



# Leigh Academy Rainham

## Curriculum Implementation Policy

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# 1. Curriculum Implementation Statement

The implementation of the curriculum is the way in which the intended curriculum content and skills are delivered, taught and learned. In order for implementation of our innovative and broad curriculum to be highly effective teachers must demonstrate expert knowledge of both their subject and pedagogy. Equally, teachers plan high quality sequences of learning, with interdisciplinary links that support students to be suitably challenged, think, articulate, apply and problem solve fluently. In addition students are provided with opportunities to nurture and develop inquiring minds and master lifelong approaches to learning skills.

Highly effective curriculum implementation will:

- Embed accumulated knowledge in students' long term memory through well considered, systematic retrieval practice tasks, enabling them to form rich schemata (knowledge and understanding) over time
- Utilise direct instruction, modelling and dual coding to reduce cognitive load, effectively share expert knowledge, introduce novel content and demonstrate approaches to learning skills
- Enhance students' depth of understanding, promote new learning and develop their curiosity for life long learning through the use of astute and adaptive questioning that is both probing and thought provoking.
- Ensure students are able to independently problem solve, fluently apply their knowledge to questions which have interleaved concepts and master approaches to learning through guided and independent deliberate practice
- Provide regular high quality feedback that astutely addresses misconceptions, plugs gaps in knowledge and prompts students to be highly reflective learners who engage with success criteria to make significant improvements and progress
- Enhance students' literacy, numeracy and digital skill sets by embedding opportunities to develop students' reading and extended writing, solve mathematical challenges and use digital technology appropriately to enhance the learning experience.

## 2. Curriculum Implementation Expectations

- Implement the **LAR digital expectations** into your practice
- Use a range of **questioning** techniques and strategies to check understanding, probe and develop critical and higher order thinking.
- Provide opportunities for students to engage in meaningful **discussion and debate** to improve **oracy**
- Provide opportunities for meaningful **extended writing** following appropriate guided practice, scaffolding and modelling
- Plan learning experiences which are underpinned by the principles of cognitive science and metacognition, demonstrating a commitment to evidence informed practice
- Actively engage students through the appropriate choice of teaching material and learning experiences. Passivity should not be accepted.
- Provide appropriate challenge and support through effective **adaptive teaching**
- Provide regular and meaningful Self and Peer Assessment opportunities
- Live marking of literacy to address misconceptions and mistakes
- Completion of regular “Planning for Progress Reviews” (PfPs) and Feedforward tasks

## 3. Curriculum Implementation Expectations

Our Curriculum Implementation Framework consists of three key strands, underpinned by evidence based teaching philosophies and methodologies:

### 2.1 Curriculum Implementation Strands

1. Our [‘Establishing Excellent Rubric’](#) which is underpinned by the Sutton Trust Research into the 6 key components of teaching that drive student progress. This provides the foundations for establishing great practice, encompassing implementation of the MYP and our Establishing Excellence Drivers and is a platform from which high quality, consistent feedback is constructed. This is also aligned with the LAT teaching competencies.
2. Our [Establishing Excellence Steps](#) provide three key strands of curriculum implementation that the academy is committed to supporting all staff to master. Feedback is provided on each step until it is mastered, ensuring a



structured approach to developing highly effective teaching the LAR way.

3. Our '[LAR Planning Framework](#)' provides a scaffold and foundation on which sequences of learning should be planned, bringing practice in line with the Establishing Excellence Rubric and Steps, interleaved with MYP. This provides a typical sequence for planning activities for one lesson or a sequence of lessons to ensure teaching is highly effective.

### 3.2 Establishing Excellence in Lessons - LAR Non-Negotiables

All teaching staff are expected to implement the Establishing Excellence in Lessons non-negotiables as shown here.



In addition we expect:

- Staff to engage with the Leigh Learner Expectations of SLANT, SHAPE and STEPS>



## 4. MYP Implementation

MYP is seamlessly and cohesively interwoven into all aspects of the Curriculum Implementation Framework and does not sit separately to this. There are however specific guidelines teachers follow to implement MYP within this framework and teachers follow the MYP Unit Plan in conjunction with the LAR Planning Framework to deliver MYP lessons that promote structured inquiry, develop a variety of approaches to learning and establish a firm understanding of concepts in a range of global contexts. The expectations regarding the implementation of key elements of the MYP that need to be explicitly delivered can be found in the [MYP Implementation Guidance](#).

## 5. Home Learning and Knowledge Organisers

Independent study (e.g. home learning) must be purposeful to enable learning and retrieval of knowledge and provide opportunities for deliberate practice. Independent study in KS3 will consist of learning tasks where students might revise and recall key information from knowledge organisers in order to memorise it over time.

This independent learning then paves the way for teachers to use valuable lesson time developing students' depth of understanding and practice applying their learning, enabling them to understand the links between the facts they have memorised. In addition to learning activities, teachers should set tasks for home learning to check students' understanding, or to read material prior to lessons in the form of flipped learning.

Each student will be set a **minimum** of one home learning task per subject, per week. KS3 activities must take no less than 30 minutes at a time, KS4 no less than 60 minutes and KS5 tasks must be frequent, high order and meaningful.

Students will be expected to engage in the effective use of knowledge organisers which can be found in the relevant Google Classroom. Students will be expected to learn, revisit and revise from the Knowledge Organiser and engage in regular retrieval practice using online platforms such as Carousel Learning or Practice Sets.

## 6. Developing Literacy and Numeracy

It is imperative that all teachers take joint responsibility for developing Literacy and Numeracy across the Academy. The strategies for how literacy and numeracy should be embedded in all subjects are accessible in the [Literacy Strategy](#) and [Numeracy Strategies](#).

All staff are expected to live mark for literacy as they circulate the room.

## 7. Digital Implementation

Staff are expected to fulfil the Digital Strategy Implementation Expectations as contained with the Digital Learning Strategy.

## 8. Curriculum Implementation Priorities

### A. Highly effective questioning strategies and techniques

- To stimulate thinking, clarify and check understanding.
- To generate informative responses which reveal not only misconceptions but depth of conceptual understanding
- To encourage learners to make links between knowledge and concepts
- To challenge students to find better ways of explaining
- To provide opportunities for learners to reflect upon, discuss and debate others' answers to questions.
- To probe and challenge students to extend their thinking

### B. Oracy and Extended Writing

- To improve both written and verbal communication
- To allow students to develop a range of skills to express their thought and understanding of a range of concepts
- To develop the ability of students to structure thoughts in a way that makes sense to others

### C. Adaptive Teaching

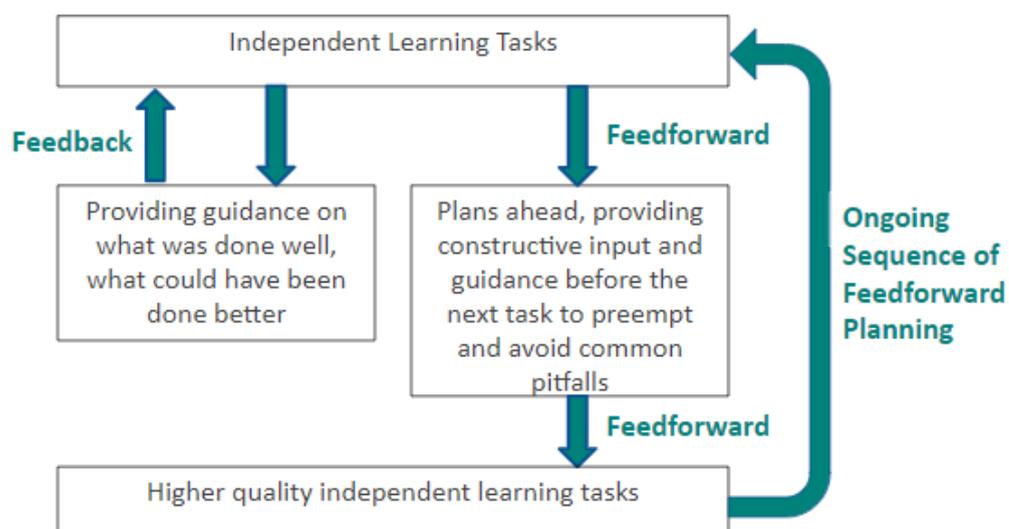
- To be responsive to information about learning, then adjusting teaching to better match student need.
- Adapting lessons, whilst maintaining high expectations for all, so that all students have the opportunity to meet expectations.

- Balancing the input of new content so that students successfully master important concepts.
- Making effective use of teaching assistants to support and challenge individuals and groups of students

## 9. Feedback and Feedforward

Evidence based research suggests that feedback is one of the most impactful and cost-effective methods of improving students' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year. Sutton Trust research has shown that the factor with the strongest evidence of improving student attainment is the quality of a teacher's instruction, through effective questioning and use of assessment.

There are a variety of methods through which we can assess progress and provide meaningful feedback and it is strongly recognised at LAR that marking is only one of many mediums through which this can be done effectively. At LAR we plan sequences of learning that allow regular opportunities for both practitioners and students to formatively and summatively assess progress and receive high quality verbal and written constructive feedback on their understanding against success criteria. Following this process the emphasis is then placed on feedforward, with more time invested by teachers on planning high quality learning experiences that will address the misconceptions and gaps to move students on and make rapid gains. Our assessment, marking and feedback processes are outlined in the academy's [Feedback and Feedforward Policy](#).



The Feedback and Feedforward Approach includes:

- Student/Peer Assessment - regular and frequent opportunities for students to assess their learning in relation to learning objectives using success criteria providing feedback to improve.
- Milestone Tasks - termly teacher marked assessments that accurately assess progress in relation to the curriculum, providing detailed feedback and using this to inform feedforward planning.
- Planning for Progress Reviews (PfPs) - teachers assess progress in relation to classwork and milestone tasks and use this to inform their feedforward planning
- Feed Forward Lessons - Lessons with planned opportunities following PfPs for students to use feedback and the feedforward teaching in order to apply their improved understanding and make rapid gains

## 10. Raising Standards of Teaching

### 9.1 Coaching and OnTrack

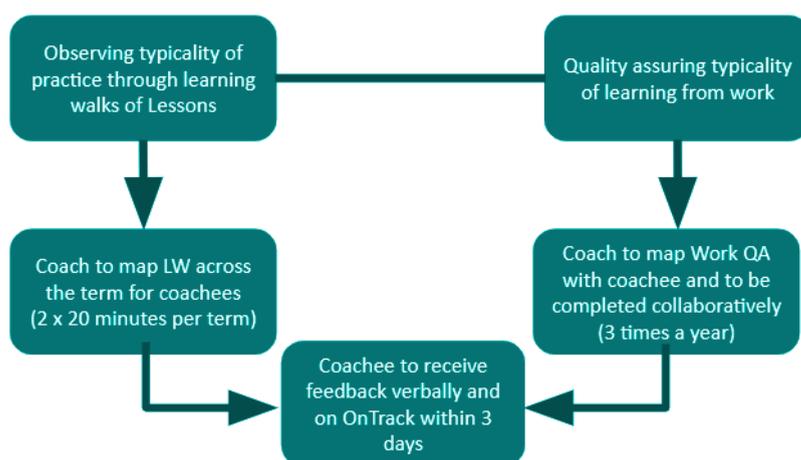
In order to establish excellence in all aspects of our teaching we are committed to providing ongoing and consistent verbal and written feedback over time to all teachers at all stages in their profession. There will be three main approaches to the provision of feedback in relation to classroom practice:

1. Lesson visits - to check policy and expectations are being met/support a new colleague/Capture a lesson highlight etc.
2. Enquiry Walks - To look at specific themes across a range of lessons. (E.g. Use AfL to check student understanding) These help to build a picture of what is going well in relation to agreed priorities.
3. Planned observation, coaching and feedback - Identifying clear areas of strength and areas of development. Opportunities for time in between observations to measure impact of Professional Development.

All feedback (both celebratory and constructive) is provided to members of staff via OnTrack.

Where teaching is not deemed effective the member of staff will receive further support learning walks and if necessary an informal support plan will be triggered.

In addition 'Work QAs' will be conducted at calendared points throughout the year to discuss the progress students are making both in their books/digitally and feedback will always be provided on OnTrack. Additional more general 'Work QAs' can be completed at any time by other members of staff and feedback can be requested on OnTrack.



## 10.2 Continued Professional Development

Through our culture of lifelong learning and an unwavering focus on teaching, student progress and leadership, we are able to give those who work for us unparalleled professional development opportunities whether they are teaching or support staff. We do this by drawing on the resources and experiences of the Trust family of schools, and as a result of our work as a Teaching School, through the Medway Teaching School Alliance and by allocating Wednesday afternoons to professional development. We are convinced that reflection is the key to professional improvement and maturity, and we actively support this process, so that every teacher becomes resilient, enthusiastic and inspirational. As such, research and coaching are vital elements of our professional learning programmes; adding value to the bespoke nature of our support for staff in an environment where talent is actively identified and nurtured. The CPD entitlement and Calendar is shared at the start of the academic year along with a wealth of resources that are available for all staff, especially ITT/ECTs.

## 10.3 IRIS

IRIS Connect is a video-enabled professional learning platform that the Leigh Academies Trust has invested in. It gives teachers the opportunity to record classroom-based teaching and learning using the Discovery Kit, and capture online teaching using our IRIS Connect App and integrated screen-capture tools. All videos are securely transferred to the teacher's personal, password protected account on the cloud-based platform. From there, teachers can reflect on teaching and learning, analyse practice, add time-stamped comments, edit their videos and – if they want to – share with colleagues such as a mentor, coach or leader for feedback. All staff, especially ITT/ECTs are encouraged to use this incredibly powerful teaching tool, however it is not a compulsory element of our professional development offer.

[IRIS Guide - How to Create a Reflection](#)

[IRIS Guide - How to Share a Reflection](#)

[IRIS Guide - How to Review a Reflection](#)

[IRIS Guide - How to Edit a Reflection](#)

## 11. Protecting Learning

Should staff be absent they are expected to, wherever possible, protect learning by completing the [Academy Cover Proforma](#) and emailing it to their department line manager to ensure that students are well supported by other colleagues to make progress. Failure to set enough substantial and challenging work can be a cause for students to lose focus within cover lessons so it is imperative that work is both suitably challenging but well-resourced so it can be completed independently in the absence of a subject specialist. Silent extended writing tasks provide a good basis for cover lessons either based on prior learning to consolidate understanding or through the provision of new information, using text books for independent research.

Should teachers be requested to set work for students who are working elsewhere, e.g. in isolation, the same expectations apply. Work must be set for students that is substantial, challenging and clearly explained so that students can complete it without the need of a subject specialist. Teachers must ensure that the work they set will allow students to return to lessons confident that they have had the same learning opportunities as the rest of the class. This supports students to reintegrate to lessons without significant gaps in knowledge and skills ensuring they will be successful and in no way disadvantaged.