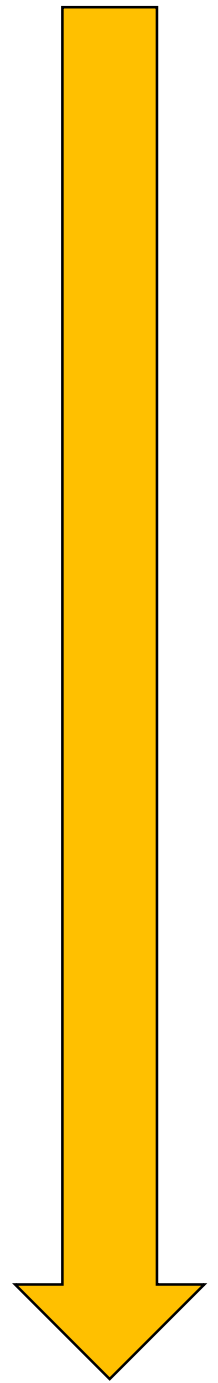


Implementation

- 1 Open to all
- 2 Empowered subject leaders
- 3 Bespoke training for all staff
- 4 Innovative Scheme of Learning
- 5 Purpose-build resources
- 6 Effective classroom delivery
- 7 Breadth & depth of learning
- 8 Assessment
- 9 Interventions



1

Open to all

- Meeting the needs of students at Kingsmead
- Students follow a personalised curriculum
- Students make appropriate informed choices to develop greater depth of study

2

Empowered subject leaders

- Who design their own curriculum for Kingsmead students
- Oversee a committed team of skilled specialists
- Who ensure consistent delivery from the Scheme of Learning

3

Bespoke training for all staff

- Learning and teaching regarded an art at Kingsmead. Training is personalised for staff based on the Golden 8: key requisites for effective learning
- Training is increasingly subject specific. Additional training includes safe guarding and leadership. There is a wide range; something for everyone
- Teaching Skills is our co-constructive coaching programme. Partners work on specific identified STRIDE targets
- External training is available. We also have a close role within the National Forest Teaching School

4

Innovative Scheme of Learning

- Scheme of learning is designed and checked against the Golden 8.
- Embedding of RIME into the scheme of learning throughout KS3-5 – students reflect on how they are resilient, innovative, mindful and employable
- Inform teaching, revisit concepts and skills which run as a golden thread through the key stages which are summarized within the long term plan
- Killer questions and employable skills are built throughout the curriculum in particular

5

Purpose-build resources

- Cross-curricular link pull similar themes together and help students to build a context within their learning
- Resources are built with RIME and transferable skills in mind – these include communication, present, production skills
- Gatsby benchmark points, SMSC and PSHEE built into the scheme of learning

6

Effective classroom delivery

- Teachers specialist in their subject, who regularly collaborate and train emerging specialists
- Clear objectives where students understand what they are doing and why
- At the heart of strong delivery is challenge and appropriate pitch. We teach to the top whilst giving support where needed
- Identify and refer explicitly subject skills

7

Breadth & depth of learning

- Raise aspiration and ensure cultural capital – opportunities inside and outside of school, drop down days, careers programme and tutor time
- Flip learning helps introduce concepts before the lesson to allow for deeper exploration - uses knowledge planners, GCSE pods and text books
- Broadening curriculum through Year 9 transition and enrichment programme
- Encouraging reading at all levels for enjoyment and study

8

Assessment

- Students are well prepared and informed for all assessments. They are used to help direct future learning
- All subjects use similar methods/structure that allow for reliable and robust analysis and follow up
- Assessments are challenging and inclusive for all
- Assessment are shaped to develop the value of employability and transferable subject skills

9

Interventions

- Intervention need is identified early and acted on promptly
- Interventions are tracked effectively on a centralized system that records subject specific, career, pastoral and SEND actions
- Interventions are purposeful, individualized and encourage sustainable independence