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BE KIND
WORK HARD
AIM HIGH

Teaching and learning at JCSC

*"One child, one teacher, one book
and one pen can change the world" - Malala*

At James Calvert Spence College, our core values are to be kind, work hard and aim high.

In addition to nurturing and developing the character of our pupils, we also encourage our pupils to be successful academically. Pupils at JCSC follow a broad, ambitious, and challenging curriculum (inline with The National Curriculum) which is delivered through our evidence-based learning sequence within the classroom. We strongly believe every pupil 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 understanding necessary for future learning and employment.



BE KIND

1. Be proud of who you are and where you come from; accept and be tolerant of other people and their differences.
2. Be respectful when speaking to others.
3. Value our school environment.



WORK HARD

1. Engage fully in learning.
2. Have a cooperative attitude.
3. Try your best and don't give up.



AIM HIGH

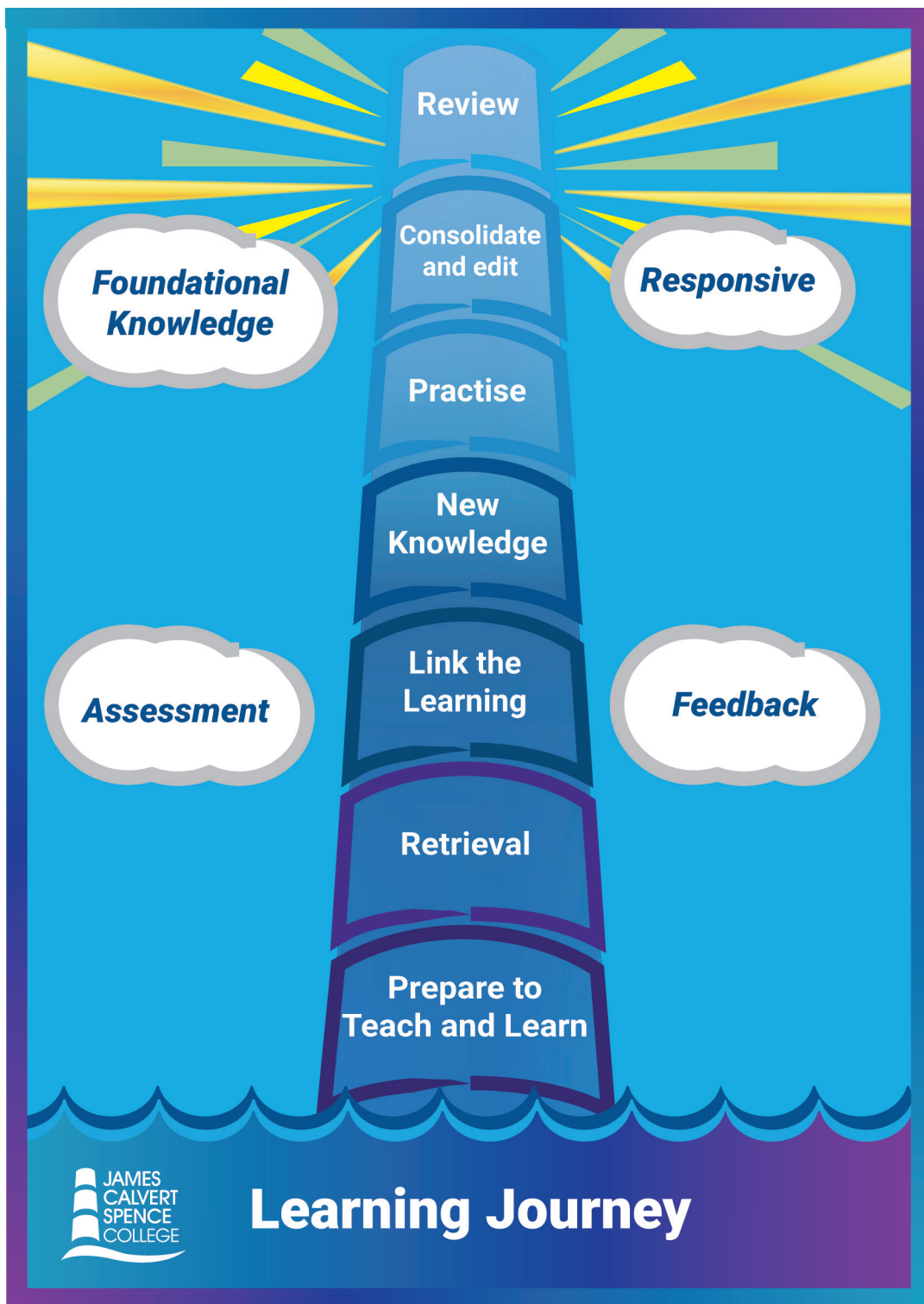
1. Expect the best of yourself.
2. Have high aspirations and look to the future.
3. Be organised: look smart, think smart.

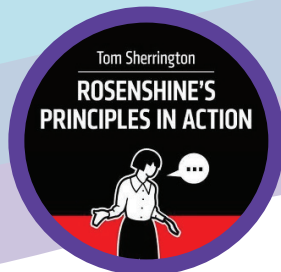




Our curriculum and lessons are planned and sequenced to ensure progress from year 7 to 13.

All pupils, regardless of their starting point, learn the same core knowledge. We ensure that we have high expectations and recognise that the destination is the same for all pupils, although the learning journey may differ. At JCSC, teachers are aware of pupils' needs and abilities and provide opportunities in lessons for pupils to work hard and aim high.





Rosenshine's principles of instruction

Walkthrus 1-3

Teach like a champion

Responsive teaching

EEF

Ambition Institute



• **Prepare to teach and learn:** Clear routines and expectations at the start of every lesson help to prepare pupils for their learning and minimise cognitive overload.



• **Retrieval:** Each learning cycle starts with a retrieval task which links to prior learning and helps store information more securely in the long term memory. Retrieval practice is meaningful and encourages effortful thinking.



• **Link the learning:** Making connections and links to pupils' previous learning lays secure foundations for their future learning which, over time, will develop what pupils know, understand and can do.



• **New knowledge:** As an expert, the teacher will share new knowledge whilst, again, considering pupils' cognitive load and considering how to help it stick.



• **Practise:** Pupils need to move from being the novice to becoming the expert. The teacher will provide examples, demonstrations and models. There may be opportunities to practise using 'I, we, you' where the teacher models but will gradually remove support to help pupils become independent.



• **Consolidate and edit:** Pupils have the opportunity to read, check and edit their work to ensure clarity and accuracy.



• **Review:** At the end of the learning cycle, there will be an opportunity for pupils to review their learning and for the teacher to check that core knowledge has been understood to decide on the pupils' next steps in their learning.



Key literacy and numeracy skills are gateway skills which enable pupils to access and engage with the curriculum. These skills are also pivotal to ensure pupils are prepared for the wider world when they leave education.

At JCSC, we strongly believe that all teachers are teachers of literacy and numeracy. Teachers seek opportunities to develop pupils' vocabulary (including subject-specific vocabulary), improve reading, writing and oracy skills as well as numeracy skills.

Pupils at JCSC are given opportunities to work independently-which we refer to as the 'green zone'. The 'green zone' supports the JCSC core virtues by developing pupils' independence and resilience.



At JCSC, we are committed to reflect on our successes and continue to drive improvement across the school.

We do this through frequent activities which, depending on the focus, involve: classroom visits, book looks, pupil voice, parent/carer voice and staff voice. Activities include both the leader/Director, the line manager and additional staff such as the head of sixth form, personal development lead and SENDCO to ensure that all findings are triangulated. A formal presentation, with actions, is produced following the activities.





Teachers use a range of assessment methods - both in class and in formal tests - to regularly check what pupils know, understand and can do.

Teachers use this information and data to decide on the next appropriate steps for both the class and individual pupils. At JCSC, teachers also seek opportunities to address misconceptions as they arise. Our teachers are aware of pupils' needs and abilities and are adaptive and responsive to enable pupils to maximise their progress.





Research has shown that effective feedback has a significant impact on achievement and progress.

To this end, we aim to ensure that all pupils benefit from high quality feedback - either verbally or in writing - which supports and motivates pupils to improve their learning and make progress. Feedback identifies strengths as well as areas for development so that our pupils are able to respond and improve. At JCSC, we ensure that our feedback is meaningful, manageable and motivating.

1 **Written
feedback**

Comments in my work books from teachers or peers

Have I responded to these points in green pen?

2 **Whole
Class
feedback**

When my teacher stops the class and explains an area to improve do I take it on-board? Have you responded in green pen?

3 **Pupil
Teacher
feedback**

How did my teacher say I could improve my work?

Have I responded to these points in green pen?

4 **Peer/Self
feedback**

Look at the success criteria

Tell them something you like about the work

Ask a question about the work

Give a positive suggestion on how to improve

5 **Data**

What do my end of topic tests and my data tell me about what I need to improve?