



ST GEORGE'S SCHOOL  
WINDSOR CASTLE

# Curriculum Learning and Teaching Policy

<b>Approved by:</b>	William Goldsmith, Head	<b>Date:</b> September 2022
<b>Last reviewed on:</b>	September 2023	
<b>Next review due by:</b>	September 2024	

## Introduction

This Policy outlines a pupil's learning experience and outcomes, and the pedagogical approach to teaching adopted by the staff and embedded in each faculty of the school including the EYFS.

St George's School provides education for students aged from 3 to 13, encompassing the Early Years Foundation Stage (EYFS), Key Stages 1, 2 and the first two years of Key Stage 3. Full-time supervised education is provided for students of compulsory school age (constructed in accordance with section 8 of the Education Act 1996), which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

This policy, along with our curriculum plans and schemes of work take into account the ages, aptitudes and needs of all students, including those students with an EHC plan.

Our curriculum provides the students with a broad and balanced educational experience. Through our vision of students becoming 'real world ready', we aim to nurture kind, courageous and honest young people who are ready to make a difference in the world. As an International Baccalaureate candidate school, we believe wholeheartedly in the philosophical underpinnings of the IB: to develop inquiring, knowledgeable and caring young people who are motivated to succeed. We use this philosophy to inform our curriculum planning at all stages of learning.

Ultimately, we prepare our students for life beyond St George's through the International Baccalaureate (IB) Primary Years Programme (PYP), and Pre-Senior Baccalaureate (PSB) programme for Years 7 and 8. Students who move to Eton College are supported for Common Entrance examinations which take place in June of Year 8. St George's does not have a scholarship stream, and therefore does not provide specific preparation for scholarship examinations to senior schools.

### **The aims of the St George's curriculum policy**

- To facilitate the development of the students' linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative capacities.
- To ensure that students acquire speaking, listening, numeracy and literacy skills.
- To facilitate students' personal, spiritual, moral, social and cultural growth.
- To ensure the effective development of the IB Learner Profile in all members of the school community.
- Ensure equitable access to all areas of the curriculum.
- To recognise and grow the individual talents of each student, whilst recognising that they have differing needs which must be met, ensuring that

all students have equal access to the curriculum progress at their performance level.

- To familiarise students with the use of ICT so that it is an integral part of their learning across the curriculum.
- Through an environment of high performance, systematically teach students to be 'intelligent' and how to succeed in school (recognising and celebrating that 'intelligence' comes in all forms).
- Grow individual students intellectually to be socially confident, who will be real world ready with a global outlook and concern for others.
- Ensure that the curriculum does not undermine the fundamental British values of: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensure that teaching does not discriminate against students contract to the Equality Act (2010), that is, on the basis of the protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.
- To ensure that students are taught personal, social and health education (including Relationships and Sex Education).
- To ensure that the statutory requirements are met, whilst developing our curriculum so it retains its independence to be flexible, dynamic and relevant to the 21st century.
- To monitor student attainment and the quality of learning and teaching, ensuring that the curriculum is effectively implemented and that every student makes progress.
- To facilitate the assessing, measuring and recording of student progress, enabling the school to ensure every student performs at a high level.
- To set ambitious targets which promotes an ethos of continuous improvement.

#### **Our curriculum encourages students to:**

- Actively participate and achieve across all aspects of school life, developing independent and collaborative skills.
- Develop a positive mindset and self-esteem, sense of worth and respect for themselves and other people.
- Relate to, and communicate effectively and constructively with, their peers, teachers and other people.
- Develop important skills and attitudes of resilience, critical thinking, creative and innovative design, and application of knowledge to real-world situations.
- Develop as passionate and life-long learners, undertaking the learning process with increasing independence and self-driven inquiry.
- Develop as a global citizen.

*These attributes are explored further in the policy.*

# Implementation of St George's educational philosophy

## **Equal Opportunities**

At St George's, we ensure that all students have an equal opportunity to learn. Regardless of gender, ethnicity, social and family background and age, all students are taught in a manner that they will individually perform at a high level. The school's Equal Opportunities Policy applies across all areas of the curriculum.

## **Special Educational Needs**

Students with special educational needs will benefit from the support given by the Learning Enrichment department.

Students identified as having learning needs will receive support from their teachers, who in turn are supported by the Head of Learning Enrichment and their team.

Students with learning needs will have an Individual Education Plan (IEP), as well as a learning passport. These assist teachers in providing strategies to best support these students across the curriculum. Teachers are expected to tailor their lessons accordingly so that all students can both access the curriculum, and perform at a high level in a way that is appropriate to their own individual strengths and weaknesses or stage of development.

Students for whom English is an additional language may also require help to access the curriculum so they can learn and make progress.

Students on an EHC plan will be supported in line with the recommendations set out in the plan. The Learning Enrichment Department will work closely with the local education authority, as well as parents of any student on an EH plan to ensure that the correct provision is in place.

## **Safeguarding (please see separate policy)**

St George's School is committed to safeguarding and promoting the safety and welfare of every student in the school. As such, there is a focus on safeguarding throughout the curriculum. We aim to provide an environment in which students feel secure, their viewpoints are valued, they are encouraged to talk and are listened to. We recognise the contribution the school can make to safeguard and support the students in its care through:

- **Prevention:** a positive school atmosphere, careful and vigilant teaching, pastoral care, support to students, and providing good adult role models.
- **Protection:** following agreed protocols, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support:** to students and staff and to children who have concerns or who may have been abused.

## Assessment

### *Formative assessment*

Formative assessment is the process of ongoing monitoring of individual student progress by the teacher. This should be a constant process, with appropriate and high-impact feedback given to the student, highlighting exactly what they can do to reach the next level. Formative assessment also takes the form: of pre-unit and post-unit assessments to measure progress and student understanding; ongoing reading assessments; maths check ins; ongoing monitoring of skills - subject and overarching PYP and PSB skills.

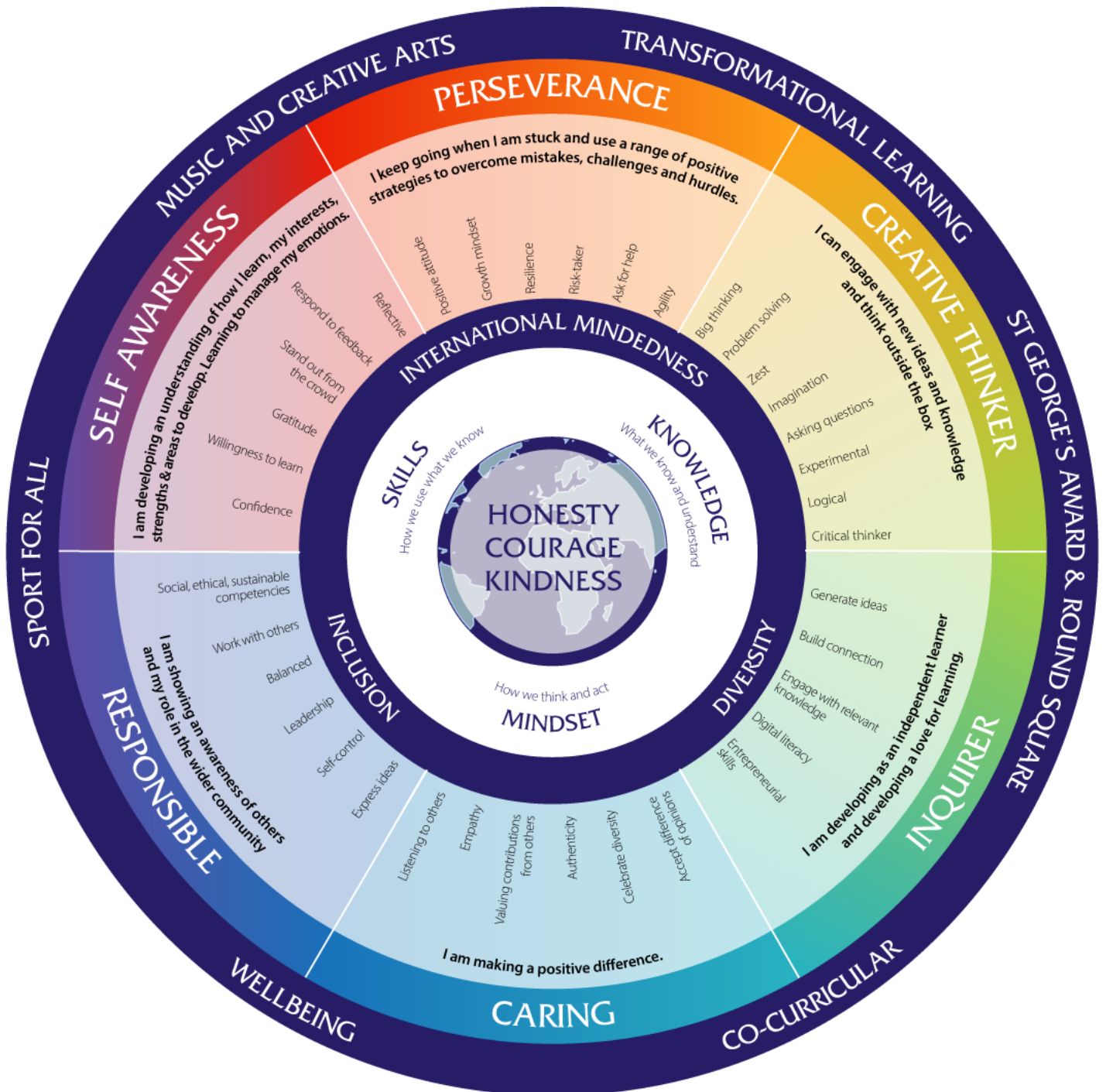
### *Summative assessment*

Summative assessment is carried out as follows:

Year group	Standardised assessment	Internal assessments
Kindergarten	September: Aspect Base assessments	None
Reception	September: Aspect Base assessments	None
Year 1	September: INCAS assessments	None
Year 2	September: INCAS assessments	None
Year 3	September: INCAS and CAT4 assessments	None
Year 4	September: INCAS and CAT4 assessments	None
Year 5	September: INCAS and CAT4 assessments	None
Year 6	September: INCAS and CAT4 assessments	<i>Candidates for schools who require a formal entrance 'exam' (not ISEB pre-test), will be given a mock examination.</i>
Year 7	September: CAT4 and MidYIS assessments	Four specific PSB assessment points throughout the year.
Year 8	September: CAT4 and MidYIS assessments	Four specific PSB assessment points throughout the year.

Standardised scores are not usually shared with parents, unless requested or forms part of the senior school discussions.

# The St George's Learner Profile



## The 3-13 Learner Journey: curriculum organisation

The curriculum is organised into stages, which reflect the way the school is structured:

- Early Years Foundation Stage: Kindergarten and Reception
- Pre-Prep: Years 1-3
- Prep School: Years 4-6
- Senior Prep: Years 7 and 8

STAGE	LEARNING	ST GEORGE'S AWARD	
Kindergarten	EYFS	-	-
Reception	EYFS <b>IB Primary Years Programme</b>	-	-
Year 1	Key Stage 1 <b>IB Primary Years Programme</b>	-	HOUSES
Year 2	Key Stage 1 <b>IB Primary Years Programme</b>	-	
Year 3	Key Stage 2 <b>IB Primary Years Programme</b>		
Year 4	Key Stage 2 <b>IB Primary Years Programme</b>		
Year 5	Key Stage 2 <b>IB Primary Years Programme</b>		
Year 6	Key Stage 2 <b>IB Primary Years Programme</b>		
Year 7	Key Stage 3 <b>Pre-Senior Bacculaureate</b>		
Year 8	Key Stage 3 <b>Pre-Senior Bacculaureate</b>		

# The International Baccalaureate Primary Years Programme

St George's School was accepted as a Candidate School for the IB Primary Years Programme (PYP) in March 2021.

The PYP curriculum is designed to ensure students grow and progress into confident, enthusiastic and independent learners who use the attributes of the IB Learner Profile in the pursuit of personal knowledge and understanding. The PYP framework aims to reach far beyond intellectual development and academic success; the curriculum addresses students' academic, social and emotional well-being through a framework of knowledge, concepts, skills, attitudes and action that equip students for successful lives now and in the future.

There are six subject areas within the PYP curriculum:

- Language: English (Language and Literature) and Language Acquisition (MFL)
- Mathematics
- Science
- Humanities
- Arts
- Personal, Social and Physical Education

Language and Literature (English) and Mathematics are taught daily with class teachers who are experts in the early acquisition of these subjects. Developing a strong set of skills in literacy and numeracy are vital for unlocking potential across all subject areas.

Learning in Science, Humanities, Arts and Personal, Social and Physical Education takes place through six transdisciplinary themes, taught through half-termly 'Units of Inquiry'. The transdisciplinary themes are of global significance and provide students with the opportunity to incorporate local and global issues, making links beyond the confines of learning within separate subject areas. Themes are re-visited each year to build upon prior knowledge and understanding to provide a more immersive experience.

The six transdisciplinary themes are:

- Who We Are
- How We Are in Place and Time
- How We Express Ourselves
- How We Organise Ourselves
- Sharing The Planet



## Early Years Foundation Stage curriculum provision

St George's School has exemption from the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. However, we use it as a frame of reference:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The Early Years Foundation Stage is distinct in its identity. The curriculum is therefore planned in accordance with the latest expectations. There are seven areas of learning.

The three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support students in four specific areas, through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

EYFS students cover four IB PYP 'Units of Inquiry' each year. These combine the areas of learning above.

The EYFS section is based on the lower floor of the Pre-Prep with specifically designed classrooms and resources to support students in these year groups. The classrooms each have access to a dedicated outdoor learning area which enables free flow.

Students attending the EYFS have specialist teaching in Music, Physical Education and French.

Phonics is taught using Read, Write Inc and students are assessed and taught according to their needs.

The EYFS is staffed by a dedicated team, supported by EYFS coordinators. The Head of Pre-Prep oversees the EYFS.

## Key Stages 1 and 2: Years 1-6

### *Pre-Prep: Years 1-3*

The Pre-Prep is housed in a purpose built learning environment, which includes classrooms and a hall that is used for the Pre-Prep. Classes do not exceed 21 and all classes have a Teaching Assistant (Year 3 classes share a Teaching Assistant).

By way of progression from EYFS, the learning is more formal as expectations of all students are increased in order to maintain momentum, enable an environment of high performance learning for all, and ensure that the students are prepared as they journey through the school.

In Year 3, students are encouraged to start researching independently and are given a Chromebook for use in class as seen fit by the teacher.

The curriculum is focused around the International Baccalaureate which, alongside English and Maths, is designed to support students' natural curiosity and stimulate their creativity. Students are taught in mixed ability groupings.

Phonics continues to be taught (as with the EYFS) via the Read Write Inc Scheme although students are expected to have completed this by the end of the first term of Year 2. Reading is taught daily on an individual basis as well as integrated into other subjects within the Unit of Inquiry.

Collins' Busy Ants scheme is followed in Maths to ensure breadth, depth and mastery. This approach gives students the time needed to reflect, consolidate and transfer their learning to real world situations.

Students are taught by a Class Teacher; however they have specialist Music, French, Digital Learning, Swimming, PE (and Games in Year 3), Design and Art (from Year 2) lessons.

Homework consists of reading and ad-hoc tasks of an inquiry nature.

## Years 4-6

Accommodated adjacent to the Pre-Prep, the Prep School (Years 4-6) continues with the International Baccalaureate Classes do not exceed 20 unless there are exceptional circumstances.

Students continue to be taught by Class Teachers, with Drama introduced as a specialist subject.

The Head of Prep School and the Years 4-6 Class Teachers work closely with the Head of Pre-Prep and Year 3 Class Teachers to ensure a seamless transition from the Pre-Prep to the Prep School.

Students follow the National Curriculum in English and continue with the *Busy Ants* mastery scheme in Maths.

Classes are grouped by mixed ability, although from Year 4, discrete performance groupings are in operation for Maths.

Homework consists of regular reading, spellings, times-tables, MFL vocab and ongoing inquiry-related activities and tasks.

The majority of students in Year 6 will prepare for and sit assessments for senior schools, and so a dedicated lesson is provided in the timetable to help prepare for these assessments. The school use *Atom Learning* as a tool to enable students to have familiarisation ahead of the ISEB and other pre-tests. We are, however, extremely mindful of the need for balance. The breadth of the curriculum during the school day is maintained to enable students to understand their own mental health and the importance of physical exercise. They explore strategies for calming and meditation to balance what can be a busy period in their educational journey.

At the end of Year 6, students curate an exhibition (part of the PYP) to demonstrate their understanding of the IB Learner Profile and the transdisciplinary themes covered in Key Stage 2.

## The Senior Prep: Year 7 and 8

Students move to the Senior Prep after Year 6 which is housed in a dedicated teaching and learning building, Old Bank House. Overseen by the Head of Senior Prep, a dedicated team of secondary trained teachers teach small classes (maximum of 16 in a class) and oversee the academic progress and welfare of the students.

Students have a full range of specialist teaching in Years 7 and 8 and follow the Pre-Senior Baccalaureate as an assessment framework. This approach combines knowledge, subject specific skills and an overarching set of learning skills.

Students have a form tutor and a separate PSB academic tutor.

Students are taught in mixed ability sets, apart from Maths and Science which are grouped by current performance.

Students achieve a PSB certificate at the end of Year 8 which is used as a transfer mechanism for senior school. Students destined for Eton College are prepared for Common Entrance examinations in core subjects only: Maths, English, MFL and Science. This preparation takes place within the classroom.

St George's does not have a scholarship set. Scholarship candidates are supported within the classroom for scholarship examinations. St George's does not prepare students for academic scholarship to Eton College, Winchester College or Harrow School.

Prep is set each night on a rota basis. Students are expected to spend 45 minutes each evening with Prep, which is set using Google Classroom.

## Approaches to Learning (ATLs)

At St George's, we acknowledge that students learn differently and we recognise that they will need the skills to utilise different methods for learning. The IB and PSB approaches to learning, alongside our Learner Profile, enable the students to develop and assess their competencies in these areas.

### Kindergarten to Year 6: IB approaches to learning

The IB approaches to learning are an essential element of all IB programmes. Students are expected to progress in their confidence in them in a developmental way. In the PYP, students become aware of their learning skills.

ATLs are mapped across the taught curriculum and consist of:

<b>Skill</b>	<b>Statement(s)</b>
<b>Communication</b>	How can students communicate through interaction? How can students demonstrate communication through language?
<b>Social</b>	How can students collaborate?
<b>Research</b>	How can students demonstrate information literacy? How can students demonstrate media literacy?
<b>Self-management skills</b>	How can students demonstrate organisational skills? How can students be reflective? How can students manage their own state of mind?
<b>Thinking skills</b>	How can students think critically? How can students be creative?

### Progression of the ATLs

The ATLs are mapped throughout the curriculum using Toddle, our learning and teaching virtual platform. Every 'Unit of Inquiry' is linked to ATLs and through the year, all ATLs are covered.

Individual student progression is monitored by the class teacher, and reported to parents at the end of each term.

Students are encouraged to develop a self-regulated approach to developing the ATLs, and this is achieved through the language used across the curriculum.

The following maturity matrix continuum is used across the school for students to self-assess themselves against the skills:

- **Novice observation:** observe others performing tasks and using the skill; high levels of scaffolding from the teacher needed.
- **Learner emulation:** copy others' performance of the skill; medium level of scaffolding needed.
- **Practitioner demonstration:** can demonstrate the skill on demand; minimal teacher scaffolding required.
- **Self-regulation:** can teach others the skill; no teacher scaffolding required

Furthermore, every class develops an 'essential agreement' at the start of the academic year, whereby key ATLs and elements of the Learner Profile are agreed by the students with their class teacher.

### **Years 7 and 8: Approaches to Learning**

Students in Years 7 and 8 are encouraged to develop a more self-regulated approach to their learning. The PSB skills (see below) transcend across all subject areas, and it is expected that the students, with coaching from their PSB tutor, will monitor their progress of the skills across the two year period.

The PSB core skills:

**Thinking and Learning**

**Reviewing and Improving**

**Communication**

Students are assessed on how they achieve these skills **independently**, **collaboratively** and also in terms of their **leadership**. At St. George's, we have developed a PSB Core Skills matrix, allowing the students to constantly reflect on their acquisition, practice and consolidation of these skills.

Students in Years 7 and 8 are assessed on a ten-point scale against the skills:



ST GEORGE'S SCHOOL  
WINDSOR CASTLE

PSB

## SUBJECT KNOWLEDGE AND SKILLS A GUIDE TO LEVELS

1-2

### EMERGING

The student's understanding of the subject knowledge and skills are **beginning to take shape**.



3-4

### EVOLVING

The student's understanding of the subject knowledge and skills has progressed from taking shape to becoming more **gradually developed**; links between acquired knowledge and skills are **developing**.



5-6

### EXPECTED

The student's understanding of the subject knowledge and skills has **reached a level equal** to what the teacher would have hoped to evidence for them; links between acquired knowledge and skills are more **secure**.



7-8

### EXCEEDING

The student's understanding of the subject knowledge and skills has **reached beyond a level equal** to what the teacher would have hoped to evidence; links between acquired knowledge and skills are **very secure**.



9-10

### EXCEPTIONAL

The student's understanding of the subject knowledge and skills has reached a level that requires teaching and learning not typically associated with the rest of the class. Links between acquired knowledge & skills are demonstrated strongly through **high order thinking and reasoning**.



## The St George's PSB skills grid matrix:

	COMMUNICATION <i>We are confident, collaborative and concerned for society</i>	REVIEW & IMPROVEMENT <i>We are fluent thinkers, intellectually confident, persevering</i>	THINKING & LEARNING <i>We are critical thinkers, complex problem solvers, enterprising and creative</i>
INDEPENDENCE	<p>IC1 – I express myself clearly and effectively when I am talking</p> <p>IC2 – I express myself clearly and effectively in my writing</p> <p>IC3 – I express myself clearly and effectively when I am using ICT</p> <p>IC4 – I choose the most appropriate way to present my work to suit a particular audience or situation</p>	<p>IR1 – I continually try to improve as a learner</p> <p>IR2 – I listen to words of advice and try to act upon them</p> <p>IR3 – I set achievable targets with the help of my teacher</p> <p>IR4 – I use my targets and success criteria to review my own work</p> <p>IR5 – I cope well when the situation changes and I ask for help when I need it</p>	<p>IT1 – I ask relevant and open-ended questions and build on previous answers</p> <p>IT2 – I come up with creative ideas to complete a task or solve a problem</p> <p>IT3 – I make connections between different subject areas of my learning</p> <p>IT4 – I think of things that I want to learn for myself and find out things independently</p> <p>IT5 – I'm a self-motivated learner and continue to push myself even when the going gets tough</p>
COLLABORATION	<p>CC1 – I take part in group discussion, listening respectfully and responding thoughtfully</p> <p>CC2 – I help move the task forward by considering what everyone in the group has to say</p> <p>CC3 – I encourage everyone in my group to listen, as well as to be heard</p>	<p>CR1 – Through discussion with my peers, I can adapt ideas for the benefit of the group</p> <p>CR2 – I work with others to find the best way of working to suit the whole team</p> <p>CR3 – After discussion, I review my progress and plan ways to improve</p>	<p>CT1 – I discuss my views with my peers and think of ways to help my group solve problems</p> <p>CT2 – I work productively in a group and remain committed even if I don't agree with all of the decisions</p> <p>CT3 – By working with others, I recognise a problem as a challenge and find a solution</p>
LEADERSHIP	<p>LC1 – I organise and share responsibility effectively by thinking of others</p> <p>LC2 – I persuade and inspire others through my actions and words</p> <p>LC3 – I instruct and speak to others clearly, even under pressure</p>	<p>LR1 – I identify ways in which my team can work more productively</p> <p>LR2 – I can review my own and other people's strengths and weaknesses and lead the group towards a solution, making necessary changes</p>	<p>LT1 – I set an example to others through my approach to thinking and learning</p> <p>LT2 – I use my initiative to overcome problems by devising a plan of action</p>

## Monitoring of ATLs across the school

Consistency of approach to developing the ATLs is achieved through the following:

- Collaborative planning: within year groups & faculties and across departments.
- Learning walks and lesson observations, including peer observations.
- Learning themes each week: presented in Assembly on Monday morning and continued throughout the week.
- The staff professional learning and appraisal policy



## Approaches to Teaching

Through the philosophy of learning that drives both the PYP and PSB there is a common approach to teaching across the school. This approach focuses on how teachers can influence how students learn as opposed to merely teaching the content of an academic course.

The six sets of skills teaching is defined as:

- Inquiry
- Conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of learners and informed by formative and summative assessment

### The Inquiry Learning Cycle



### Inquiry

One of the pedagogical principles that underpin all IB programmes is that of teaching based on inquiry. Being inquirers is one of the attributes of the IB learner profile, where the process is seen as involving the development of students' natural curiosity, together with the skills needed to enable them to become autonomous lifelong learners.

At St George's the *Inquiry Cycle* by Kath Murdoch is used to develop an inquiry-based culture within the school:

### Conceptual understanding

Concepts are broad, powerful organizing ideas that have relevance both within and across subject areas. Exploring concepts helps students to build the capacity to engage with complex ideas, and discussion of the “big ideas” behind a topic can help students get to the heart of why they are learning a particular unit.. There is also a strong link between teaching through concepts and moving students to higher-order thinking; for example, it allows students to move from concrete to abstract thinking, and facilitates the transfer of learning to new contexts.

### Developed in local and global contexts

Exploring local and global contexts can help to develop international-mindedness in students by providing opportunities for sustained inquiry into a range of local and global issues and ideas, and opportunities to explore global concerns such as development, conflict, rights and the environment.

### Focused on effective teamwork and collaboration

A key focus of the teaching in the DP is on teamwork and collaboration. This principle applies to promoting teamwork and collaboration between students, but it also refers to the collaborative relationship between the teacher and students.

Collaborative learning activities include activities such as group projects, debates, role plays, and other activities with shared goals. These types of activities encourage students to engage with other students collaboratively and cooperatively.

A key aspect of fostering a collaborative relationship between teachers and students is through encouraging effective dialogue and feedback on what students have, and have not, understood during their lessons. Encouraging students to give regular feedback on the things they have not yet understood gives teachers valuable information that can inform future planning and ensure that all understandings are being attained.

### **Differentiated to meet the needs of learners and informed by formative and summative assessment**

Differentiation is "an approach to teaching that advocates active planning for student differences in classrooms" (Tomlinson and Allan 2000). It is a process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals. There is, therefore, an important link between differentiation and thoughtful and adaptive planning.

St George's follows four principles, as set out below, with regards to differentiation:

Affirm identity and build self-esteem in the learners	Promote environments that welcome and embrace learners. Foster high but realistic expectations. Value and use the diversity of cultural perspectives. Liaise and collaborate with parents. Understand student learning preferences and interests. Identify and teach through student strengths. <i>This is in line with our approach to High Performance Learning</i>
Value prior knowledge	Identify prior knowledge and utilise this throughout a unit or scheme of work
Scaffold learning...	...according to the needs of individual students.
Extend learning: believing that every student is capable of more	Combine high expectations with opportunities for learner-centred, experiential practice and interaction with cognitively rich materials, experiences and environments. Use technology and assistive technologies to enrich learning and to ensure that all learners have the same opportunities.

## Differentiation

To ensure every student is given equal opportunity, differentiation occurs throughout the school as a means of personalising the student's journey with us, enabling them to have full access to the curriculum.

This differentiation can be most clearly observed in the delivery of lessons. Differentiation will be evident in every lesson through one or more of the following methods:

- Task set
- Teacher input and assistance
- Levels of scaffolding
- Provision of resources
- Outcome
- Enrichment opportunities both in and out of lessons
- Questioning to stimulate deeper learning and understanding
- Learning objectives
- Streaming or setting
- Co-curricular provision

Kindergarten to Year 3 classes benefit from a teaching assistant whose role is to assist with the wellbeing and academic progress of the students. This affords the class teacher the flexibility to plan for supported differentiated work within the classroom as necessary. Students with identified learning needs may at times receive specialist support, in part to enable them to access their learning. The Learning Enrichment team have oversight for this.

All teachers are aware of these students (through their IEP and 'Passport') and it is their responsibility to provide students with the support that they need.

### **High Performing Students (equivalent to Able, Gifted and Talented Students).**

The school's aims for higher performing students are the same as those for any others, i.e. the provision of an education which will be exciting, enriching, stimulating and fulfilling. However, we recognise that students may benefit from further enrichment of their curriculum by differentiation of tasks, success criteria, learning outcomes and opportunities to participate at a high level.

Within the High Performance Learning framework, all students, including those performing at a very high level, should be:

- Stretched and challenged in every classroom
- Provided opportunities to further their particular abilities outside school, particularly those with talents in specific areas for example: music, art, design, drama or sport.
- Given the opportunity to develop outcomes in attainment, aspirations, motivation and self-esteem

## Achievement: High Performance Learning

St George's School believes that every student is capable of performing at a high level, a philosophy which is backed up by the science that brains continue to develop and grow.

Within this framework, the following key principles are applied to learning and teaching right across the school:

- The terms ability and potential are not used to describe student performance. Ability serves only to place a child in a predetermined bracket (low, middle, upper) which then influences how they are taught; a student's potential cannot be measured as doing so only limits their performance to a level determined by a teacher.
- Every student is regarded as having the growth to perform at a high level and it is beholden on adults around them to encourage the student with this belief and ambition.

High Performance Learning is a pedagogical approach designed following decades of educational research. In 2022-2023, the school is on the World Class Schools Award pathway, which involves implementing a set of strategies to ensure that all students, regardless of background or starting point, achieves the highest academic standards.

At the essence of High Performance learning are 30 characteristics that students should develop as they progress through the school. These are divided into two groups:

- Advanced Cognitive Performance Characteristics (ACPs)
- Values, Attitudes and Attributes (VAAs)

These characteristics are woven into the IB Learner Profile and PSB skills grids, and, together with these, form the everyday language that is lived out in and out of the classroom.

As students progress through the school, they are encouraged to begin to demonstrate a self-regulated approach to recognising these characteristics, measuring their success in achieving them, and, crucially, identifying how they can go one step further.

As students progress through the school, they are encouraged to begin

- to demonstrate a self-regulated approach to recognising these characteristics
- to measure their success in achieving them
- and crucially, to identify how they can go one step further

## International Mindedness: Round Square and the St George's Award

The school is a member of Round Square, a global organisation of 250 schools represented in every continent around the world.

This global network is connected by a set of ideals, which all member schools place at the forefront of their educational experience for students:

- International Understanding
- Democracy
- Leadership
- Service
- Adventure
- Environmental Stewardship

Underpinning these six ideals is a discovery framework of values and attitudes, which link well with the curriculum and St George's Learner Profile.

Round Square provides the following opportunities for students:

- Involvement in collaborations with schools across the world
- Access to a range of resources and learning materials, focused on the six ideals and linked with the UN Sustainable Development goals
- Access to conferences and conventions
- Increased opportunity for local action projects

Round Square forms the basis of the St George's Award, a programme which is undertaken by all students from Year 3 - 8. Comprising three award sections - Pioneers (Years 3 and 4); Explorers (Years 5 and 6); Trailblazers (Years 7 and 8), students take part in weekly sessions to explore these six themes.

At the end of the year, a special exhibition day is held which enables all students to exhibit their work, projects and collaborations. They also receive their St George's Award badges and award certificates.

Year 8s deliver TEDx talks in Windsor Castle in June each year, which is the culmination of their St George's Award and PSB project qualification.

Round Square enhances our students' lives through positive and meaningful interaction with other schools in different countries and cultures.

## Monitoring and Developing Learning and Teaching

### **Staff**

We appoint highly qualified and specialist staff, provide first-rate teaching facilities, and create a positive, supportive and inclusive learning environment.

Teaching staff are supported through a thorough appraisal and professional learning process, which is both self-led and directed by the Head and SLT. Staff undergo an appraisal annually, either by their SLT line Manager or the Head. This is on a bi-annual cycle.

### **Planning**

Collaborative planning is a key element to the PYP and PSB and this occurs at every level: within year groups, within subject areas and vertically.

PYP-Unit of Inquiry planning and medium-term planning is all on The Toddle Platform. Subject links are made and highlighted weekly where relevant.

PSB - medium term planning is monitored by the PSB lead and is kept in the PSB files on Google Drive.

Short-term planning is carried out by individual teachers and used to inform weekly and day-to-day teaching of the curriculum and assessment.

#### *Monitoring of planning*

The Heads of Faculty (Pre-Prep, Prep and Senior Prep), assisted by the Assistant PYP Coordinators, monitor the planning to ensure it is thorough and considers the needs of all students.

### **Ensuring high quality teaching and learning**

Assisted by Faculty Coordinators, Assistant PYP Coordinators and the Pedagogical Leadership Team, the Senior Leadership Team monitor the teaching through the following ways:

- Regular learning walks and informal lesson observations
- Book and planning scrutiny
- Regular meetings with faculty staff
- Developing opportunities for collaboration

The Governors' Education Committee has oversight for the quality of education provided and supports the ongoing development of the curriculum, learning and teaching throughout the school.

## PSHE

PSHE plays a key part in the development of the students and is taught through a cross-curricular approach, and weekly timetabled lessons with a student's class teacher.

St George's follows a curriculum designed by *Thoughtbox*, which is closely linked to the National Curriculum outcomes.

PSHE in the school reflects the school's aims and vision, with particular regard to an encouragement of mutual respect and tolerance for each other and for different beliefs.

## Spiritual, Moral, Social and Cultural (SMSC) development of children

St George's seeks to:

- Actively promote the Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- Ensure that principles are actively promoted which:
  - Enable students to develop their self-knowledge, self-esteem and self-confidence.
  - Enable students to distinguish right from wrong and to respect the civil and criminal law of the United Kingdom.
  - Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
  - Enable students to acquire a broad general knowledge of and respect for public institutions and services in the United Kingdom.
  - Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation for and appreciation of and respect for their own and other cultures.
  - Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
  - Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

SMSC development is promoted through assemblies, student committees (School Council; Round Square; Eco-Committee etc); the PSHE syllabus; enrichment activities; the wellbeing programme; and through the Units of Inquiry (PYP) and Humanities & Ethics and Philosophy (PSB).

## Careers and future choices

We aim to prepare students effectively for the opportunities, responsibilities and experiences in adult life in British society through developing their values, skills and behaviours. All advice offered is impartial.

As students progress through the Prep and Senior Prep faculties, they are prepared to make informed choices about their future. In addition to interview practice for all students for their senior schools.

During the final month of the Trinity Term, students in Year 8 embark on an 'Enrichment Programme', which includes: an outward bound residential; a series of dedicated timetabled events to prepare them for the wider world.

Additional guidance is provided to help prepare students for the opportunities, responsibilities and experiences of future life through the following:

- PSHE and RSE
- Assemblies given by visitors from a range of different careers
- Years 7 and 8 Philosophy and Ethics lessons
- Talks given to Years 7 and 8 by Senior School staff
- Leadership opportunities
- Involvement with the St George's Award and Round Square
- A rich programme of co-curricular activities

**Policy reviewed:** September 2023 (Head)

**Next review date:** September 2024