| - | Our vision | | Curriculum vision and mission | At Swiss Cottage school we aim to work collaboratively to meet young people at their point of learning. We want them to develop practical skills in a positive and stimulating environment. Through personalised learning we strive to unlock young people's potential an maximise their progress. We want them to be healthy, safe, happy, successful and valued. We are committed to the progress and accountable for learners' achievement. | | | | | | | | | |
|--------------------|--|--|---|---|--|---|---|---|--|--|---|---|--|
| 4 | We aim | | We want to enable all young people to become: | Successful learners who enjoy learning, make progress and achieve | | | Confident individuals who are able to live safe, healthy and fulfilling lives | | | Responsible citizens who make a positive contribution to society | | | |
| | | | Components | Lessons I | Lessons Learning outside the classroom | | ion | Personalised Learning | Behaviou | ır | Environment | Routines | |
| Curriculum Pathway | How do we organise learning? | | Approaches to learning | A range of approaches, teaching styles and collaborative learning Assessment is fit for purpose and integral to teaching and learning | - Contextualised trips - Exploring the local community - Work experience - College link course | ocal - Visual suppo - Symbols nce - Language of cho | | - PLIMS - Learning Journals - EHCP's/AR's - Regular reflection - All learners have the opportunity to personalised learning - SCMC and British Value | Policy - Rights respecting school - Growth Mindset and Building Learning Power - Individual behaviour pans | | - Supports independence, social, emotional skills and positive behaviour - Reflects teaching and learning | Opportunities for SMSC (social, moral, spiritual and cultural) emotional and physical development | |
| Pearl Cu | | | Whole school approaches | Overarching themes that have significance for individuals and society and provide relevant learning contexts: three-year rolling plan of themes. PFA. | | | | | | | | | |
| Pe | | | Curriculum Areas | Understanding and application of: | | | | | | | | | |
| - | | | | Reading & Literacy | Maths & Finance | Life Skill | s | Understanding the World | Personal and S Developme | | Creative Development | Physical Development and Healthy Lifestyles | |
| | | | Essentials for learning and life | Historical, geographical and social understanding as well as ICT taught through topic-based lessons | | | | | | | | | |
| | How are we achieving our goals? | | | To make learning and teaching more effective so that learners understand quality and how to improve | | | | | | | | | |
| | | | Evaluating impact | Involves the whole school community, e.g. learners, parents, teachers, employers, governors | Chooses assessment fit for purpose | Uses a conting cy | | Embraces peer and self assessment, positive and constructive feedback and engages moderation | Uses a varie techniques to and analy informatio | collet se | Uses a wide range of measures both qualitative and quantitative | Uses data to inform progress and areas for development | |
| | | | Accountability measures | Attainment and imp | Attainment and improved standards | | Behaviour and attendance | | Healthy and positive lifestyle choices | | Further improvement in education, employment and/or training | | |