



Staff and Governor Shared Vision and Ethos & Impact on Curriculum and Assessment

A: Intent

When our pupils leave The Meadows after Y11 we want them to be young people who have a positive model of the world. They should leave:

1. educated and successful: having had their unknown needs / skills/ talents discovered and met;
2. with qualifications, opportunities and choices; ready for the next stage of life and learning, with the life skills and knowledge to learn and inspired to continue to learn;
3. able to manage their own aggressions and anxieties, to understand themselves and contain their responses, so as to behave appropriately in most circumstances;
4. with empathy and able to make appropriate relationships;
5. with independence, resilience and a range of strategies;
6. with ambition, confidence and self-belief to reach out, extend themselves and exercise their options;
7. with the courage to handle failure, not to be risk averse: know how to “try again”;
8. knowing that they are valued, valuing themselves and others: make their parents / carers proud;
9. able to make and maintain connections through having had the experience of belonging;
10. socially able and aware with confidence and appropriate social skills having developed trust in adults;
11. with memories of happy times and anticipation of future happiness;
12. safe from external threats (eg social media);
13. have begun to recognise and achieve their potential and ready to achieve further;
- 14.** with ambition and believing they can achieve anything!

B: Implementation

1. Core Values.

(These are the values shared widely across the school as “The Big 4”)

- **Connect with others;**
- **Manage Challenge;**
- **Take Responsibility;**
- **Think and reflect.**

2. Underlying Principles:

Positive relations including in Vertical Tutor Groups, careers and extended day will encourage:

- **Sense of Belonging:** the right to respect and be valued;
- **Additional and Different:** to receive nurture and care, to develop as a unique individual, have an environment in which to develop trusting relationships;
- **Progress for All:** develop the skills to manage themselves, their emotions and the direction of their own life;
- **Always Learning:** receive support for their own personal journey.

3. Approach:

To produce the young people identified in our “Intent”, the school should be adaptable and flexible enough to fit the needs of each individual child. We will provide:

- recognition and acknowledgement and a thorough knowledge of them as individuals;
- multiple opportunities to experience The Big 4;
- “sparkly lessons” which are accessible, fun, understandable and relevant, and spark on-going interest in the subject;
- enriched and extended experiences;
- international connections;
- a community focus – modeling giving back to the community;
- unlimited ambition and a lack of prejudice;
- an environment which emphasises the positive and offers tolerance, consistency and praise to develop self-confidence;
- a context where we keep our word.

C. IMPACT on curriculum and assessment

The Outcomes of our provision will provide young people with:

- The qualifications and life skills which they need for their future;
- Vocabulary and key terminology: to give access to the curriculum and to exams, to expressing their feelings and needs;
- Library provision, reading and writing embedded in the curriculum: speech and language training and the ability to scaffold and develop their own thoughts.

Teachers will model the behaviours which reflect our intent. We will demonstrate:

- that we believe in our pupils and we will never give up on them;
- social and communication skills;
- educated and cultured adults;
- valuing themselves and others;
- regulating their responses;
- resilience.

Vertical Tutor Groups will provide:

- nurture and appropriate parental care;
- the opportunities for the deliberate and educative integration of literacy and numeracy.

Subject teachers will develop concepts and understanding through:

- providing the big picture, clear expectations and achievable next steps by knowing what the pupils can do, need to do next and how to do it;
- providing appropriate support;
- co-ordinating topics within as well as across subjects (eg: writing to persuade need not always reside in English lessons);
- using advanced questioning skills and shared, common phrases moving to structured progression of language use.

D. Immediate Planning Implications to be included in School Development Plan

Leaders will work to facilitate:

- timetabling for subjects to coordinate topic / concept planning so teachers can build on each others' work; eg practical maths could include cooking as well as PE;
- support for the spiral curriculum extending across as well as within subjects by enabling coordinated topic / concept planning;
- Y7 and Y8 have support to plan together;
- a defined range of concepts for cross curricular learning.

Governors must plan for additional curricular experiences:

The AHT will report to the Curriculum committee about his recent curriculum review and the governors will make long term plans for the outcomes. To include, as budget and priorities allow:

- Humanities/ Arts / Music / Drama;
- Integrated experiences (eg. the "Anne Frank" programme) which could lead to drama / film / animation work;
- Extended day or "dedicated days" each term for enrichment including drama, music;
- Alternatives to Extended days could be monthly extended evenings (poss until 10pm) to allow for evening activities (theatre, cinema, sporting activities).
- Use of ICT / filmmaking (to support non- and struggling readers);
- Creation of documentaries: Links to Discover / Science using VR / Drama / ICT;
- Use of "screen time" learning (DHT to develop);
- Future vacancies (incl LSAs): look for Music / Drama expertise;
- Consider the use of ICT apprentices.

Electronic File Pathway:

Pathway:	GDrive Policy Folder\March2022\
Version Number:	2021