



PEACEHAVEN COMMUNITY SCHOOL

The Curriculum at PCS

POLICY

The Curriculum at PCS

Developing a co-constructivist approach to learning experiences

(i) Abstract

In this paper the construction of the curriculum experience at Peacehaven Community School [PCS] is explored. It begins by setting forth a definition of curriculum as learning experience and after exploring our principles and values moves on to look in detail at the theoretical and philosophical underpinnings to our approach.

(ii) Introduction and some explanatory philosophy

With a national curriculum and our full compliance with its statutory requirements there is little debate or discussion needed in regard of the subjects on offer. It may therefore seem curious that we have such a heavyweight document to express our philosophy and approach to curriculum at PCS. But we contend that curriculum is so much more than the list of subjects to be studied for how long each learning week. Ivor Goodson, writing in 1997 expresses the complexities when he says:

“A curriculum...is at once political theory, curriculum history, curriculum theory, and sociology. In short ...curriculum...is a remarkably complex construction rooted in the past, active in the present, and often creative of the future. Most importantly... the curriculum is a social construction made in a variety of arenas and at a variety of levels

...If we are to understand schooling, we must recognize that curriculum often sets the parameters of practice and of possibility, and therefore deserves our attention.”

Ivor Goodson

The Changing Curriculum: Studies in Social Construction

1997 – Peter Lang in New York

Our curriculum design begins with an expectation of outstanding subject specialist teaching in all areas, but it is forward looking and we see the curriculum – the learning experience we offer our students – as a dynamic function of past, present and future. If the learning experience at PCS is to remain relevant and interesting, serving the future needs of our students, then it must be built on the notion that it is flexible, adaptable and subject to evolution. The secondary curriculum has enormous inertia, much of this resulting from the previous compartmentalised nature of schooling. At secondary level teachers are specialist in subjects and have confidence and passion in these areas – one dynamic we wish to explore at PCS is the development of seamless learning experiences for students across and between subjects, with colleagues working collaboratively from the security of their subject specialisms to develop innovative learning experiences for students. In such a fashion, the learning experiences and our curriculum, while always fulfilling the requirements of a nationally dictated programme, will explore innovative and exciting approaches to learning that will engage and enthuse our learners.

A deep analysis of the roots of our curriculum, of what wisdom and history we choose to impart to the growing generation offers some fascinating insights into social history, political influence and the arguments of the great and the good. Thinking outside the

boxes constructed for us as professionals by our own education is difficult; our understanding of the world and its operations has been coded and classified by the language of our own educational experience. Basil Bernstein the renowned and respected social scientist offers us the following challenge when considering the curriculum experience we offer to our young people:

“What is the potential for change within educational institutions as they are presently constituted?” and describes the nature of the challenge as he understands it. The school, he asserts, ‘is attempting to transmit un-common-sense knowledge’, based on cultural assumptions and behaviours which are not readily available to the majority of children from working class homes. The way out of this impasse is contained in Bernstein’s telling aphorism:

If the culture of the teacher is to become part of the consciousness of the child, then the culture of the child must first be in the consciousness of the teacher.

For this to happen however, both teachers and social scientists need to stand outside the hegemonic traditions which have shaped their own thinking, and recognise the mechanisms which have produced, and perpetuate, the status quo of which they are themselves a part.”

*Quoted from Basil Bernstein at appreciation
A commemorative statement on the death of Bernstein
24 September 2000
Institute of Education, London*

It is with such profound notions that we embarked upon the construction of our curriculum experience. In the section below we explore the principles on which our curriculum is constructed. There is further dynamic to this construction, that of building in the change dynamic, to ensure that the learning experience we provide for our students evolves perpetually, through passionate and expert subject specialists working in collaborative teams. Understanding how the synergy and synthesis of their efforts will work to bring change throughout curriculum will mean exploring a new language in regard of the school as an organisation. As a community of practice, with research and personal and professional development at the heart of our operation and values system, we will deploy our knowledge-in-action to affect our practice. Our work needs to go beyond practice; to an idea expanded originally by Aristotle in his dialogues. These notions are expressed well in the following from the on-line Internet journal of the Informal Education Network:

“Educators are involved with praxis: acts that shape and change the world. Yet few educators speak of praxis....

In praxis there can be no prior knowledge of the right means by which we realize the end in a particular situation. For the end itself is only specified in deliberating about the means appropriate to a particular situation. As we think about what we want to achieve, we alter the way we might achieve that. As we think about the way we might go about something, we change what we might aim at. There is a continual interplay between ends and means. In just the same way there is a continual interplay between thought and action. This process involves interpretation, understanding and application in ‘one unified process’. It is something we engage in as human beings and it is directed at other human beings.

We can now see the full quality of praxis. It is not simply action based on reflection. It is action that embodies certain qualities. These include a commitment to human well being and the search for truth, and respect for others. It is the action of people who are free, who are able to act for themselves. Moreover, praxis is always risky. It requires that a person make a wise and prudent practical judgement about how to act in this situation'

Praxis... is creative: it is other-seeking and dialogic.”

It is through marshalling praxis, feeding our understanding of our experiences back into our actions to evolve the curriculum and all other aspects of our work that we aim to development improvement strategies at PCS.

(iii) Key Principles

The curriculum at Peacehaven Community School [PCS] has been designed to be broad and balanced and reflect the requirements of the National Curriculum. It has been built around the following principles:

- To support the inclusion and access of a fully comprehensive intake of students to a wide range of subject experiences;
- Subject specialist teams delivering high quality learning experiences to all students;
- To be flexible and support a dynamic where evolution of the curriculum experience is initiated by reflection and analysis and change is derived through an evidence-based approach to practice in our classrooms;
- To support the differing needs of students as they grow; this includes the developmental changes in learning, including those between the genders and the changes in the motivational responses of students as they move through adolescence [see our paper on Learning at PCS];
- To reflect the process and content requirements that will support our students in achieving excellent examination performance and qualifications at the end of each Key Stage;
- To provide opportunities to learn the habits of mind, processes and skills that will lead to success in the 21st century knowledge-economy, exploring and developing the cross-curricular dimension to the full, to include; basic skills like literacy, numeracy and ICT, but also to include soft, personal skills, for example; problem-solving, thinking skills, an ability to work in a team, intrapersonal and interpersonal skills;
- To provide opportunities based on developing resilience, reflection and resourcefulness in all of our students so that they are ready to face the accelerated pace of technological and social change that they will experience in their lifetimes;
- To support students in understanding how they learn, how their emotions affect their behaviour and ways of thinking and how they can manage their learning so that they can learn in any situation that confronts them;

- To support our students in leading happy, fulfilled and productive professional and personal lives;
- The national requirements of Key Stage Three and Four curricular and the organisational requirements of efficient and effective timetabling.

(iv) The five themes of our curriculum construction

Our curriculum model is based on four core themes that run through the whole of our practice and are designed to nurture both the evolution of the learning experience we provide for our students and support the acceleration of this process through marshalling the forces of praxis between colleagues. These core themes are structural, a framework around which much the evolution of our curriculum and dialogue about its construction can take place. The themes are as follows:

- Transparency,
- Seamlessness;
- Modularity;
- Inclusion and accessibility for all;
- Support for the development of lifelong learning

In the next section of this paper all five themes will be explored in turn.

Transparency

Transparency works for several key stakeholders within the design of the curriculum at PCS. And the transparency of our curriculum and the decisions and processes which lead to its development and evolution are linked strongly to notions of accountability. Transparency works for the following stakeholders in the following ways:

- **For students** – through clear objectives set for each lesson and each module, with students aware of linkages between and across subjects and where any new knowledge fits into their existing understandings and previous curriculum experiences;
- **For parents** – through the identification of clear learning pathways through curriculum experiences for all students, with the publication of modular homework projects [Independent Studies] which give an overview of the learning to come;
- **For teachers** – through making all linkages at the cross-curricular level explicit and offering opportunities to assess key basic skills and proclivities throughout the year.

Transparency extends to sharing schemes of work with parents and students via our website or in hard copy form. Students and parents should be aware at all times what the curriculum journey looks like, what are the key milestones ahead and how all the different pieces of the jigsaw fit together.

a) Seamlessness

Seamlessness builds on the fundamental transparency of our curriculum. Seamlessness refers to the continuous nature of the learning experience we wish to provide for our students where every opportunity for linkage and association is exploited to the full. While each teaching colleague is a subject specialist, we nurture the aspiration that we are pedagogues first, teachers of children, not subjects. This means in practice that:

- Our key stage three work builds directly on the relevant curriculum experience of students in our primary feeder schools, in many cases involving the use of bridging units and following the requirements of the national key stage three strategy;
- We have strong links with tertiary and further education providers for our students, so that each and every one of them has a clear exit strategy when they leave us that see them into a training course, apprenticeship or job;
- Cross-curricular themes and links are fully developed, with basic skills being assessed across the curriculum and through the work of literacy, numeracy and ICT co-ordinators these key processes being addressed using a whole-school approach which emphasises development of these skills;
- Other cross-curricular and extra-curricular skills are also approached from a whole-school perspective, with problem-solving, team working and thinking skills all forming the basis of further opportunities to develop the continuity between the different subject experiences of children;
- Content and process skill linkages between different subjects are fully exploited and where appropriate traditional subject boundaries are suspended to pursue the further development of skills and processes in all our students;
- Learning how to learn is a fundamental focus of many of our activities and through a themed approach to our mentoring, quality circle time and year team meetings we can explore pertinent issues which have an impact on the quality of student's learning.

Seamlessness can function effectively only in a collaborative and supportive culture; an environment where best practice and developmental work are regularly, routinely and continually shared. Seamlessness develops in the synergy of creative team working, where teacher's – all masters of their subject specialisms – work outside the box of their subject for some of the time and see the whole learning experience for all students across the school. Both transparency and seamlessness feed off each other and do so best in a rigid framework which maximizes a whole-school response to the compartmentalisation of the curriculum.

b) Modularity

Our curriculum is divided into eight-week modules. Each academic year follows the natural rhythms of five, eight-week modules. This modularity is supportive of the transparency and seamlessness on which our curriculum is based and it also compartmentalises the learning journey into neat chunks that sit outside the normal termly and half-termly rhythms of a three-term year. Modularity feeds the development of Independent Studies, strategic and developmental homework projects that affirm the work completed within the curriculum by students. During their time at PCS students will work through fifteen modules through Key Stage Three, at the end of each one a progress report for parents is produced.

Modularity is also designed to support our assessment and feedback for learning procedures. A key facet of our modular approach to the curriculum is the development in our students of the skills and aptitudes of independent learning. Students are encouraged to attend homework clinics, the library or our ICT rooms after lessons finish for the day to

develop their work further. During the school day itself we have Reflection and Planning Time or RAP, which is designed to give students a further opportunity to work on their independent studies and other learning tasks more independently. Modularity creates the institutional climate that embeds both transparency and seamlessness; it engenders a natural pace and progression to learning actions which reach a climax for all subjects at the same time. Modularity represents powerful structural cement that binds the philosophies that underpin the design and implementation of our curriculum together.

Inclusion and Accessibility for All

Our curriculum is designed to be accessed by all students across the full range of abilities. Using the national curriculum levels as a guide student's work is targeted at differentiated levels of difficulty depending on their prior attainment. Every child at PCS has an individual learning goal for every subject and their progress and development is perpetually maintained through our formative assessment framework – [see assessment paper.]

Support for the development of lifelong learning

“In times of change learners inherit the earth; while the learned find themselves beautifully equipped to deal with a world that no longer exists.”
Eric Hoffer, Social Philosopher

The curriculum our students experience at PCS is structured in ways that reflect statutory and historical necessities. If transparency, seamlessness and modularity are about the technology of delivery, the art and science of teaching, both inclusion and support for lifelong learning are the sought after outcomes of our curriculum endeavours. If our curriculum is to nurture and support our students to live full, active lives; to attain self-knowledge and educational success, each unto his or her own capabilities, then it must develop the habits of minds that are the hallmarks of successful learners.

Developing the skills of lifelong learning is an explicit aim woven throughout our curriculum structure. A key component of this strategy is the learning we ask our students to do outside the classroom environment. Homework at PCS has been carefully designed to reflect the modular rhythms of our curriculum at key stage three and to prepare students for the longer-term planning requirements of coursework at key stage four. At its core is the notion that students need support, infrastructurally within the shape of the school day and pedagogically, through the manner in which homework is set, monitored, assessed and completed. To achieve this we have developed Independent Study [IS], our take on homework at Peacehaven Community School.

Independent Study [Homework at PCS]

Homework is a contentious educational issue.

“Well-organised homework can play a vital role in raising standards of achievement.”
Quote from DfES Standards Site

“School homework causes family arguments, “anxiety” and “emotional exhaustion” - and that the impact of homework on academic achievement is “relatively limited” compared to other factors...”
Quote from a report by Andrew Lewin on DfES Standards Site

At PCS we believe homework is supportive of educational achievement in a number of diverse ways. Our approach to it is sophisticated, with each faculty developing diversity within a common infrastructure. We use a system of Independent Study [IS] at KS3, linked directly to the modular rhythm of the curriculum.

Our approach to homework is guided by the following principles. Homework should:

- support the development of independent learning skills in students;
- offer the opportunity to extend the “learning day” beyond lesson time into after-school homework activities where students work in settings which are less formal than the classroom;
- offer the opportunity for students to respond to challenging activities in a manner which offers teachers assessment opportunities and evidence of a student’s progress;
- offer the opportunity to extend learning experiences to explore topics and areas of study in greater detail;
- support the development of self-discipline in the learner;
- create a dialogue about learning between parent / student and their teacher.

Ofsted’s 1999 report; “Homework, Learning from Practice” offers models of good practice from a number of schools, one statement quoted from a Primary School homework policy suggests a pedagogical approach to homework which we espouse at PCS. The document says:

*“Homework is work which is set to be done outside of the timetabled curriculum but not necessarily at home. It does contain an element of **independent study** in that it is not usually directly supervised or controlled by a teacher and it represents an extension of learning activities provided and organised in accordance with the objectives of the national curriculum. Since one of the purposes of schooling is to enable students to learn independently of the school, the term “home learning” is more appropriate than homework.”*

*Page 12, Ofsted Summary Report
Homework, Learning from Practice
1999, HMSO*

(v) A rationale for our curriculum model

The pace of technological and social change at the start of the 21st century is extreme and both economic and social forecasters predict that this trend will continue at an exponential rate – each innovation feeding off the next. The explosion in the processing power of microcomputers represents a well-used example; with the desktops and notebooks which are now an everyday experience for many possessing hundreds of times the power of the computer systems that put the first humans on the moon. Our curriculum at a national level will need to evolve to reflect these social and technological changes. In a recent paper from the Technology Colleges Trust that asked contributors to submit their thoughts on a range of themes under the title: “Rhetoric to reality: What future – what learning – what teachers – what schools?” the following themes for the future of our schooling, curriculum and education were strongly reflected:

- The abolition of GCSEs;
- Courses developed in creativity and design;
- Courses in neuroscience [see our learning at pcs paper];
- Courses in thinking skills

- Introduction of streamlined national curriculum;
- Introduction of on-line courses and CISCO/Microsoft industry style courses;
- Flexible groupings, different learning year and learning day.

Tom Bentley in his influential and seminal work, *Learning Beyond the Classroom*, published in the year after the election of New Labour, explores some of these themes:

“Over time we might create a curriculum for lifelong learning, to replace the series of frameworks which in the past have helped fix people into their social and economic status. Such a curriculum for young people would organise learning around a series of themes, rather than simply around basic skills and academic subjects. Subjects, projects, placements and assessment would combine around the individual, who would be actively involved in making their combination coherent and generative, paving the way for effective learning throughout life.”

Page 187, paragraph 1,
Learning beyond the classroom
 Tom Bentley – Demos Routledge 1998

In his book *The Age of Unreason*, Charles Handy says that the overwhelming pace of change demands;

“...completely re-thinking the way in which we learn. Education needs to be re-invented. Education will not finish with school, nor should it be confined to those who shine academically at eighteen. Learning...happens all through life unless we block it. We need upside-down thinking and this suggests that rather than a national curriculum for education, what we really need is an individual curriculum for every child.”

All state schools must statutorily implement the current national curriculum in England and Wales. It reflects a complex and potent mix of social hierarchy, class distinction, subject pedigree and tight political control. The national curriculum requirements and the standards agenda through which they are implemented mean that for many students in school the reception model (Carnell and Lodge 2002) of learning is the key modus operandi in the classroom. This model of learning is linked to knowledge acquisition and memorisation and reproduction. It feeds an exam system and a public system of accountability. In this model basic essential skills are emphasised while emotional and social aspects of learning are not addressed. Teaching in this model resembles the transmission of knowledge, stressing cognitive learning of the logical, objective and abstract in a sequential fashion. The National Curriculum defines for school children what they have to take in, regardless of their personal context, experiences and interests or needs (Carnell and Lodge 2002).

Our curriculum model follows all the statutory requirements of the National Curriculum. Within the Qualifications and Curriculum Authority’s rationale for the curriculum is the following statement of values:

“Education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognise a broad set of common values and purposes that underpin the school curriculum and the work of schools.

Foremost is a belief in education, at home and at school, as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being, of the

individual. Education is also a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect the enduring values that contribute to these ends. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. Education should also reaffirm our commitment to the virtues of truth, justice, honesty, trust and a sense of duty.

At the same time, education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies.”

QCA National Curriculum

These aims are laudable but they represent a re-phrasing and packaging of the status quo, there is nothing paradigmatic about their content. In the last paragraph there are interesting allusions to how education must keep pace with globalisation and technological development but the depth of the analysis from the government quango which is the bastion of curriculum standards is superficial to say the least.

At PCS it is a feature of our philosophy and pedagogy that effective learning is characterised by a co-constructivist approach. In this model of learning, learners are highly involved in making meaning as they actively construct knowledge through processes like discussion, discovery learning and open-ended questioning. This co-constructivist approach has strong resonance with the pedagogical philosophy of John Dewey in his “My Pedagogical Creed” first published in the Journal of Education in 1897:

“I believe that (the) educational process has two sides - one psychological and one sociological; and that neither can be subordinated to the other or neglected without evil results following. Of these two sides, the psychological is the basis. The child's own instincts and powers furnish the material and give the starting point for all education.”

With the co-constructivist philosophy and pedagogy; the emphasis is less on putting in information and more on drawing out new knowledge and understanding. The learner is helped to make connections and gain new insights. Our approach to the curriculum reflects this co-constructivist model of learning, the essential features of the system being that learning involves collaboration, analysis, interpretation and the reorganisation of knowledge through reflective processes. Co-constructivism is achieved through our transparency and seamlessness, ensuring students and parents know where they are on a learning journey and that natural linkages and associations are built in across and between subjects.

It is our belief that by developing excellence in classroom practice in each subject discipline, collaborative action by teachers who are confident within the subject areas they were trained in can lead to excellence in developing a seamless and transparent approach to the curriculum. In such a climate it is our belief that experts in their particular subject specialisms, professionals will feel empowered to innovate, working together, exploring linkages and developing ways of working that reflect more naturally the co-constructivist model. Working within a collaborative and reflective culture we can begin to develop the

key criteria of a different curriculum from within the umbrella of our subject specialisms. We can evolve a way of working where every professional is comfortable, but where the development of children's learning is not necessarily compartmentalised into subjects, but where explicit linkages are made and students develop their understanding through a range of different subjects. In evolving the new curriculum which meets the uncertain challenges of the 21st century we feel strongly that the most robust model to meet this demand is one which enables current subject specialists to work in such a way that linkages and associations between subject are developed and joint, strategic working ensues.

(v) Other considerations in constructing our curriculum

With the co-constructivist pedagogy at the centre of our curriculum work, there are a number of other considerations that have been taken into account in constructing the learning experience for our students. These are specifically:

- Consideration of neurological research that suggests that language learning is more effective for students at younger age ranges. Our Key Stage Three curriculum is heavy with Languages in Years 7 and 8 to reflect this pre-disposition of learners.
- Consideration of the neurological research that suggests the many differences in the ways boys and girls learn and operate within the environment of a school curriculum. This has led to differentiation of homework projects, for example, which students who struggle being given extra support in managing their planning and preparation for homework activities.
- Consideration of the developments generally known as accelerated learning and expounded by the educationalist Alistair Smith. In this model curriculum delivery should major on relevance and interest and students should be constantly reminded what is in the learning experience for them.
- Consideration of the lessons learnt from both the key stage three strategy and the Cognitive Acceleration in Science Education project regarding the need for children to spend a lot of curriculum time engaging actively with content, discussing it, exploring issues through dialogue which then exposes their own thinking. This is an important cross-curricular theme that will look to develop across the whole-school curriculum.
- Consideration of the importance of a learning to learn course, which develops in students an understanding of the key processes of successful learning – see our paper on Understanding how we learn. Learning to learn is offered to all students as a discreet lesson, taught by a dedicated team.

Our curriculum experience at PCS will perpetually evolve and develop and while we will continue to implement all statutory requirements of the national curriculum, we will also continue to explore the development of our practice so as to evolve a model of learning experience which is always tailored to our students future needs.

We believe that as much as possible students should be encouraged to use their Reflection and Planning time [RAP] at the end of a day to work on their Independent Study. With many IS clinics running each afternoon during the week, students are actively encouraged to do their homework between 3 - 4:30pm, which means that at the end of this extended afternoon they can go home and engage in leisure activities. We deliver

learning outside the classroom through the vehicle of Independent Study, a description of the process as well as the noun which supplants the unhelpful term “homework.” From the beginning of Year 7 our learners are encouraged through the support of mentors, the structure of the school day [RAP] and in the rhythm of lessons, to approach their homework burden in a more responsible and self-disciplined manner. Independent Study offers the opportunity for a more complete learning experience, linked in overview to the unfolding classroom topics for a module. Independent study is a tool of curriculum extension, promoting seamlessness between classroom-based and out-of-hours learning. It also works to offer a strategic link between modes of study at KS3 and at KS4.

Our approach to homework builds on the good work of our feeder primary schools and in constructing our policy we have been involved in a dialogue with them. For many the transition to Independent Study now begins in Year 6, before they leave to join PCS.

Further Reading

Askew, S. et al (2000) – Feedback for Learning – Routledge Falmer, London

Bentley, T. (1998) – Learning beyond the Classroom – Routledge Demos, London

Carnell, E. and Lodge, C. (2002) – Supporting effective learning – Paul Chapman Publishing, London

Goodson, I. (1997) - The Changing Curriculum: Studies in Social Construction – Peter Lang in New York

Appendices:

Appendix A: Planning and Producing Schemes of Work and Lessons

Appendix B: Independent Study

Appendix A

Guidelines: Planning and Producing Schemes of Work and Lessons

The central purpose of planning Schemes of Work (SoW) and Lesson Plans (LP) is to maximise student learning. All teachers and Learning Assistants are continually engaged in learning how to develop and refine their planning. There are many opportunities for staff to engage in this learning from and with one another, collaborative planning is supportive and effective. Through this collaborative work the faculty teams:

- make explicit the thought processes underpinning lesson planning
- minimise work load by sharing ideas, resources, and preparation
- explore the impact of teaching on learning
- encourage staff to develop their creativity whilst preserving their autonomy and in the classroom.

Our approach to planning has developed as a result of whole school and faculty reflection on practice and guidance from the KS3 Strategy. In the Spring Term 2002 faculty teams engaged in an internal and whole school a review of schemes of work and lesson plans. Guidelines for Schemes of Work and Lesson Plans were produced; these are outlined below.

Schemes of Work and Lesson Plans should:

- include all PCS core elements
- include all optional elements agreed by the faculty (Feb 2003)
- include notes on occasional departures from agreed formats e.g. changes to lesson times, one off activities or events
- be used by all team members
- be placed on the T Drive on the school network and available to all team members
- be available in the classroom during every lesson, for easy reference by the teacher, support staff and any visitor or observer
- be kept for future reference, in soft and hard copy, by the teacher.

The Faculty Team has evolved an approach to planning that is best suited to their needs, they:

- have a shared understanding of the relationship between the SoW and LP
- use an agreed layout for SoW and LP
- share new resources / activities across the team either at a meeting or on the T drive on the school network
- allocate time, on a regular basis, in Faculty Team Meetings to review existing and plan future SoW and LP, to explore practice, exchange and discuss ideas, in relation to these
- supplement lesson planning materials where applicable or necessary with additional documentation, such as differentiated resources, teacher's notes and students' targets.
- explore with Fiona or Andrew (AWR) proposals to alter or adapt the format of their SoW and LP

It is the responsibility of each teacher and Learning Assistant to:

- know, understand and implement the expectations regarding planning practices at whole school and faculty level

maintain a folder containing class lists, names of SEN students, seating plans, assessment data, student targets, medical notes, Work it Out response forms

Faculty Schemes of Work and Lesson Plans

	Faculties									
Dimensions	Art	D & T	English	Humanities	ICT	Maths	MFL	Music	PE	Science
Prior Learning Link	SoW	SoW	SoW	LP	SoW	SoW	LP	SoW	SoW	SoW
Rationale	SoW	SoW	SoW	SoW	SoW	SoW	-	SoW	-	SoW
Expectations	SoW	SoW	SoW	-	SoW	SoW	-	SoW	LP	SoW
Learning Outcomes	SoW/IS	SoW/IS	SoW/IS	LP	SoW/IS	SoW	SoW	SoW/IS	SoW	LP
NC content support/core/extension	SoW	SoW	SoW	LP	SoW	SoW	SoW	SoW	SoW	SoW
Cross Curricular Themes	SoW	SoW	SoW	SoW	SoW	SoW	SoW	SoW	SoW	SoW
Cross Curricular Skills	SoW	SoW	SoW	SoW	SoW	SoW	SoW	SoW	SoW	SoW
Feedback / Assessment	SoW	SoW	SoW	SoW/LP	SoW	SoW	LP	SoW	LP	SoW
Internet & Software Links	LP	SoW/LP	SoW	LP	SoW/LP	LP	*	SoW/LP	SoW	SoW
Future Learning	SoW	SoW	-	-	SoW	SoW	SoW	SoW	-	SoW
Links with other subjects	SoW	SoW	SoW	SoW	SoW	SoW	SoW	SoW	SoW	SoW
Lesson Learning Objectives	LP	LP	LP	LP	LP	LP	LP	LP	LP	LP
Lesson Outline: 3 part structure	LP	LP	LP	LP	LP	LP	LP	LP	LP	LP
Differentiation (support and extension)	LP	LP	LP	LP	SoW	LP	LP	LP	LP	LP
Misconceptions	-	-	-	LP	SoW	-	-	-	-	LP
Students' Special Needs	LP	LP	LP	-	LP	-	LP	LP	LP	LP
Resources	LP		SoW	LP	SoW	LP	LP		SoW	LP
Risk Assessment	SoW	SoW/LP	-	-	-	-	-	-	SoW	LP
I.S.	LP	LP	LP	SoW/LP	SoW	LP	LP	LP	-	LP
Key Words	SoW	SoW	SoW	LP	SoW	SoW	LP	SoW	SoW	SoW
Learning Styles	SoW	SoW	SoW	LP	SoW	-	-	SoW	-	SoW/LP
Evaluation	Planner	Planner	Planner	LP	Planner	LP	LP	Planner	Planner	LP

MFL - *See Resources

Appendix B

Guidelines: Independent Study

In most subjects students complete an Independent Study in each module. In “low contact time” subjects, an IS may be set for completion over two modules. Tasks are collated for all subjects and published in a curriculum guide, issued to students at the start of each module. Independent Study tasks are written in to the SOW and LP and are saved to the T drive. A paper copy is also kept in teachers’ planning folders.

The Faculties are committed to creating Independent Study tasks, which promote progression, allow for differentiation and are motivating for students. It is intended that the Independent Study gives students an opportunity to show what they have learnt during the module and, where appropriate, to draw on learning from previous modules.

Assessment of Independent Studies is moderated at faculty meetings and samples, copied and stored in the faculty portfolio for future reference.

It is expected that:

- ✓ students are given support to break down the IS in to manageable tasks, these are set each week and recorded by the student in the learning planner
- ✓ progress with tasks is monitored during feedback for learning sessions and students are given advice on what they need to do next to improve / develop their work
- ✓ teachers advise students if they consider they are falling behind with their IS
- ✓ teachers consult with parents if a student does not attempt/falls behind with IS
- ✓ each Faculty arranges one IS clinic a week and encourage students to attend
- ✓ students are given some class time to complete IS

It is effective practice to:

- ✓ set IS at the beginning or by the middle of a lesson, to allow students time to record it in their planner
- ✓ write details of the task on the board for students to copy in to their planner and provide teacher or LA support for students who will struggle to complete this task
- ✓ check that students have written the details of the task in their planner
- ✓ regularly seek feedback from students on how they are coping with IS and check they fully understand what they should be doing
- ✓ share examples of good Independent Studies from previous cohorts

**Peacehaven Community School
Curriculum Model 2003-4**

Curriculum Area	Year 7 No. of lessons per fortnight	No. of Teaching Groups	Total lessons per fortnight
English (Literacy & media)	7	6	42
Drama	2	8	16
Maths	7	6	42
Science	6	8	48
Design Tech. (RM & Graphics)	2	8	16
Design Tech. (FT)	2	8	16
Humanities	6	6	36
ICT	2	8	16
MFL	5	8	40
PE	6	8	48
Art	3	8	24
Music	2	8	16
Access Course	20	2	40

Curriculum Area	Year 8 No. of lessons per fortnight	No. of Teaching Groups	Total lessons per fortnight
English (Literacy & media)	7	6	42
Drama	2	8	16
Maths	7	6	42
Science	6	8	48
Design Tech. (RM & Graphics)	3	8	24
Design Tech. (FT)	2	8	16
Humanities	6	6	36
ICT	2	8	16
MFL	5	8	40
PE	5	8	40
Art	3	8	24
Music	2	8	16
Access Course	20	2	40

Curriculum Area	Year 9 No. of lessons per fortnight	No. of Teaching Groups	Total lessons per fortnight
English (Literacy & media)	7	6	42
Drama	2	8	16
Maths	7	6	42
Science	6	8	48
Design Tech. (RM & Graphics)	2	8	16
Design Tech. (FT)	2	8	16
Humanities	6	6	36
ICT	3	8	24
MFL	5	8	40
PE	5	8	40
Art	3	8	24
Media Studies	2	8	16
Access Course	20	2	40

The philosophy driving this curriculum model is that through directing our staffing through a tightly focused subject specialist approach we can begin as we mean to go on, requiring few colleagues to teach outside their specialisms, ensuring we develop excellence in subject delivery and use our expertise to explore and exploit all opportunities for cross curricular themes.