



Horizon Community College Curriculum, Teaching & Learning Policy

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CURRICULUM & TEACHING and LEARNING POLICY

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Section 1 Aims of this Policy

Our vision is that all students become 'School Ready; Work Ready; Life Ready', by ensuring that they **Think More, Learn More, Achieve More**.

A rich programme of professional development, from 1-1 feedback to whole college CPD opportunities, is provided; developing all teaching practitioners regardless of their career stage and ensuring that highly effective, interesting and challenging lessons are delivered.

Section 2 Responsibilities

It is the responsibility of **all students** to demonstrate *outstanding character in the classroom* by engaging with their teachers, subject content and activities provided during a lesson to develop a growth mindset and reach their full potential.

It is the responsibility of **all teachers** to enable effective delivery of the curriculum continually reviewing, reflecting and improving on teaching practice.

It is the responsibility of the **Subject Leaders** and **Subject Leadership Teams** to monitor and improve the quality of the curriculum & teaching and learning within their department, and to offer high quality CPD.

The **Quality of Education Team** and **Senior Leaders** are responsible for monitoring the quality of curriculum & teaching and learning across the college, recognising and sharing effective practice, and addressing areas of development at both individual and whole college levels.

Horizon Local Committee (HLC) Members (formerly Governors) have a duty to monitor that the processes are in place and that the college is addressing students' learning needs.

This policy should be read in conjunction with the college's Behaviour for Learning Policy, Assessment and Feedback Policy, Staff Development Policy, Equality Policy, Appraisal and Capability Policy.

Section 3 Curriculum

College Curriculum Intent

Our curriculum aims to provide an education which enriches students' ambitions and love of learning and equips them with the skills, knowledge, and cultural literacy they need to access aspirational post-16 pathways and the responsibilities and experiences of later life. Our curriculum supports the College vision: School Ready; Work Ready; Life Ready.

Key Principles (see Appendix 1)

Our curriculum design follows the ABC model which includes six key principles that operate in synergy:

1. Ambitious

Our curriculum is ambitious for all students. It allows them to challenge themselves academically, broaden their horizons and develop cultural literacy. It enables students to apply their knowledge and skills to solve problems and think critically for themselves.

2. Appropriate

Our curriculum is carefully planned so that it is cognitively demanding for all learners. It seeks to develop a deep understanding of subject knowledge and skills.

3. Broad

Our curriculum allows all students to explore a wide range of academic and vocational subjects at Key Stage 3 and 4, meeting and exceeding the demands of the National Curriculum.

4. Balanced

Our curriculum promotes intellectual, moral, spiritual, aesthetic, creative and physical development. It celebrates diversity and equality, helping students understand the world around them and their place in it.

5. Coherent

Our curriculum is purposefully structured and sequenced. It identifies and teaches the most important disciplinary knowledge and skills within a subject. We teach these in a sequence that maximises progress across 5 years.

6. Connected

Our curriculum is designed to link knowledge, skills and personal development both within and between subjects. Enrichment opportunities deepen classroom learning. It builds on Key Stage 2 learning and provides the key to success in post-16 education, employment, training, and wider adult life.

Subject Curricula

Every subject has an intent statement, which summarises core principles and aims for students.

Subject Teams have identified the key strands that run through their curriculum. These are a combination of knowledge and skills and allow students and staff to articulate how they are improving and building expertise across Key Stage 3 and 4. Each strand reflects an element identified in the subject's intent.

At Key Stage 4, students' work is assessed against GCSE (or vocational qualification) criteria. At Key Stage 3, students' work is assessed against Age-Related Expectations, so staff are clear what students should know, and should be able to do, at that point in their school career. Content and skills for each subject have been mapped and sequenced in detail, to ensure content is covered to maximise progress and retrieval across all five years.

Schemes of Learning are used in day-to-day teaching practice to deliver each unit. These include common elements, experiences, assessment and outcomes which enable effective delivery of the curriculum.

Section 4 Teaching and Learning at Horizon

Teaching and Learning Intent:

Underpinned by our ABC Curriculum, the Teaching & Learning Framework promotes our purpose of ensuring students **Think More, Learn More, Achieve More**. A combination of structured **Lesson Components** with dynamic **Aspects of Teaching** works together to make this a reality for every student.

Teaching & Learning Framework (see Appendix 2)

Lesson Components: Other than the Do Now and The Big Picture, these Components can be delivered in any order.

- **The Big Picture**

Share coherent outcomes connected to prior knowledge, skills, and understanding, with cross-curricular links where relevant. Highlight career opportunities and future pathways.

- **Teacher Input**

Deliver clear explanations and modelling to introduce new concepts, knowledge, and skills.

- **Check for Understanding**

Assess student understanding regularly, addressing misconceptions and adapting as needed.

- **Independent Practice**

Allow students to work independently of their teacher, enabling them to demonstrate their acquired knowledge, understanding, and skills.

- **Review Successes**

Reflect on achievements, consolidate learning, and celebrate success to reinforce progress throughout the lesson.

Aspects of Teaching & Learning:

- **Literacy & Numeracy**

Embed strategies within lessons that develop students' vocabulary, reading, oracy and numeracy skills.

- **Adaptive & Responsive**

Ensure lessons are ambitious, challenging and meet the needs of all students, adjusting in real-time based on their understanding.

- **Explanation & Modelling**

Present new materials using small steps, demonstrate processes, and clarify complex ideas with accessible examples.

- **Questioning**

Use a range of questioning techniques to check for understanding, promote discussion, provoke thinking, and support retrieval of knowledge.

- **Scaffolding**

Provide support to help students build upon and learn new knowledge or skills, gradually removing scaffolds as necessary.

- **Metacognition**

Encourage students to reflect on their learning, plan their approach, monitor progress, and engage in Feedback, Reflection, and Response.

Essentials to Support Teaching & Learning:

Our Framework is supported by six Essentials, that create the conditions for effective Teaching & Learning

- Consistent Routines
- Positive Relationships
- Character in the Classroom
- Digital Technology
- Praise & Rewards
- Home-Learning

Section 5 Continuing Professional Development

Intent

CPD at Horizon aims to RAISE standards by addressing key areas of development in order to improve student outcomes. (see Appendix 3)

Responsive

Through regular CPD and Inset time devoted to Professional Development that responds to the developmental needs of teachers.

Appropriate

CPD opportunities are designed to support teachers based on their career stage, experience and identified areas of development. For example, early career teachers access a large part of their professional development via the Early Career Framework Programme provided by University College London.

Teachers at Horizon are provided with the opportunity to engage in external CPD programmes.

Individualised

Teachers are provided time to focus on the aspects of teaching & learning that they deem to be personal areas of development, in order to drive habitual change in their classrooms.

Subject-specific

Through Department Development Time, teaching staff collaborate on improving areas identified in their Improvement Plans. Within the Research and Practice Inquiries, subject-specific practice groups work together to develop their teaching and learning based on a set number of focus areas.

Evidence-informed

Teachers have access to up-to-date educational research through the Staff CPD Library, the Research Hub, regular Evidence Bites and an array of CPD opportunities afforded to them to ensure their teaching is as evidence-based as possible.

Implementation

This is implemented via a Three-Strand approach to CPD: Whole College, Departmental and Individual. Each strand complements the others and is mutually reinforcing

Whole College

With a focus on College improvement priorities, the College Leadership Team support all leaders and teachers to secure improved student outcomes.

Departmental

Driven by Subject Leaders, teaching staff collaborate on improving areas identified in their Department Improvement Plans.

Individual

Teachers are provided opportunities to focus upon and develop key aspects of their practice to make alterations which improve the outcomes for the students they teach.

In addition, annually teachers engage in professional development on a range of essential areas, such as Safeguarding, Auto-injector training, and frequent briefings regarding individual students with specific needs.

We use several mechanisms to ensure that we implement and sustain development within each Strand, such as through Training Tuesdays, Department Development Time, Subject Leader Meetings and Inset Days. However, the following mechanisms help to develop all three Strands:

Responsive Coaching

1:1 coaching provides bespoke support and precise actions steps for each teacher. Coaches engage their teachers in appropriate deliberate practice to help embed habitual change in their practice.

Team Coaching

Team Coaching brings together departments in structured, iterative coaching cycles - using existing meeting time - to develop a shared understanding of effective practice and agree precise, subject-specific actions to improve classroom teaching collectively. Led by subject leadership teams and grounded in real classroom evidence, it complements Responsive Coaching by driving improvement through collective action rather than one-to-one support alone.

HCC Teach Meet Series

Strategies designed to develop the Six Aspects of Teaching & Learning and other areas are presented in TeachMeets, which each teacher can choose from a select menu.

Section 6 Review & Impact

To assess the impact of our Curriculum and Teaching and Learning, the following quality assurance measures are in place as a means of informing next steps in curriculum design, implementation and CPD opportunities for the college:

- ◆ **QoE Review Process**
Termly meetings with Subject Leaders to ensure that we are maintaining the highest standards across all subjects, identifying areas for strength, improvement, and providing support where necessary.
- **Responsive Coaching**

Regular lesson drop-ins where every teacher receives 1:1 coaching from a consistent subject-specific coach that provides personalised and developmental precise actions and practice.

- **Joint QoE Leader/SL Joint Learning Walks**

Joint lesson visits between QoE Leaders and Subject Leader to assess the quality of T&L across Departments, check validity of the Coaching, Teacher Delivery Profile and identify next steps.

- **QoE Leader “Out & About”**

QoE Leaders carry out daily lesson visits to monitor and support T&L across the College, highlighting high-quality teaching, and offering feedback and guidance where needed.

- **Work scrutiny**

Work scrutiny is conducted to ensure that all teachers consistently meet expectations in the following key areas: curriculum alignment; pride and presentation; the development of knowledge and skills; and the effective use of feedback, reflection, and response.

- **Accuracy of Assessment & Moderation**

All subject assessments quality assured by VNI prior to assessment weeks to ensure that they are commensurate with our assessment criteria. After completion of summative assessments, Departments moderate the assessments before entering data.

- **Progress tracking**

Progress is tracked to ensure students are above that of their peers nationally. Analysis at College and Subject level identifies strengths and areas for development in planning and/or implementation of the curriculum.

- **Subject Curricula Review**

Subject Leadership Teams regularly review and improve their curricula, including curriculum intent. This ensures curriculum development continues in line with the ABC curriculum model. The website is then updated to ensure accuracy of information for parents and stakeholders.

- **Whole college Routines Drop-ins**

These focus on the consistency of whole college routines established with all classes. Following a routines drop-in, teachers receive immediate feedback to drive and maintain standards within the classroom.

- **Continuing Professional Development (CPD)**

CPD is responsive to the developmental needs of teachers as identified in the SIP, DIPs and regular lessons drop-ins. Professional Development programmes are evaluated to ensure they are as effective as possible.

Curriculum Framework



INTENT: Our curriculum aims to provide an education which enriches students' ambitions and love of learning and equips them with the skills, knowledge and cultural capital they need to access aspirational post-16 pathways and the responsibilities and experience of later life.

Our **ABC** model comprises of six principles operating in synergy to inform our curriculum design.

Our curriculum supports the College vision: **School Ready; Work Ready; Life Ready.**

Ambitious



Our curriculum is ambitious for all students. It allows them to challenge themselves academically, broaden their horizons and develop cultural literacy. It enables students to apply their knowledge and skills to solve problems and think critically for themselves

Appropriate



Our curriculum is carefully planned so that it is cognitively demanding for all learners. It seeks to develop a deep understanding of subject knowledge and skills.

Balanced



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Broad



Our curriculum allows all students to explore a wide range of academic and vocational subjects at Key Stage 3 and 4, meeting and exceeding the demands of the National Curriculum.

Coherent



Our curriculum is purposefully structured and sequenced. It identifies and teaches the most important disciplinary knowledge and skills within a subject. We teach these in a sequence that maximises progress across 5 years.

Connected



Our curriculum is designed to link knowledge, skills and personal development both within and between subjects. Enrichment opportunities deepen classroom learning. It builds on Key Stage 2 learning and provides the key to success in post-16 education, employment, training, and wider adult life.

Bridging the Curriculum Framework with Teaching & Learning

Our *Curriculum Framework* is implemented through a combination of **Lesson Components** and **Aspects of Teaching** that form our *Teaching & Learning Framework* and allows us to deliver on our purpose to **challenge every learner, in every lesson, every day.**



Teaching & Learning Framework

INTENT: Underpinned by our ABC Curriculum, the Teaching & Learning Framework promotes our purpose of ensuring students **Think More, Learn More, Achieve More**. A combination of structured **Lesson Components** with dynamic **Aspects of Teaching** works together to make this a reality for every student.

Lesson Components

Do Now

Begin each lesson with a focused activity that hooks students in their learning and/or retrieves prior knowledge, understanding or skills.

The Big Picture

Share coherent outcomes connected to prior knowledge, skills, and understanding, with cross-curricular links where relevant. Highlight career opportunities and future pathways

Teacher Input

Deliver clear explanations and modelling to introduce new concepts, knowledge and skills

Check for Understanding

Assess student understanding regularly, addressing misconceptions and adapting as needed.

Independent Practice

Allow for students to work independently of their teacher, enabling them to demonstrate their acquired knowledge, understanding, and skills.

Review Successes

Reflect on achievements, consolidate learning, and celebrate success to reinforce progress throughout the lesson.

Aspects of T & L

Literacy & Numeracy



Embed strategies when appropriate within lessons that deliberately develop students' vocabulary, reading, oracy and numeracy skills.

Adaptive & Responsive



Ensure lessons are ambitious, challenging and meet the needs of all students, being adjusted in real-time based on their understanding.

Explanation & Modelling



Present new materials using small steps, demonstrate processes and clarify complex ideas with accessible examples.

Questioning



Use a range of questioning techniques to check for understanding, promote discussion, provoke thinking, and support retrieval of knowledge.

Scaffolding



Provide support and guidance in order to help students build upon and/or learn new knowledge or skills, gradually removing these scaffolds as necessary.

Metacognition



Encourage students to reflect on their learning, plan their approach, monitor their progress, and engage in *Feedback, Reflection, and Response*.

Essentials to Support Teaching & Learning

Our Framework is supported by six **Essentials** that create the conditions for effective teaching and learning.

**Consistent
Routines**

**Positive
Relationships**

**Praise &
Rewards**

**Character in
the Classroom**

**Digital
Technology**

**Home-
Learning**

Appendix 3 – Professional Development Intent & Implementation



Professional Development

INTENT: RAISE Standards

To improve the outcomes of all our students, CPD at Horizon aims to **RAISE standards**, by addressing areas of development via a **Three-Strand** approach to CPD: Whole College, Department & Individual



RESPONSIVE

Through regular CPD and Inset time devoted to Professional Development that responds to the developmental needs of teachers.



APPROPRIATE

CPD opportunities are designed to support teachers based on their career stage, experience and identified areas of development.



INDIVIDUALISED

Teachers are provided time to focus on the aspects of teaching & learning that they deem to be personal areas of development, in order to drive behavioural change in their classrooms.



SUBJECT-SPECIFIC

Through Department Development Time, teaching staff collaborate on improving areas identified in their Improvement Plans. Within whole-college CPD, subject-specific practice groups work together to develop their teaching and learning based on a set number of focus areas.



EVIDENCE-INFORMED

Teachers have access to up-to-date educational research through the Research & Training Hub and an array of CPD opportunities afforded to them to ensure their teaching is as evidence-based as possible.

IMPLEMENTATION: THREE- STRANDS

STRAND 1 Whole College

With a focus on College improvement priorities, the College Leadership Team support all leaders and teachers to secure improved student outcomes.

Mechanisms

Training Tuesdays:
Whole College

INSET Days

Monday Briefings

Researching &
Training Hub

National College
Training

STRAND 2 Departmental

Driven by Subject Leaders, teaching staff collaborate on improving areas identified in their Department Improvement Plans.

Mechanisms

Department
Development Time

Subject Leader
Meetings

Working Groups,
such as:
Cross-curricular
Literacy

Quality of
Education Reviews

STRAND 3 Individual

Teachers are provided time and opportunities to focus on the aspects of teaching & learning in order to drive behavioural change in their practice.

Mechanisms

ITT/ECT Provision:
• ITT Programme
(w/ SHU, LTU, Exchange,
Teach First)
• ECF Programme
(w/ UCL)

NPQs

Aspirant Middle /
Subject / Senior
Leaders Programmes

Funded external
CPD opportunities

The following mechanisms help to develop all three Strands:

