

TEACHING AND LEARNING POLICY

November 2025

Update November 2026

November 2025 (A. Bissoo)

Version:	5
Approving Committee:	Curriculum and Achievement
Date Ratified:	01/11/2025
Reference Number	2
Name/Department of Originator/Author:	Teaching and Learning Groups MPS
Name/Title of Responsible Committee/Individual:	Cathy Stygal Head of MPS Chair: Jeff Goy
Date Issued:	November 2025
Review Date:	November 2026
Target Audience:	Staff/Parents/Governors/LA

Version	Date	Control Reason
Version 2	01/02/2017	Update Teaching and Learning Group
Version 3	March 2018	Update to include curriculum leadership
Version 4	November 2021	New “post pandemic” closing the gaps
Version 5	November 2025	Alignment with 2025-2026 Ofsted standards with a focus on adaptive teaching, sequencing, inclusivity, and cultural capital

Contents:

- 1. Statement of Intent / Our principles**
- 2. Legal Framework**
- 3. Roles and Responsibilities**
- 4. Ethos for Teaching and Learning**
- 5. Achievement Recognition**
- 6. Teaching Strategies**
- 7. Pupils with SEND**
- 8. Assessment**
- 9. Reporting**
- 10. Learning Environment**
- 11. Self-Evaluation**
- 12. Monitoring and Reporting**
- 13. Marking policy**
- 14. The Use of GCSEPod for Homework and Independent Learning**

Mayesbrook Park School Teaching and Learning Policy

1. Statement of Intent

At Mayesbrook Park School, we believe every young person has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND, or circumstances, reach their full potential and gain the skills, knowledge, and cultural capital necessary to lead successful lives both at school and beyond. Through implementing this policy, we aim to embed good practice and consistency in the quality of teaching across the school, ensuring a unified focus on monitoring learning through adaptive teaching practices. Through these practices, we aim to continually improve our standards, help every pupil reach their potential, and enhance the professional development of staff.

Our principles:

- All students have a right to an inspiring and high-quality education where they feel valued, supported and are challenged through an ambitious curriculum to achieve their potential
- Learning should be engaging and active, whilst also providing opportunities for reflection
- A variety of teaching and learning strategies allows all students to access the curriculum regardless of prior attainment or learning style
- Collaboration between staff within and across MPS facilitates consistency of approach and the sharing of good practice
- Opportunities for staff to improve teaching and learning should underpin CPD, and there should be provision of high-quality staff training
- Students learn effectively when they are motivated to achieve their own goals, with teachers acting as the facilitators
- Students learn effectively when they have clear information, advice and guidance on how they can make progress and on progression routes available to them
- Students learn effectively when mentally, physically and emotionally prepared for learning
- Learning is most effective when the work is challenging and differentiated
- Learning is most effective when students learn in a non-judgmental, stress-free environment.
- Our school provides a springboard for learners to build a good foundation and we track and support our students through their respective learning destinations through year 12, 13 and 14.

1. Legal Framework

This policy has considered all relevant legislation and statutory guidance, including, but not limited to, the following:

- Equality Act 2010
- DfE (2024) 'Secondary accountability measures'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE and STA (2022) 'School reports on pupil performance: guide for headteachers'
- DfE (2023). "School Teachers' Pay and Conditions Document 2023" together with guidance on schoolteachers' pay and conditions (STPCD).
- This policy operates in conjunction with the following school policies:
- Special Educational Needs and Disabilities (SEND) Policy
- Curriculum Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Marking and Feedback Policy
- Behaviour Policy
- Accessibility Policy

Roles and Responsibilities

The Governing Board:

- Ensure reports are provided by the head teacher and heads of department on a termly basis. Reports will include progress towards School Improvement Plan priorities, pupil progress and attainment analyses (including groups such as SEND, PP, EAL, etc), curriculum development updates and the outcomes of monitoring activities (e.g. book scrutinies, learning walks and assessment reviews)
- Act where areas for improvement have been identified. This includes receiving and reviewing evidence from school monitoring activities, agreeing the next steps, and holding senior leaders to account to progress against clearly defined actions within the School Improvement Plan. Governors act within their remit to challenge, support, and ensure that actions taken are timely, evidence based, and directly linked to improving pupil outcomes.
- Ensure the curriculum governor collaborates with the Teaching and Learning lead to monitor the school's progress against targets, including the integration of cultural capital.
- Visit the school to observe lessons, view samples of pupils' work, view records of achievement, consult with pupils about their experiences with learning, talk to teachers about their experiences with teaching, and ensure governors report findings to the governing board. Governors will undertake at least one formal monitoring visit per year, with additional visits scheduled as appropriate. Lesson visits and discussions will follow the school's agreed monitoring framework and be focused on specific School Improvement Plan priorities.

Senior Leadership Team (SLT):

- Visit classrooms and undertake lesson observations.
- Monitoring will use a triangulated approach. Lesson observations may be learning walks (short, informal, focused on specific themes), lesson visits (20-30 minutes, focusing on SIP priorities) or paired observations where appropriate. The frequency of those visits will be at least twice per half-term for each teacher, with additional targeted visits where support is required. Monitoring is developmental and no graded judgements are used. Feedback is timely, supportive, and linked to professional development.
- Talk to staff and pupils to establish a general overview of the atmosphere in the school on a day-to-day basis.
- Communicate with parents to ensure all pupils' needs, including cultural enrichment, are being met.
- Undertake classroom and teaching work regularly, where applicable within a specialised subject or to assist in cover lessons when needed.
- Review teachers' lesson planning with Curriculum Team Leaders.
- Contribute to setting goals and targets across the school.
- Undertake self-evaluation on the school's quality of teaching. Self-evaluation will be benchmarked against; The Ofsted Education Inspection Framework (EIF); The school's own Teaching and Learning policy; National Teacher Standards; Internal pupil progress and assessment data. Findings feed directly into the School Improvement plan and staff

CPD programme.

- Comment on the quality of teaching and learning as part of the report to the governing board.
- Hold Curriculum Team Leaders to account for the effectiveness of teaching, learning, and assessment in their subject.

Curriculum Team Leaders:

- Contribute to developing and reviewing curriculum policies and schemes of work in collaboration with colleagues (Curriculum Team meetings), ensuring cultural capital is embedded.
- Hold responsibility for the progress of pupils in their subjects. Reviewing progress at the end of each data-drop and presenting this information to their line manager.
- Report on the effectiveness of the curriculum to the SLT and the governing board where required.
- Keep up to date with any changes in their subject area and curriculum requirements.
- Monitor the effectiveness of how their subject is being taught and assessed in their department by undertaking at least one coaching session/conversation with members of their team per term.
- Create, monitor and adapt Curriculum (- please refer to our Curriculum maps in the appendix).

Senior Leadership Team:

- Monitor teaching performance throughout the year.
- Scrutinise data and discuss findings with the curriculum lead.
- Undertake lesson drop-ins on a weekly basis - providing formal and informal feedback where appropriate.
- **Teaching Staff:**
- Monitor and evaluate their teaching.
- Seek professional input and feedback from the Teaching and Learning lead.
- Review and evaluate their lesson planning regularly against their colleagues' planning and the school's overall achievement.
- Set appropriate and challenging targets for pupils based on ability and needs.
- Collaborate with colleagues to moderate pupils' achievement.
- Involve parents and other professionals in the monitoring process.
- Complete an annual review assessing the progress of their pupils.
- Complete termly position statements to identify and evaluate curriculum priorities within their curriculum.

Pupils:

- Are on time for school.
- Are prepared to learn.
- Keep their learning environment organised and tidy.
- Are attentive and contribute to lessons.
- Listen to and follow all reasonable instructions.
- Treat everyone with respect.

Parents will

- ensure their child attends school regularly
- encourage their child to further study at home
- attend review meetings at school / communicate openly with the school
- reflect on termly reports with their child

External Monitoring:

- Utilise support from local school leaders for professional discussions and joint lesson observations.
- Use Ofsted inspections to identify strengths and weaknesses and develop action plans for improvement.

2. Ethos on Teaching and Learning

Through our teaching and learning ethos, pupils will be encouraged to:

- Listen to one another.
- Adopt various roles when working in groups.
- Volunteer their thoughts and opinions.
- Respect the thoughts, ideas, and opinions of others.
- Give honest and positive feedback.
- To help all pupils learn and engage effectively, teachers will be encouraged to:
- Ensure pupils engage with lessons and respect others' contributions.
- Allow pupils time to think about their response to a question.
- Allow pupils time to discuss a response or topic in their group or with a partner, where required.
- Adopt a personal approach to teaching pupils as individuals through adaptive teaching strategies.
- Set sufficient challenge for all pupils through a differentiated, adapted approach.
- Act as a role model for pupils when speaking and listening, by allowing them the opportunity to share their thoughts, ideas, and feedback without interruption.
- Use varied activities to allow all pupils to contribute to lessons, catering to various learning styles and incorporating cultural capital through diverse perspectives and experiences.
- Respond to and act on feedback received from pupils, parents, and colleagues.
- Use a range of strategies and adopt the key characteristics of connection, explanation, providing examples, use guided practice to help students attempt work, independent practice so students can apply new knowledge and provide stretch and challenge tasks to deepen students understanding of topics.
- Use adaptive teaching strategies to ensure that lessons are inclusive and cater to all students despite their distinctive starting points.

3. Achievement Recognition

Achievement is recognised in the following ways:

- **Formal Approaches:** Achievement points (logged via the school's MIS), calling the pupil's parents to praise the pupil, subject certificates, inviting the pupil to see the headteacher, and assemblies with an achievement focus.
- **Informal Approaches:** Congratulating pupils privately or in class, promoting a culture of praise in the classroom, and giving positive feedback on written work.

Teachers and form tutors are also encouraged to celebrate pupils' achievements in their classroom displays.

The teacher will manage disruptive behaviour by:

- Using non-verbal cues and focusing on a positive, solution focused approach.
- Referring to the pupil by name and communicating respectfully with all students.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow poor behaviour.
- In exceptional circumstances, call for support from another member of staff.
- Ensuring the school's Behaviour and Relationships Policy is always adhered to.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons with a focus on curriculum sequencing.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Always remain professional.
- Engage pupils of all abilities through inclusive practices.
- Seek out and accept constructive feedback from peers, pupils, and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

4. Teaching Strategies

The Curriculum:

- The curriculum will be balanced, with proportionate time spent on statutory and non-statutory subjects, sequenced to ensure cumulative knowledge development across year groups.
- The school week will be carefully timetabled, and curriculum content will be suitable for the age and ability of all pupils.
- The curriculum will be made accessible to all pupils through adaptive teaching and the provision of necessary resources, promoting inclusivity.
- Wider aspects of learning, such as the development of social skills, self-esteem, and cultural capital, will form a significant part of pupils' education. Cultural capital will be enhanced through activities such as visits to museums, galleries, and local cultural landmarks; engagement with diverse literature and art; participation in community projects; and exposure to a range of cultural traditions and perspectives relevant to modern Britain.

Lesson Planning and Delivery:

- Lessons will be clearly linked to the curriculum, show continuity and be age-appropriate, balanced in terms of interactive learning and quiet time, and balanced between teacher-led and pupil-led activities.
- Delivered with confidence and using good verbal projection.
- Lessons will have clearly identified learning objectives and success criteria, made available at the start of the lesson on the 'starter slide'.
- Lesson plans will show how TAs are deployed to enhance learning and contain a list of resources to be used during the lesson and how these resources will complement teaching and learning. This will also be discussed in termly Curriculum Team meetings. All planning and resources are available to all staff via access to the network drive: Staff Drive.
- A range of lesson types will be used, including practical, visual, dramatic, investigative, and group work, with opportunities to explore cultural themes.
- The school will give teachers adequate preparation, planning, and assessment (PPA) time, in line with the STPCD.

Resources:

- Prepared in advance and made readily available to pupils.
- Accessible to all, in line with the Accessibility Policy, and appropriate for the learning objectives of the lesson.
- Suitable for pupils' different learning styles, including materials that reflect diverse cultures and histories.
- Shared between teachers and departments to facilitate good practice.

Learning support professionals (LSPs):

- Actively involved in the lesson to aid pupils' learning.
- Involved in prior planning and preparation.
- Able to demonstrate that they possess a good knowledge of the needs of individual pupils.
- Expected to support different focus groups, e.g., pupils with SEND and academically more able pupils.
- Utilised on a one-to-one basis with a child in need of additional help, where required.
- Please refer to the '*Being and Effective LSP*' document in the appendix.

All Pupils:

- Actively involved in lessons through discussions about the teacher's marking on their work, opportunities to mark their work and that of their peers under the teacher's direction, discussions about the learning objective of each lesson at the start of the session and being set high expectations and presented with adequate challenge, including exposure to cultural capital activities.

Common characteristics of our lessons: CEEAAC

The terms **Connect, Explain, Example, Attempt, Apply, Challenge** are a pedagogical model, known as the CEEAAC model, that is used in our lessons. This framework guides students from making personal connections to new material, to understanding the theory through explanations and examples, and then to practicing and applying their knowledge through attempts and challenging applications.

Connect 	Explain 	Example 	Attempt 	Apply 	Challenge 
Activate prior learning	Instruct vocabulary Explain core concepts	High-quality modelling Explicit direct instruction (My turn)	Guided practice Gradually reduce scaffold (Our turn)	Independent practice Application of new concept (Your turn)	Deepen understanding Sophisticate thinking Structured reflection

Connect

Purpose: To link new information to students' prior knowledge and experiences, making learning more relevant.

Example: In a history lesson about the Roman Empire, the teacher might start by asking students to connect it to modern-day infrastructure like roads or aqueducts, which have their origins in Roman design.

Explain

Purpose: For the teacher to clearly define and articulate the new concept, skill, or knowledge.

Example: The teacher would then explain the historical context, reasons for construction, and the significance of Roman roads and aqueducts, perhaps using visual aids or a walk-through of a specific example.

Example

Purpose: To provide concrete illustrations of the concept in action.

Example: The teacher could show pictures of existing Roman ruins like the Pont du Gard or a map of Roman road networks, demonstrating how the concepts are applied in real-world scenarios.

Attempt

Purpose: For students to try out the new skill or concept with guided support.

Example: Students might be given a short, scaffolded task, such as drawing a simple map to represent the basic principles of Roman road construction or a diagram of an aqueduct's arch system.

Apply

Purpose: For students to use the new knowledge independently in a familiar context.

Example: Students could be asked to work on a more complex problem, like designing a short, realistic road layout for a new housing development, using the principles learned about drainage and grade.

Challenge

Purpose: To extend students' thinking and learning by requiring them to apply their knowledge in a novel or complex situation.

Example: Students might face a "hot" challenge, such as researching how to build a bridge using Roman engineering principles to span a specific local geographical feature, or writing an essay on the long-term impact of the Roman road network on subsequent history.

An *I do, we do, you do* approach also encourages teachers to lead and facilitate learning but ensures students are given the opportunity to work independently.

This is not a linear structure and teachers may need to move backwards and forwards between the lesson phases to break concepts into manageable chunks for pupils or to provide additional modelling or guided practice. Checking for understanding should be built into each phase of instruction so that misconceptions can be addressed and resolved.

5. Pupils with SEND

Pupils with SEND will be supported through effective teaching and learning by being:

- Treated as individuals.
- Provided with the appropriate support.
- Provided with additional professional support, where necessary.
- Asked for feedback (or their parents' feedback) on the effectiveness of the support they receive.
- Supported in line with procedures and strategies set out in the SEND Policy. Teachers will discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils who require support.

8. Assessment

Baseline Assessment:

- Pupils joining the school will receive a baseline assessment when they start. All students will also undertake CAT-4 testing to provide comprehensive baseline data. Baseline assessment strategies will comprise the utilisation of previous national curriculum test results, initial evaluations in English (Reading, Writing, SPaG), Mathematics and Science as well as monitoring pupil progress throughout their first half-term of enrolment.

Formative Assessment:

- Creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.
- Used to: identify pupils' strengths and gaps in their skills and knowledge, identify the next steps for learning, inform future planning, enable appropriate strategies to be employed, facilitate the setting of appropriate targets for the class, group, and individual, track the pupil's rate of progress, facilitate an evaluation of the effectiveness of teaching and learning, inform future teaching and learning strategies, and identify individuals and groups for specific intervention support.
- It is not punitive; it is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.
- Not included as part of a pupil's final grade but is recorded as part of progress tracking.
- Methods include question and answer sessions, hot seating, quizzes, and self-assessment.

Summative Assessment:

- Important for: accurate information regarding a pupil's attainment and progress, informing both parents and teachers of a pupil's attainment and progress.
- Identifies attainment through one-off tests at any given point in time, records performance in a specific area on a specific date, provides information about cohort areas of strength and weakness to build from in the future, is used to determine a pupil's final grade, is used to judge a teacher's performance, and is used to monitor the progress of individuals and groups of pupils.
- Methods include end-of-unit/term/year exams, projects which contribute to a final grade, and external examinations/accreditations such as the national curriculum tests.

Use of Ongoing Assessments:

- Teachers will assess pupils through focused marking with feedback, observations against learning objectives and success criteria, annotated plans and notes, termly tests, progress reviews, target setting, and half-termly verbal feedback.
- Lessons will contain clear learning objectives, based upon the teacher's detailed knowledge of each pupil.
- All assessments will be appropriate to each pupil's needs and level of ability. Teachers will use a range of assessment tools and materials, such as analysis of pupils' work in books, reading records, the results of class tests and published tests, ongoing marking, and making notes on pupil observations.
- The results of published tests will be used to contribute to overall teacher assessments

9. Reporting

Reporting to parents will provide the opportunity for communication about their child's achievements, abilities, and future targets. End-of-term reports are written so that they have a positive effect on pupils' attitudes, motivation, and self-esteem.

- We will provide opportunities for parents so that parents can discuss how well their child has settled and can be involved in the target-setting process.
- We will provide parents with an end-of-term written report before the end of each term, which will include the results of any assessments and provide information relating to progress, attainment, and attitude to learning.
- We will allow parents to discuss their child's progress by appointment. Reports for pupils at the end of KS3 will include individual attainment data and progress data, individual comments on strengths, targets, and improvement points in core subjects (e.g., English), individual comments on strengths, targets, and improvement points in other subjects (e.g., history), attendance data, and details about how to arrange a discussion about the report with the school.
- EHC Plans: Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists, and other specialists are sought. Based on these views, and in collaboration with the pupil, an EHC plan is sought.
- Parents will receive progress reports on a termly basis.

10. Learning Environment

The teacher will set the formal tone for lessons at the beginning of the session and indicate that the lesson has started – a 'starter slide' will be on display as pupils enter the classroom with a 'Do now' activity.

- The teacher will decide and plan the seating arrangements for pupils to maximise educational attainment.
- Seating arrangements will be changed to suit different activities, e.g., group work.
- Seating plans, where in place, will be made available for those providing cover when the teacher is absent.
- The learning environment will be designed to maximise pupils' opportunities to learn, e.g., forward-facing desks.
- Some displays will be updated on a termly basis and geared towards aiding learning – displays do not facilitate distraction and may include cultural artifacts or themes to enrich understanding.
- Desks will be free from clutter and arranged in a manner that provides suitable space. The room will be well ventilated, well lit, and maintained at a suitable temperature.

11. Self-Evaluation

Discussion with Senior Leaders:

Senior leaders will discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- In what ways does assessment help guide planning, offer the right level of challenge, establish goals, and deliver feedback?

- To what extent do teachers use assessment within the lesson to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do TAs employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills, and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What kinds of support are available to assist them?
- How effectively is cultural capital integrated into the curriculum and extracurricular activities?

Discussion with Pupils:

The following questions will be discussed with pupils to assess the quality of teaching at the school:

- Do you know your targets? What are they?
- What subjects do you have targets for?
- How do you know what your targets are?
- How often do you work on your targets?
- How do you know when you have achieved your targets?
- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents know your targets? How do they know?
- When do you reach new targets?
- What happens if you can't achieve your targets?
- How does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are proud of and explain why you are proud of it?
- Do you know how to improve your work? Can you improve your work?
- Have you learned about different cultures or visited interesting places as part of school?

12. Monitoring and Reporting

This policy will be reviewed on an annual basis by the curriculum committee. The governors' annual report will contain updates and analysis regarding teaching and learning at the school, including the impact of cultural capital initiatives. The chair of governors will ensure any changes to this policy are communicated to all relevant staff members. The next scheduled review date for this policy is November 2026.

13. Marking policy

- Layout in book: Date, Learning Question.
- In depth marking for key pieces: A minimum of two longer key pieces per term will be linked to specific learning questions and the sequence of lessons as planned in a

SOW showing curriculum intent. Success criteria will be shared with students verbally and in writing before the marking process and can be revisited after an assessment has been completed. It will be made clear “what strengths have been identified”, and “what they need to improve in order to make progress”.

- To achieve this we will use the following format; ‘*Because, but, so.*’
- Students must respond to feedback given by teachers. For example, this can take the form of redrafting work, making improvements, and answering further questions including through whole class feedback - it is anticipated that this will take place at least fortnightly.
- Between key pieces: students’ books will show evidence of progress through an improved quality of work. This progress can be acknowledged through light touch comments. Light-touch marking can support the development of the skills of peers and self-assessment.
- Teachers can acknowledge such work using, because-but-so, oral feedback, effort comments, ticks, simple marks (10/10), initials and/or brief attainment comments. Google rubrics can also be used.
- How students are graded: At MPS we will use GCSE steps and also the agreed grade boundaries which are in-line with historic exam body grade boundaries. The stepped approach enables students to understand when they are “securely” within the range of marks for a given grade.
- Green pen for students: In order that student responses are clear; students can choose to use a green pen to correct work following teacher instruction, to peer mark, to respond to a teacher's questions or marking.
- Frequency: Teachers should aim to review their pupils' books at least fortnightly to check for progress. This should inform planning and learning questions.
- Target level or grade/attendance: All exercise books (when used) will have progress trackers with target grades for subjects, plus attendance and reading/spelling age and baselines clearly displayed on the front inside cover of exercise books.
- Students will be encouraged to respect and be proud of their books: Exercise books should only have the student name, class and admission date on the front cover. There should not be graffiti in books.

- beginning to work at this grade

= working competently at this grade

+ showing signs of attaining top of the grade and being near the next step

- We will use GCSE grades 1-9, and equivalents for non- GCSE subjects
- Marking for literacy:

SP = spelling

?? = doesn't make sense

Λ = something missing

(P) = punctuation

6. The Use of GCSEPod for Homework and Independent Learning

Mayesbrook Park School is committed to providing a high-quality, blended education that maximises student progress and prepares them for life beyond the school. The GCSEPod platform is a key digital resource in achieving this aim, particularly for Key Stage 4 students working towards GCSE qualifications. All staff will receive training and coaching from Jan 2026 so GCSE pod can be rolled out school wide.

Implementation and Access

- Access: All students in Key Stage 4 have access to the full suite of GCSEPod resources, accessible via the internet on computers, tablets, and mobile devices.
- Integration with Google Classrooms: Teachers will utilise platforms like Google Classroom to set, track, and monitor GCSEPod assignments, ensuring a seamless learning experience and providing blended learning opportunities.
- Training: Students and parents/carers will receive information and guidance on how to access and effectively use GCSEPod for revision and homework tasks.
- **Homework and Flipped Learning**
- Structured Homework: Subject teachers will regularly assign specific "Pods" (bite-sized, expert-led video lessons) and associated "Check & Challenge" activities as part of the student's homework timetable.
- Purpose: These tasks are designed to consolidate knowledge, introduce new topics (supporting "flipped learning" approaches), and embed core subject vocabulary and understanding.
- Assessment for Learning: The self-marking function of "Check & Challenge" quizzes provides immediate feedback to students and allows teachers to identify knowledge gaps and tailor future lesson content accordingly.

Independent Learning and Revision

- Empowering Independence: The policy encourages students to take responsibility for their own learning by using GCSEPod for self-directed study and proactive revision, in line with our goal of developing confidence and independence.
- Targeted Revision: Students are expected to use the platform to revisit material covered in class, especially in the lead-up to formal assessments and examinations, ensuring they build strong recall of core content.
- Parental Engagement: The school will provide parents with information on how to monitor their child's usage and progress on GCSEPod, fostering a collaborative approach to supporting academic success.
- By effectively integrating GCSEPod into our teaching and learning strategy, Mayesbrook Park School aims to support all students in achieving their full potential, overcome barriers to learning, and leave with qualifications that enable progression to college or employment.

Appendices

- i. Examples of our curriculum maps.**
- ii. Example of our LSP best practice recommendations.**

Appendix i.

Example of our curriculum maps

Mayesbrook Park School structures its curriculum maps to provide a clear, cyclical, and short-unit approach to learning, designed specifically to cater to its transient student population in a Pupil Referral Unit (PRU) setting. The maps ensure all students, regardless of when they arrive or leave, can access a coherent and progressive education.

The curriculum maps aim to:

- **Ensure Continuity:** The cyclical structure means students can join at any point in the academic year and integrate immediately into the learning cycle without missing core foundational knowledge.
- **Provide Clear Progression:** The maps outline the sequence for introducing, reinforcing, and assessing specific skills and knowledge, ensuring a build-up of competency over time, especially for students who remain at the school for longer periods.
- **Focus on Core Skills and 'Big Questions':** Maps are structured around key learning outcomes, such as developing oracy (speaking and listening skills) and essential literacy/numeracy, often framed by "big questions" to stimulate critical thinking.
- **Align with Qualifications:** The maps explicitly align the content taught with the requirements for specific qualifications, ranging from Entry Level to GCSEs in subjects like English, Maths, Science, and Business, preparing students for post-16 education and employment.
- **Facilitate Assessment and Differentiation:** The maps allow staff to track which learning outcomes have been covered and assessed, enabling targeted support and differentiation to meet individual student needs and address knowledge gaps effectively.

Please find below examples from Mathematics, PSHCE and Health and Social Care. All subject departments have these curriculum maps; the link to them on our website is [here](#).



Mayesbrook Park School

Math's Curriculum Map





Mayesbrook Park School

Maths Curriculum Map



What do we want students to know and remember?

Our vision is for all students to leave MPS with the numerical and Mathematical tools required for day-to-day life. We aim to develop all students to their full potential through innovative teaching and the use of engaging activities and ICT. By offering a variety of courses tailored to each individual student, we support them in achieving at least one Mathematical qualification by the end of Year 11, thus enabling progression onto their next steps into college or employment. We place high levels of importance on raising the confidence and aspirations of our students, helping them to overcome any preconceptions or difficulties with Mathematics and instilling a love of the subject along the way.

At Key, stage 3

All students require working Mathematical skills to access and function in the real world. Our aim is for all students to leave MPS with a Mathematics qualification ranging from Entry Level to GCSE. All of these qualifications demonstrate the ability to apply Mathematical thinking and provide access to a range of next steps following MPS.

Key words to know

Integer, number, digit, negative, decimal, addition, subtraction, multiplication, division, remainder, operation, estimate, power, roots, factor, multiple, primes, square, cube, even, odd

At Key, stage 4

GCSE at a grade 4/5 allows students access onto a number of Level 2 courses, and some Level 3 courses in conjunction with other qualifications. GCSE at grades 1-3 or the Functional Skills Entry Level 3 allow students access onto a number of Level 1 courses, and some Level 2 courses in conjunction with other qualifications. All levels of Mathematics qualification studied at MPS will support with an application for a job or apprenticeship.

Key words to know

Expression, identity, equation, formula, substitute, term, 'like' terms, index, power, collect, substitute, expand, bracket, factor, factorise, linear, simplify

What do we want students to do?

Students receive four 55 minute lessons of Mathematics per week. All lessons are structured in the same way, including all or most of the following:

Starter, main and ongoing plenaries through:

- Modelling of mathematical methods
- Assessment opportunities: self-assessment/peer assessment/teacher assessment
- Use of literacy, numeracy and ICT via Mymaths and the use of scientific calculators

Links to the real world, including scenarios relevant to our students

How do we want to support future learning?

Edexcel Functional Skills Entry Level 1/2/3

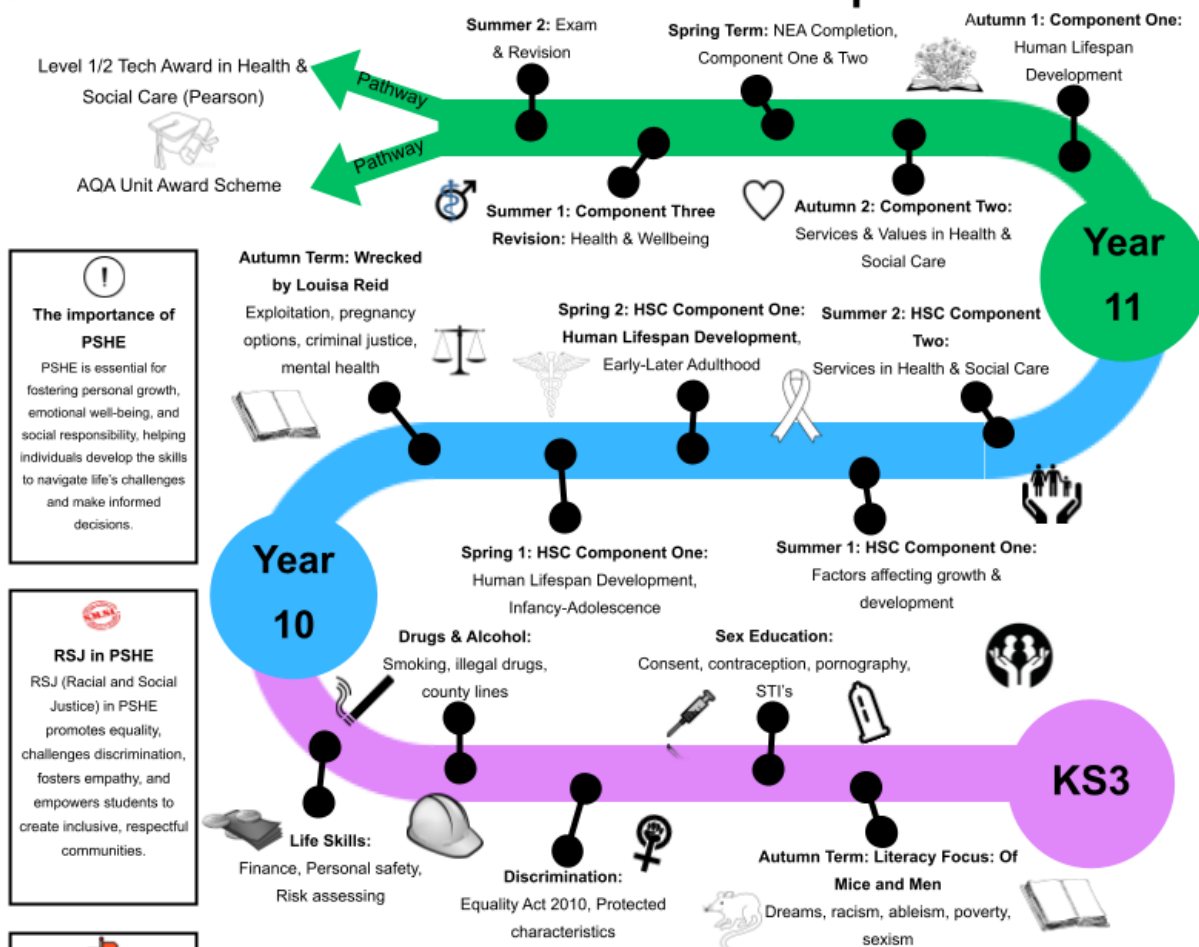
AQA GCSE Mathematics A (Foundation/Higher Tier) AQA UNIT AWARD SCHEME

Any student who does not achieve a Level 2 or equivalent qualification by the end of Year 11 will be expected to continue to learn Mathematics until the age of 18, regardless of their next steps. The work completed towards the Entry Level 1/2/3 as well as the GCSE qualification, provide a solid foundation for this additional study.



Mayesbrook Park School

PSHE/HSC Curriculum Map



The importance of PSHE
 PSHE is essential for fostering personal growth, emotional well-being, and social responsibility, helping individuals develop the skills to navigate life's challenges and make informed decisions.

RSJ in PSHE
 RSJ (Racial and Social Justice) in PSHE promotes equality, challenges discrimination, fosters empathy, and empowers students to create inclusive, respectful communities.

Additional Signposting
www.bbc.co.uk/bitesize
www.senecalearning.com
www.thestudentroom.co.uk
www.revisionworld.com

Google Classroom Information
 Health & Social Care: [kd5lc6c](#)
 PSHE: [r7wp23w](#)

Intent:
 At Mayesbrook Park School, the PSHE and Health & Social Care curriculum is designed to support students' personal development, emotional well-being, and future aspirations. We aim to equip them with essential life skills, resilience, and knowledge to make informed decisions about their health, relationships, and society. Our curriculum is inclusive, trauma-informed, and responsive to the unique needs of our learners, fostering confidence, independence, and a sense of responsibility.

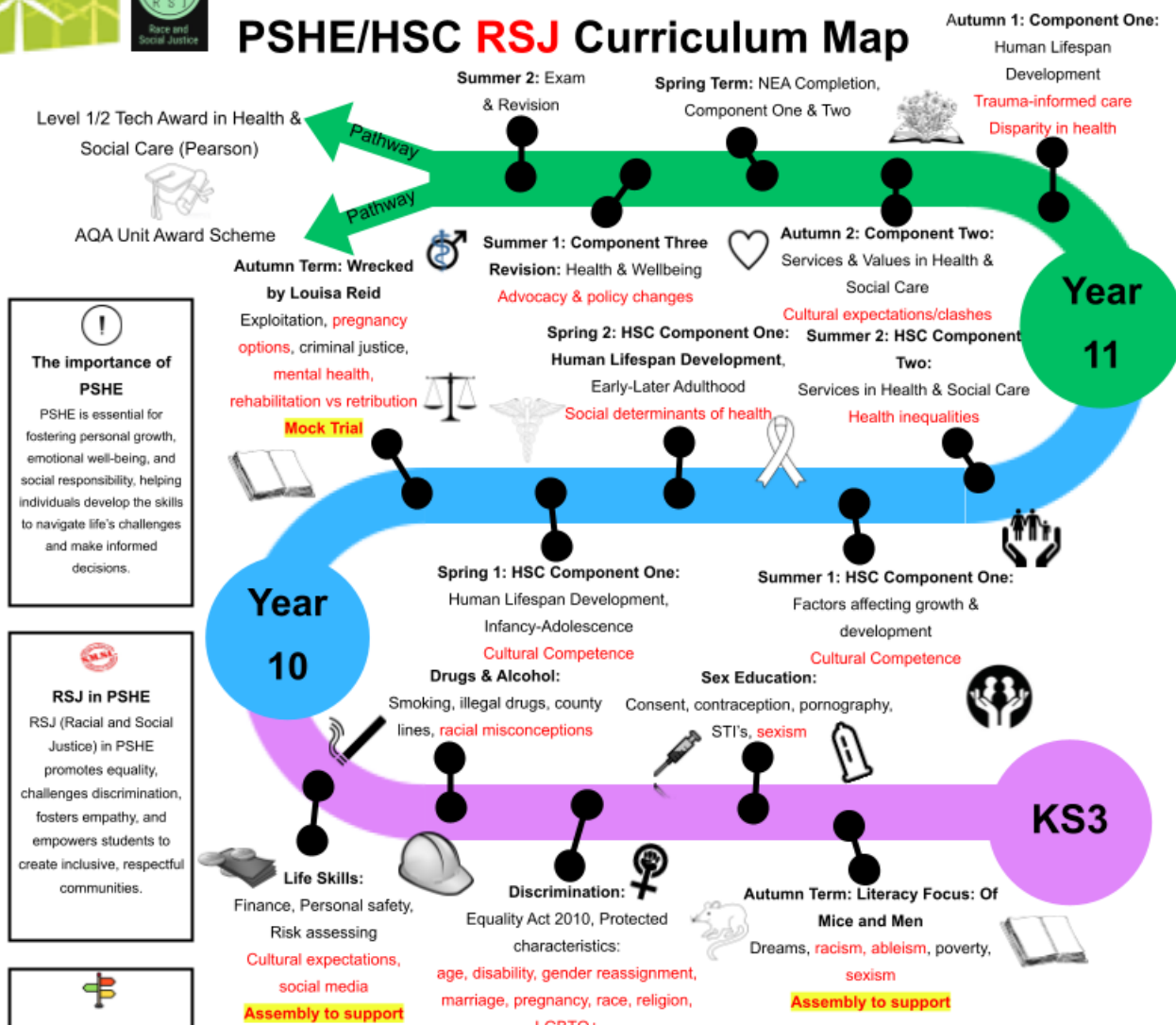
Implementation:
 We deliver a flexible, student-centered curriculum through engaging, discussion-based lessons, real-life scenarios, and practical activities. A trauma-informed approach ensures a safe and supportive learning environment, where students explore topics such as mental health, relationships, diversity, and careers. Strong cross-curricular links, external agencies, and a focus on personal reflection help make learning meaningful and relevant. Staff provide consistent support, adapting content to address students' lived experiences and challenges.

Impact:
 Students develop confidence, self-awareness, and the ability to make positive choices. They leave with a better understanding of their well-being, relationships, and future pathways. Improved emotional regulation, resilience, and social skills support reintegration into mainstream education or transition into further education and employment. Ultimately, our PSHE and Health & Social Care curriculum empowers students to lead safe, healthy, and fulfilling lives.



Mayesbrook Park School

PSHE/HSC RSJ Curriculum Map



The importance of PSHE

PSHE is essential for fostering personal growth, emotional well-being, and social responsibility, helping individuals develop the skills to navigate life's challenges and make informed decisions.

RSJ in PSHE

RSJ (Racial and Social Justice) in PSHE promotes equality, challenges discrimination, fosters empathy, and empowers students to create inclusive, respectful communities.

Additional Signposting

www.bbc.co.uk/bitesize
www.senecalearning.com
om
www.thestudentroom.co.uk
www.revisionworld.com

Google Classroom Information

Health & Social Care:
 kd5lc6c
 PSHE:
 r7wp23w

Intent:

At Mayesbrook Park School, the PSHE and Health & Social Care curriculum is designed to support students' personal development, emotional well-being, and future aspirations. We aim to equip them with essential life skills, resilience, and knowledge to make informed decisions about their health, relationships, and society. Our curriculum is inclusive, trauma-informed, and responsive to the unique needs of our learners, fostering confidence, independence, and a sense of responsibility.

Implementation:

We deliver a flexible, student-centered curriculum through engaging, discussion-based lessons, real-life scenarios, and practical activities. A trauma-informed approach ensures a safe and supportive learning environment, where students explore topics such as mental health, relationships, diversity, and careers. Strong cross-curricular links, external agencies, and a focus on personal reflection help make learning meaningful and relevant. Staff provide consistent support, adapting content to address students' lived experiences and challenges.

Impact:

Students develop confidence, self-awareness, and the ability to make positive choices. They leave with a better understanding of their well-being, relationships, and future pathways. Improved emotional regulation, resilience, and social skills support reintegration into mainstream education or transition into further education and employment. Ultimately, our PSHE and Health & Social Care curriculum empowers students to lead safe, healthy, and fulfilling lives.



Mayesbrook Park School

PSHE/HSC **RSJ** Curriculum Map



KS3

Autumn Term: Literacy Focus: Of Mice and Men

Conversations about ableism and how Lennie is presented/treated, and how this would differ from how people with cognitive disabilities are treated today. Focus on poverty in accordance with the Wall Street Crash. Looking at the treatment and objectification of Curley's wife to relate to sexism. Consideration of Crooks and the role he plays. Ageism discussion relating to Candy.

Assembly to support. Slides available for all lessons.

Spring 1: Sex Education

Consideration of racial prejudice in areas relating to sexual health. Discussions held regarding disparity in health services available across the globe. Analyse statistics relating to sexual health across different racial groups. Assessing availability of contraception and which demographic groups access it.

Slides available for all lessons.

Spring 2: Discrimination

The equality act 2010 and the part that people from Dagenham have had to play in its development. Women's rights (Made in Dagenham reference). The Stonewall Uprising and consideration of views towards LGBTQ+ across different cultures and communities.

Slides available for all lessons.

Summer 1: Drugs & Alcohol

Research the prohibition and the effect it had on various demographic groups. Looking into racial disparities in drug enforcement. Mass incarceration & criminalisation of particular ethnic groups and communities. Considering the bias seen in various public bodies which are involved in county lines prevention & enforcement.

Slides available for all lessons.

Summer 2: Life Skills

Anti-vaccination movements and the impact this has. Cultural clashes with healthcare systems, in comparison to cultural expectations of healthcare across the globe. Trusting relationships with healthcare providers across varying demographic groups. Social media, the impact this has on specific populations.

Assembly to support. Slides available for all lessons.

KS4

Literacy Focus: Wrecked (Year 10)

Conversations about gender prejudice in criminality and exploitation, linking to public body assumptions relating to gender and race. Focus on pregnancy options and discussing the different options available globally. Consideration to legal changes around the world. Mock trial held to demonstrate understanding of UK justice system.

Mock Trial. Slides available for all lessons.

Through the Health & Social Care Curriculum:

Health Inequalities & Disparities – Systemic racism and social injustice contribute to unequal access to healthcare, leading to poorer health outcomes for marginalized communities. For example, Black, Indigenous, and People of Color (BIPOC) often experience higher rates of chronic illnesses due to historical and ongoing discrimination in healthcare systems.

Social Determinants of Health – Factors like poverty, housing, education, and employment—shaped by social justice issues—directly impact health. RSJ frameworks in health and social care seek to address these inequities by advocating for policies that promote fair access to resources.

Cultural Competence & Anti-Racism in Care – Health and social care providers must ensure culturally appropriate services, address biases, and dismantle racist structures that harm patient outcomes. This includes training professionals to recognize implicit bias and ensuring diverse representation in medical research and decision-making.

Advocacy & Policy Change – RSJ principles encourage healthcare and social care professionals to push for systemic changes that reduce health disparities, such as universal healthcare access, fair treatment of minority patients, and equitable funding for community health programs.

Mental Health & Trauma-Informed Care – Racism and social injustice can lead to generational trauma, stress, and mental health challenges. Health and social care services must adopt RSJ principles to provide trauma-informed and culturally sensitive mental health support.

Slides available for all lessons.

Appendix ii.

Example of our LSP best practice recommendations

Following training and feedback sessions the following recommendations were provided to provide a foundation for best practice as an LSP.



Being an Effective LSP

Agreed Routines • Right place, right time • No eating in lessons • Only drinks in a sealed bottle or cup in lessons • No laptop use in lessons • No mobile phone use in lessons • Avoid street talk, slang or banter • Don't undermine the teacher • Remain in the class unless directed otherwise	How can I be effective in lessons? • Positively promote the lesson and the work being done • Speak to the teacher beforehand • Take an interest in the topic • Support learning – move around helping pupils or take direction from the teacher • Give positive praise to students • Check with the teacher if you are unsure of a task/activity	What do I need from the teacher? • Clear direction – where to sit, who to support, whether to take a student out, clarity on your role in the lesson • An understanding of what pupils will be doing and why so you can reinforce this with pupils • Teacher to value your input into the lesson - make you feel part of it • Not to treat you as a secretary or undermine you
How do I effectively support transitions? • Support safe movement between lessons • Escort pupils to lessons when needed • Strategically place yourself by toilets or other areas where pupils congregate • Wait outside classrooms with students if things are bubbling	How do I effectively support myself in social time? • Join in indoor and outdoor games • Support students in doing the right thing – eg, clearing up after themselves • Giving 5 minute warnings before form/lesson – allows time for toilet and water • Checking toilets regularly	How do I effectively deliver interventions? 1. Right place, right time 2. Be prepared with the resources needed beforehand 3. Make notes at the end so that you are prepared for next time 4. Use de-brief to share ideas with staff that work with pupils 5. Keep SENDCO updated about sessions, especially changes
Campus specific thoughts following training session:		