



# 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 Framework

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.



Our [LAR Community Coaching Website](#) provides a wealth of resources and guidance for our staff in relation to each of the 3 strands of our framework, ensuring they are highly effective at implementing our curriculum.

### 2.2 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:

- No hands up policy - Cold Calling for checking understanding
- Silence whenever students are working independently
- ‘Tracking’

### ESTABLISHING EXCELLENCE in LAR Lessons

Lesson Start

Line up in silence with the correct uniform and coats off

Enter room calmly and greet your teacher

Sit according to the teacher's seating plan

Copy date, title and LO and answer the register

Learning Time

SLANT at all times

Complete all activities immediately

Respond positively to all instructions and feedback

Lesson End

Clear desk and return all borrowed resources

Stand behind chair and wait in silence to be dismissed

Thank your teacher as you leave!

### 3. 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](#).

### 4. 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.

### 5. Developing Literacy and Numeracy

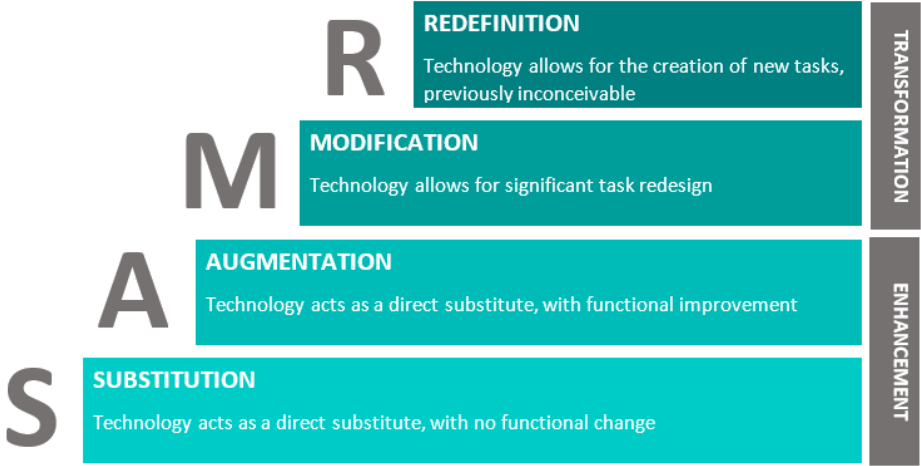
It is imperative that all teachers take joint responsibility for developing Literacy and Numeracy across the Academy. The strategies for how literacy and numeracy should be embedded in all subjects are accessible in the [Literacy Strategy](#) and [Numeracy Strategies](#).

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

### 6. Digital Literacy

The implementation of digital technologies in order to enhance and fine tune students' digital literacy provides opportunities for practitioners to deliver a more cohesive, blended learning approach that can be strategically implemented to further differentiate learning, creating more personalised experiences that incorporate students to become more digitally able and independent. Providing students with the facilities, resources and knowledge to learn via electronic and online media, as well as traditional face-to-face teaching, will ensure that we maximise the best of both aspects to ensure greater personalisation and enhancing students digital literacy and, therefore, employability.

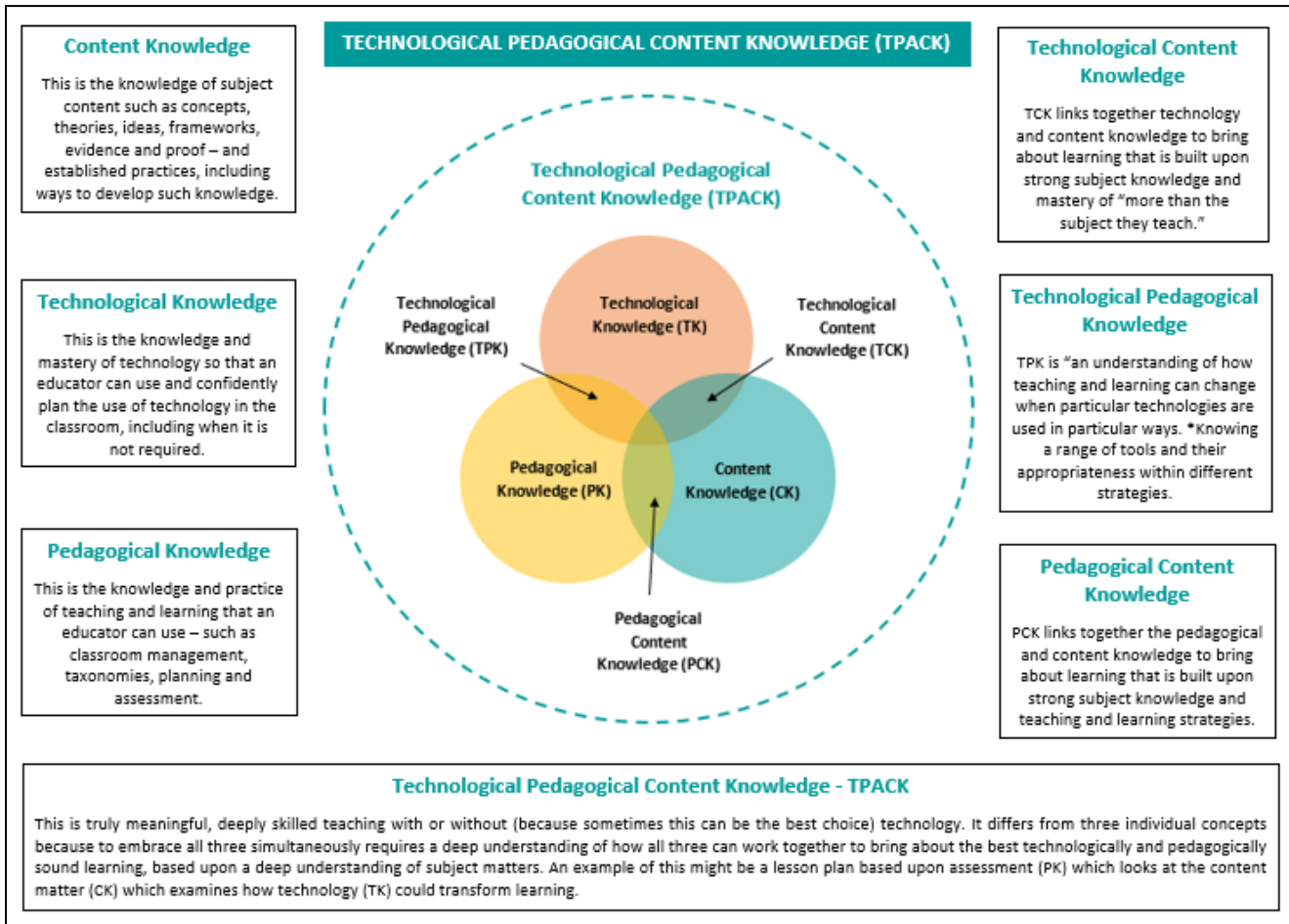
All students have a 1:1 Chromebook as part of their compulsory equipment and are expected to use these in lessons and for independent study when appropriate. Google Classroom is the approved platform from which we deliver online learning for specific subjects, homework tasks, intervention and where necessary remote lessons. The implementation of digital technologies to enhance digital literacy are outlined in the academy [Digital Learning Strategy](#). The [Digital Planning Framework](#) summarises how teachers can implement the SAMR (Substitution, Augmentation, Modification and Redefinition) Model to incorporate Google Technologies into their lesson planning.



All teachers are expected to be proficient in using Google Tools and have passed their Certified Google Educator Level 1 Exam, with a proportion successfully completing the Level 2 qualification. Guidance and expectations on how to develop Google Skills in order to become certified and how to use this platform safely to support learning can be found [here](#).

**6.1 Digital Curriculum Implementation - TPACK**

Technological Pedagogical Content Knowledge is truly meaningful, deeply skilled teaching with or without (because sometimes this can be the best choice) technology. To simultaneously embrace technological knowledge with pedagogical and content knowledge teachers need to possess an appreciation of how they can be brought together to develop students with a deep understanding of the subject matter. The Academy is committed to providing high quality, ongoing professional development opportunities for all teachers to build their confidence in delivering lessons where TPACK is implemented effectively.



## 6.2 Aligning the Digital Strategy and Curriculum Implementation Framework

The Academy’s [Digital Planning Framework](#) summarises how teachers can implement the SAMR (Substitution, Augmentation, Modification and Redefinition) Model to incorporate Google Technologies into their lesson planning. The use of technology should not be an ‘add-on’ to the learning taking place and when used highly effectively will enable the teacher to seamlessly deliver impactful lessons in which students make great progress.

The digital curriculum aligns with our [Curriculum Implementation Policy](#) as per below:

LAR Curriculum Implementation Framework	How it aligns with the Digital Curriculum
<a href="#">Establishing Excellence Rubric</a>	The rubric is a supportive tool for observing, coaching and feedback to drive standards in teaching. While the use of technology can indirectly impact on all 6 strands of the rubric through its implicit use, the TPACK strand focuses on how teachers plan to implement technology in their classroom in order to enhance student’s understanding and progress.
<a href="#">LAR Planning Framework</a>	The SAMR model has been incorporated with the LAR Planning Framework to demonstrate how this could be implemented in

	lessons.
<a href="#">Establishing Excellence Steps</a>	As outlined in the 'Rationale' section of the digital strategy, the use of digital technology supports teachers to effectively deliver lessons that are underpinned by our Establishing Excellence Steps to master the LAR Way.

## 7. Inclusive Teaching Strategies

A teacher’s own beliefs about the nature and role of teaching will underpin their success as an individual to support all students to achieve the best possible outcomes. A master of teachers’ beliefs feels there is no ceiling to what a child can achieve and continually strives to refine and enhance their teaching practice to ensure every student is given the equal opportunities to thrive. The following guidance supports teachers to ensure that all students make rapid progress within our inclusive academy.

[3.3 Teaching Assistant Handbook 2020-21](#)

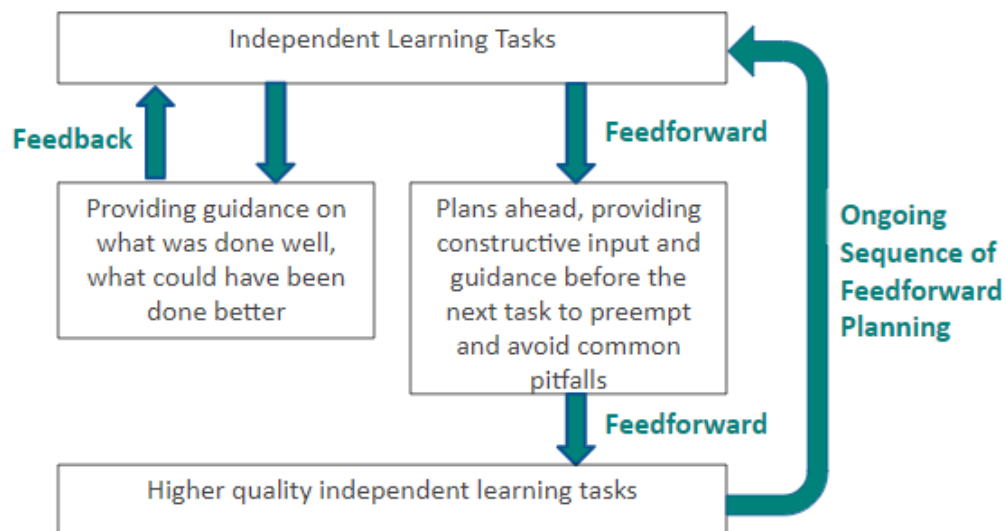
[SEND Virtual Staff Room](#)

[Inclusion CPD](#)

## 8. 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 Assessment - daily 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

## 9. Raising Standards of Teaching

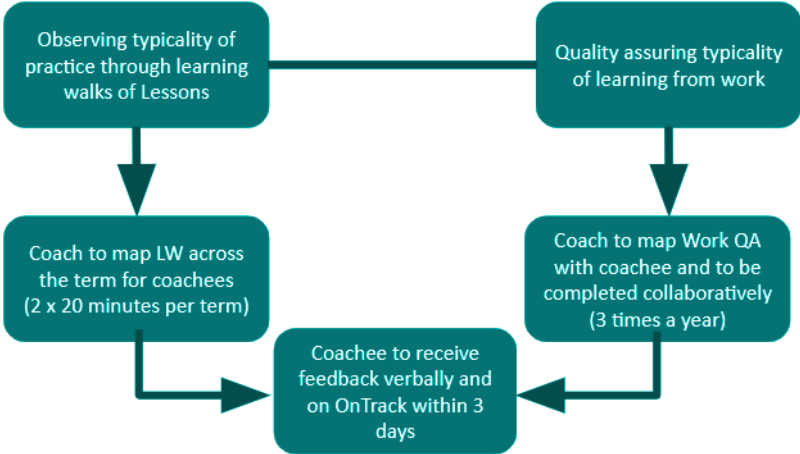
### 9.1 Coaching and OnTrack

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. To ensure consistency, feedback is provided in relation to the Establishing Excellence Rubric at least twice every term by an allocated coach with a focus on supportive learning walks (approx 20 mins), as opposed to formal observation windows. All feedback (both celebratory and constructive) from learning walks is provided to members of staff within 3 days both verbally and via OnTrack. Additional more general learning walks can also take place at any time, by any staff, and provide further opportunities for feedback throughout the academic year. 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 a minimum of three times a year, between the coach and coachee to discuss the progress students are making both in their books and 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.

### 9.2 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/NQT on our [LAR Curriculum Implementation Website](#).

### 9.3 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 / NQT 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](#)

## 10. 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.