



## CALDEW SCHOOL

# TEACHING AND LEARNING POLICY

*Reviewed under Progress and Standards Committee  
On school website  
Reviewed annually  
Adopted: April 2026  
Next review: March 2027*

NOTE: Caldew School is an Academy and where reference is made to school(s) this should be taken to refer to 'academy' in so far as the reference specifically applies to Caldew School.

### **Mission Statement**

Teaching and learning is the core focus of our school. To fulfil our vision that every student is successful today and prepared for tomorrow, great teaching and learning must promote learning, progress and enjoyment, so that all students attain and achieve well. As such we aim to ensure that every student has access to a high-quality education which will allow them to achieve their full potential. The curriculum is an entitlement of every student.

To achieve this aim, we must pay as much attention to professional learning as we do to the processes of student learning, as the two go hand in hand. It is vital that this is done within a framework of a sound and appropriate curriculum that meets both statutory requirements, individual and local needs.

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*The application of this policy also forms a significant aspect of the school's response to the Public Sector Equality Duty introduced by the Equality Act 2010. In particular it adheres to the PSED requirement that all public bodies have due regard to the need to: eliminate discrimination; advance equality of opportunity; and foster good relations. It does so by setting out to ensure that the Teaching and Learning procedures of the school alongside the curriculum framework actively promote and supports these goals. The publication of the policy also forms part of the specific duty on schools to demonstrate in what ways they are complying with the PSED.*

## **SECTION 1 – TEACHING AND LEARNING**

We seek to develop a school culture in which teachers are also inquisitive learners, constantly evaluating and developing their professional practice and being fully supported to do so. It is only right that teachers echo the aspirations that we have for all of our students.

### **Aims**

Teachers should strive to deliver consistently effective lessons by:

- Follow the school's behaviour curriculum, routines and sanctions to ensure that classrooms are safe, positive, calm and quiet spaces where everyone can learn.
- Planning and delivering the subject curriculum, following departmental long term plans and carefully sequenced curriculum end points, securing and building on what has already been taught and learned.
- Using an evidence-informed understanding of effective teaching and how students learn.
- Engage positively in school and subject CPD to develop the expertise needed to teach effectively, in order to enthuse and challenge students, and secure their progress.
- Drawing on their knowledge of students' needs and starting points, using Class Profiles, the SEND register and assessment data to identify students' needs and potential adaptations needed to master the curriculum.
- Reinforcing and securing foundational knowledge and skills in communication and language, reading, spelling, handwriting and mathematics, for example, using echo reading strategies to support decoding and underpin comprehension.
- Assessing students formatively and summatively, checking their understanding throughout and between lessons, and using this information to inform adaptations. Providing students with regular, detailed feedback (both verbally and through brief written feedback) so that students know how well they have done and what they need to do to improve their work further.

### **Continuing Professional Development**

We aim to support colleagues to achieve these aims by:

- Providing quality school-based training focusing on specific aspects of teaching and learning, but at the same time ensuring that personalised professional development pathways are also available in order to enable all staff to successfully complete their appraisal targets.
- Organising opportunities for colleagues to work collaboratively to share good practice, both within our own school and where appropriate with staff in other local schools.
- Supporting colleagues to attend external training which is specifically linked to their appraisal targets or school priorities
- Encouraging colleagues to utilise peer observation, learning walks and student trails to evaluate the teaching and learning in their classroom as part of personalised CPD options.
- Providing coaching and mentoring where appropriate.
- Working as an effective partner in the Carlisle Secondary Learning Consortium on the School Direct partnership development.
- Working with wider partners through system leadership to share expertise across the secondary sector in Cumbria.

### **Self-Evaluation & Monitoring**

In order to ensure high quality teaching and learning, the Senior Leadership Team and Heads of Department aim to work in collaboration to constantly review our provision and practice so that we are able to assure the highest quality of standards and to drive forward improvement. We aim to use the self-evaluation process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school. To support this process of self-evaluation and self-challenge we will devise a robust monitoring schedule:

- Heads of Department will meet regularly (fortnightly) with their Senior Leader Line Managers working towards an agreed agenda.
- Heads of Department will conduct coaching cycles at least twice a year using the school's coaching programme.
- Where concerns arise, teachers and teaching assistants who are in need of support will be formally observed as required using the school's lesson observation format by their Head of Department or a member of the Senior Leadership Team.
- The Headteacher / Deputy Headteachers will conduct an on-going audit of all learning walks, work samples and coaching cycles and recommend specific colleagues / departments for targeted support. Where such targeted support is put in place it will be recorded on a formal support plan overseen by a specified member of SLT and reviewed after 6 weeks to ensure that it is having the necessary effect in developing the member of staff's skill set.
- Heads of Department are encouraged to include the department in the self-evaluation and monitoring process.
- Subject areas will conduct a work sample half termly.
- Subject areas will ascertain student voice half termly.
- The Senior Leadership Team will devise a programme of learning walks and student voice (termly) and work samples (half termly).
- The Senior Leadership Team will conduct a review of subjects where issues have been identified and support rapid improvement by implementing a Raising Achievement Plan.

## **SECTION 2 - CURRICULUM**

### **Aims of our curriculum**

Our curriculum will enable all our students to make excellent progress, become successful learners, confident individuals and responsible citizens. They will leave us being aware of how to stay healthy and safe. They will enjoy their achievements, make a positive contribution to their communities and have the foundation from which they can sustain economic wellbeing.

### **Structure of our curriculum**

Our curriculum will be delivered through lessons, educational visits, extended hours learning, assemblies, events, home learning and alternative curricular days. We will be adaptable in our locations, environments and routines for learning.

Themes of enterprise, identity, community participation, global and sustainable development, creativity and critical thinking, cultural diversity, spiritual, moral, social, and healthy lifestyles, will be delivered through different contexts including lessons and themed sessions.

### **Planned Curriculum: KS3**

Programmes of study will be delivered for all students through timetabled subjects. This will provide a wide foundation from which our students can begin to specialise in KS4.

Subjects: Art, Design & Technology, Drama, English, Geography, History, ICT, Maths, Modern Foreign Languages, Music, PE, Science, Learning for Life, and RPE.

We will provide literacy and numeracy support for those students who need further support to secure foundational knowledge and skills. Students may be identified for support on transition from primary or needs may emerge, being identified through staff referral and/ or routine diagnostic assessments. Support will continue until students have made progress sufficient for them to study the curriculum at the same pace as their peers.

### **Planned Curriculum; KS4**

In recognition that students need courses tailored to their specific needs, we offer five different curricular routes or “pathways” for Option choices. In Core subjects the students are split into two equal half-year groups allowing for vertical setting in Maths, Science, English, RPE and Learning for Life.

The option choices within each pathway enable the school to provide a curriculum closely matched to the needs of individual students. The five pathways are:

EBacc Triple Science: The option pathway for students identified to take three separate sciences. They will have three options that include a language, a humanity and one other subject.

EBacc Combined Science: The option pathway for students to do the EBacc but not three separate sciences. They will choose four options that include a language, a humanity and two other subjects.

General Triple Science: The option pathway for students identified to take three separate sciences. They will have three options that include a humanity or a language and two other subjects.

General Combined Science: The students in this pathway have a choice of four options. They must choose a humanity or a language. All students in this pathway will study mainly GCSE Level qualifications, but with some vocational qualifications.

General Combined Science (Intervention): The students in this pathway have additional curriculum time for Maths and English, allowing them to secure foundational knowledge and skills. They then have a choice of three other options, one of which must be a humanity or language. All students in this pathway will study mainly GCSE Level qualifications, but with some vocational qualifications.

### **Careers Education Information Advice and Guidance (CEIAG)**

Getting students onto the right pathway is essential. We create pathway lists based on a range of information and knowledge. Staff will review these lists of students for each pathway. We will inform parents and students. The Deputy Headteacher (T&L) will manage the options process.

Parents and students will be invited to our customary round of information giving, including an evening where they can talk to teachers. For students where selecting courses is proving more difficult parents, the student and a member of the senior staff will meet to discuss the most suitable curriculum. All students who are Most Able, have SEND and/ or are disadvantaged will have an individual meeting to discuss options.

Our fully trained Careers Advisor is available to speak to students and parents at every stage of transition.

## **Information Communication Technology.**

ICT is an entitlement of all of our students. Skills, knowledge and attitudes will be developed through timetabled ICT lessons and through all other subjects.

There will be provision for departments to book ICT rooms. Subjects with a heavy emphasis on the development of ICT learning (D&T, Business Studies, LfL etc) will manage their own ICT provision, but it will be made available to other departments as time permits. Laptops are also available to use in subjects.

E-safety will be taught from Yr7, students following a programme of learning. The aim of this will be to develop young adults who can use new technologies responsibly and safely (separate policy). Each year a dedicated series of assemblies will focus on students staying safe in the online world.

## **Work Related Learning**

Learning about the world of work will be integrated throughout most subjects from Yr7. Departments will include WRL in their schemes of work.

Our focus on developing enterprise skills within our students will contribute to all students' WRL. These opportunities will be mainly based around events.

## **Withdrawal for particular activities**

Part of admission to Caldew School is an acceptance that all students will take an active and full part in the whole curriculum that is provided for them.

There are some circumstances where parents may wish to request a withdrawal from a particular part of a course or school activity. These may be to do with religious beliefs and assemblies, or sex education. If this is the case, a parent should contact the Deputy Headteacher responsible for student and staff guidance and request such a withdrawal, giving reasons. Further details of this area of the school's provision is outlined in Section 4 of this policy.

## **Planned Curriculum; KS5 (post 16)**

There will be 3 elements to the planned curriculum for our post 16 students: guidance, enrichment and courses.

**Guidance and enrichment:** This will be time dedicated to helping students achieve our aims for them; successful learners, confident individuals and responsible citizens. They will leave us being aware of how to stay healthy and safe. They will enjoy their achievements, make a positive contribution to their communities and have the foundation from which they can sustain economic wellbeing.

**Courses:** We aim to offer two types of courses: applied A Levels and the more traditional A levels. We will maintain an attractive range of courses.

Students will apply to Caldew Sixth Form and will be accepted provided that they have a proven record of successful study which suggests this would be an appropriate route. Admission to the Sixth Form is based upon the relevant admission policy.

## **Additional Information**

### **Students who have Special Educational Needs**

Due to the very personalised nature of a student's needs, each child will be assessed as an individual, and their curriculum adapted appropriately and as financial resources permit. Examples of these personalised programmes are available from the SENCO or Intervention Coordinator.

### **Review of Caldew's Curriculum.**

Our curriculum will be reviewed annually. This will be based on achievements and standards, behaviour and attendance, participation, the qualities displayed by our students and feedback for parents and students.

## **SECTION 3 – TARGET SETTING**

### **Section 3- Target Setting**

When students join Caldew, we set them targets in every subject. Our targets are ambitious and challenging, but achievable: we want to secure the very best outcomes for our students, so that they are successful today and prepared for tomorrow.

#### **Key Stage 3 & 4**

These grades are what we expect students to achieve at the end of Year 11 and have been set taking into account their Key Stage 2 Maths and English levels. Our targets are set using Fischer Family Trust (top 20% targets). The targets set will range from 9 (highest) – 1 (lowest), corresponding to GCSE grades.

#### **Key Stage 5**

ALPS forecasting is used, based on GCSE achievement, to set targets for Level 3 students.

#### **Variance from general principles**

Students do not always progress at the same rate through their school careers. As a result, targets are assessed and increased for individual students if they are felt to be inappropriate. This is overseen by the Assistant Headteacher.

#### **Communication of Targets to Parents and Students**

In September, all year groups have a dedicated Tutor Evening for parents and carers. In Years 7, 10 and 12, targets are shared and discussed here; in other year groups, the targets are shared again, along with a discussion about students' progress towards them in the previous year.

All targets and progress towards them are communicated to parents and carers via the SIMS Parent portal, as well as three times a year in student interim reports and a full written report.

Teachers will regularly refer to targets in lessons and will adapt lessons appropriately in order to ensure that students work effectively towards achieving them.

## **SECTION 4 – COLLECTIVE WORSHIP, RELIGIOUS EDUCATION, RSE and PEER ON PEER ABUSE**

### **Collective Worship**

The school is a non-denominational secondary school.

Our pastoral system consists of five pastoral teams. Once a week each pastoral team has an assembly and on occasions this involves an act of collective worship. Representatives from Christian groups are sometimes invited into the school to take assemblies.

Assemblies underpin the ethos we endeavour to foster in the school.

Parents and carers with strong views about these aspects of our work have the right in law to withdraw their children from such arrangements.

### **Religion, Philosophy and Ethics (RPE) and Spiritual, Moral, Social and Cultural Education (SMSC)**

The Department for RPE/SMSC challenges students to reflect on questions about life's ultimate meaning and purpose. Students are encouraged to reflect on different religions, beliefs, values and traditions. They are also encouraged to explore their own unique beliefs and values, and they are given space to express them.

RPE/SMSC moves towards a fresh emphasis and approach that feels more inclusive and more person-centred. It also caters for the new move by examination boards to incorporate secular world views into Religious Studies examinations, and to accredit the value of students' own responses to issues of belief. The course in Key Stage 3 covers philosophical and ethical issues examining the nature of belief, the relationship between beliefs and actions, and a reflective exploration of values. A number of faiths are examined, as are secular viewpoints. Key Stage 4 is taught to all students for 1 hour per week as part of their RPE/SMSC lessons.

A more detailed programme is contained within the school's schemes of work which may be viewed at school.

*Parents have the statutory right to withdraw their children from RPE/SMSC lessons and the school is able to make alternative arrangements to ensure that they are supervised. However, we are strongly committed to RPE/SMSC as a central aspect of each person's educational entitlement, and therefore strongly encourage children of all faith and belief backgrounds to participate. If parents wish to consider exercising the right to withdraw their child from RPE/SMSC, we therefore ask them to write to the Headteacher and to discuss the matter before a decision is made.*

### **Relationships, Sex and Health Education (RSHE)**

It is compulsory to teach RSHE in all secondary schools. RSHE is taught as part of the Learning For Life curriculum to all students in KS3 and KS4. The curriculum meets national and local guidelines and is inclusive and age appropriate. The curriculum teaches students how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. RSHE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality RSHE helps to create a school community in which students can grow, learn and develop positive, healthy behaviour for life. It is vital to support the social and emotional development of students.

By the end of secondary school in terms of Relationships and Sex Education, students will have been taught content on: families, respectful relationships, including friendships, online media, being safe, intimate and sexual relationships, including sexual health. By the end of secondary school in terms of Health Education, students will have been taught content on: mental wellbeing, internet

safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, changing adolescent body.

Further details by searching 'Relationships, Sex and Health Education' on GOV.UK.

*Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn. Our head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).*

## **Child on Child Abuse**

Child-on-child abuse includes, but is not limited to:

- bullying (including cyberbullying)
- abuse in intimate personal relationships between peers
- physical abuse or causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment

It can even include grooming children for sexual and criminal exploitation.

We insist that all staff are familiar with the "Keeping Children Safe in Education" guidance and to apply it. As a school we are clear that child-on-child abuse will never be accepted or dismissed as 'children being children' or "banter". We train all staff in school to know what to do if they come across, or are worried about, child-on-child abuse. They know who to speak to and what action to take to make sure children are safe.

Students are educated to know what language and behaviour are acceptable and what to do and who to speak to if they are worried or feel unsafe. We set expectations that violence and harassment of any kind will not be tolerated both online and offline and during and after school, support children to have a good understanding of consent and healthy relationships and provide immediate support for victims of abuse