowledge and understanding in different areas.

## Key Stage 4

The Key stage 4 (year 10 & 11) curriculum is designed to allow our students to have access to the level of qualification that will support them with onward education or career. Our approach provides life experiences to further embed their understanding of the knowledge and skills they are learning. These experiences also provide the opportunity for further understanding of how they fit in society as a whole, their role within their community and how they as individuals can effectively contribute toward their own future and outcomes.

## Post 16

Our Post 16 curriculum has been developed to support those young people for whom accessing a college environment provides such challenges that it will have a detrimental impact upon their personal development and life outcomes.

### Core studies

All students in Post 16 will continue to work toward GCSE/Functional Skills English and Mathematics as part of their ongoing studies. PSD will also be an intrinsic part of the Post 16 timetable. Those students of whom do not hold a Science qualification will work toward their entry level certificate. They will also have the option (as with Key Stage 4) to follow distance learning courses with our support.

Students will also be supported in identifying the life-long challenges they face and develop the strategies to have the confidence and resilience to meet these challenges independently in their everyday lives.

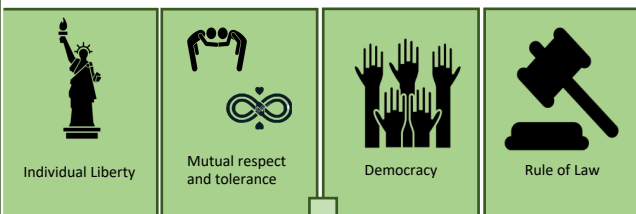
## College support (1 year only)

Some of our students will be ready for a supported transition between special education and mainstream college. For those young people we offer support in a mainstream college for a transition year. During this academic year, we support students both in lessons and during social times. This continues until the young person is able to utilise college tutorial support and meet the social demands of college life independently. Students will transition to independently accessing college SEN provision by the end of the academic year. Students are able to choose any course from their local college subject to the college's entry criteria.



## British Values:

The broader curriculum also includes how we approach British Values, identified by the UK Government as:



With this transferring as a knowledge of

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combating discrimination.

## Use of Technology:

Technology will be used to enhance teaching and learning at The View School. Each classroom is equipped with an interactive white board. This allows staff to make their lessons as interactive and engaging as possible. Students will be taught ICT skills using the school's bank of laptops and iPads. Online safety forms part of our curriculum and is underpinned by a stringent monitoring and filtering system (Smooth Wall). We will use alternative ways of recording student's work where needed, for example, use of a digital camera to capture learning or dictation software on the laptops and iPads.



## Learning Behaviour:

Our student body will have had negative learning experiences in the past and / or have had traumatic life experiences which have an impact on their engagement with the curriculum. We endeavor to provide our students with the support, the environment and balanced curriculum that enables them to learn. We build upon positive experiences, underpinning the self-confidence and resilience required to meet the challenges associated with academic learning and successful future life outcomes. We provide a curriculum level that is tailored to the individual. Our approach is designed to provide an environment and culture of enquiry, where the whole cohort feel safe to challenge themselves academically, to enjoy their successes and to feel confident in meeting areas for development. A high challenge but low threat approach will allow us to challenge our students in a way that fosters independence and reflection, whilst not threatening or demeaning in any way.



Example of The View School Timetable

	9:30-9:45	9:45-10:30	10:30-10:45	10:45-11:30	11:30-12:15	12:15-13:00	13:00-13:45	13:45-14:30	14:30-15:00
<b>Monday</b>	Tutor Time	Science	Break	Maths	English	Lunch	Creative Curriculum	ICT	Guided Reading
<b>Tuesday</b>	Tutor Time	Science	Break	Maths	English	Lunch	Art	Creative Curriculum	PSHE
<b>Wednesday</b>	Tutor Time	Science	Break	Maths	English	Lunch	PSHE	PE	PE
<b>Thursday</b>	Tutor Time	Science	Break	Maths	English	Lunch	Socially Speaking	Creative Curriculum	Guided Reading
<b>Friday</b>	9:30-10:00 Tutor Time	10:00-10:45 Enrichment	Break	10:45-12:00 Enrichment	12:00-12:15 Raffle	Lunch			

## Physical Education



Our physical Education timetable is broad, with students taking part in different activities each term. The fundamentals behind physical education will be explored with cross curricular links made to science and creative curriculum.

Individual performance and team building is embedded throughout the PE timetable with teaching focused upon developing the tactical and creative skills associated with developing strategies to improve personal and team performance. Students will have the opportunity to take part in a variety of activities including team and individual sports. Working with local sports centre, we are able to provide excellent facilities for our students. Football, Basketball, Swimming, Badminton and Squash are but a few of the activities available. We are lucky to be located on the edge of town, with footpaths leading through areas of natural beauty. We are surrounded by historic buildings, castles and national parks. This provides excellent opportunities to take learning beyond our school grounds.

## Roles and Responsibilities:

All staff will ensure that the school curriculum is implemented in accordance with this policy. It is the responsibility of the Senior Leadership Team to monitor the effectiveness of teaching and learning at the View School

Vocabulary	Definition
Knowledge Organiser	A document usually no more than two sides of A4, that contains key facts and information that students need to learn to gain basic knowledge and understanding of a topic.
Double Page spread	One article, set of photographs, etc. that covers two pages opposite each other.
Enquiry based/Research based learning	Hands-on and practical Learning including, both scaffolded and independent research, led by a big question, conflict or dilemma
Bloom's taxonomy	A set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity.
Reading across the Curriculum	The skills of reading (both fiction and non-fiction) are promoted throughout all subject areas.
Dual coding	Combining verbal/written material with visuals
PLCs	Personalised Learning Checklists
Independence	Thinking or acting for oneself
Perseverance	Persistence in doing something despite difficulty or delay in achieving success.
Positivity	The practice of being or tendency to be positive or optimistic in attitude
Resilience	The capacity to recover quickly from difficulties
Respect	Regard for the feelings, wishes, or rights of others
Compassion	Sympathetic pity and concern for the sufferings or misfortunes of others.
Vocabulary	the words used in a particular subject or sphere of activity or on a particular occasion.
Reflection	Serious thought or consideration
Pedagogy	How teachers and students relate together as well as the instructional approaches implemented in the classroom.

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