



LEARNING TOGETHER AND BUILDING FOR THE FUTURE



OVERARCHING CULTURE AND UNDERPINNING VALUES

- Every pupil, young person and member of staff is valued as a member of our school community.
- We adopt a low arousal approach, as outlined by the Studio Three approach, to supporting behaviour.
- We will endeavour meet the individual needs of all of our pupils and young people.
- Our pupils and young people are supported in reaching their potential and participating meaningfully in their communities, as British citizens in a changing world.
- We work together with our partners in supporting the development of our pupils and young people.
- We are committed to supporting our pupils' social and emotional needs, recognising that this is essential in order for pupils and young people to engage meaningfully with their learning.

STRUCTURE AND ROUTINE

- We adhere to clear routines and structures across the whole school and Post 16. Pupils can expect these routines and structures to be replicated across classes and by all staff.
- We plan ahead to ensure as far as possible all pupils are aware of any changes to structure or routine.
- Pupils and young people are welcomed warmly each day. Our young people feel safe and we have a strong culture of safeguarding.
- We give pupils opportunities to flourish and learn.
- We celebrate pupil successes as a whole school and within key stages and classes.

CURRICULUM

- In school, we offer a progressive curriculum along three pathways that are adapted to meet the needs of our Pupils, developing the knowledge and skills they need in order to succeed.
- Our Post 16 curriculum is focused on employability and, to this end, our young people complete qualifications that contribute towards their future employment in their preferred fields.
- Our wider curriculum focuses strongly on the personal development of our pupils and young people, developing cultural capital and the knowledge and skills needed for growing independence.

OUTSTANDING CLASSROOM PRACTICE

- All teaching, learning and assessment aims to provide pupils and young people with the knowledge and skills they need to reach their potential and participate meaningfully in their communities and as British citizens in a changing world.
- We employ strategies that help to manage cognitive load, ensuring pupils know, remember and can do more.
- We use a structured approach in our teaching, learning and assessment. This ensures pupils have the support and scaffolding they need to progress, with opportunities to develop their independence.
- We use Guided Practice in supporting pupils and young people to develop new knowledge and skills.
- We model learning and narrate learning processes to support pupil progress.
- We value learning from the good and outstanding practice of others and from relevant research.
- Our lessons are planned and structured to reduce cognitive load and support pupils and young people in knowing, doing and remembering more. Our pupils and young people are active learners.

ADAPTATION OF TEACHING, LEARNING AND ASSESSMENT

- All pupils are able to access their learning and progress towards meeting and exceeding their outcomes.
- Pupils' individual needs are taken into account when planning teaching, learning and assessment.
- All learning is pupil-centred.

OUR PUPILS, YOUNG PEOPLE AND THEIR FAMILIES

- We recognise the importance of supporting parents and carers, and have an open door approach.
- Pupil voice is valued in our practices in the classroom and our wider learning opportunities.
- We gather parents' and carers' views and use their voice to develop our practice and build relationships.

Reflective Responsible Creative Successful Confident Curious Resilient Re-
sourceful Independent