



TEACHING AND LEARNING POLICY

Document Control Information

Version	DATE	DESCRIPTION
1	15/09/2020	Amalgamation of various policies (10/11/32/41/42) into one overarching policy, updated to reflect current practice
2	03/12/2021	Replace Remote Learning Policy with Remote Education Information for Parents. Update logo.
3	21/09/2022	Updates on literacy and numeracy, primary and secondary education statements
4	19/09/2023	Further updates on literacy and numeracy, primary and secondary education statements
5	28/01/2025	Minor updates to reflect curriculum and timetable changes, remote education and target setting.
6	21/10/2025	Updates to reflect curriculum, staffing and timetable changes

Reviewed	21/10/2025
Responsibility	Kirsty Flaws
Committee	Quality of Provision
Review Date	02/2027
Signed	

Introduction

At Foundry College we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives.

We believe that quality first teaching supports effective learning and that is what we strive for in every lesson. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Aims and Objectives

Our college vision statement underpins all our policies creating a safe, respectful learning environment for all.

- Excellence that inspires learning, achievement and enjoyment for all
- Supporting all learners to thrive in a challenging and safe environment
- Promoting respect, nurturing the positive and developing skills for life

This Teaching and Learning Policy is intended to promote consistency of high standards and the achievement of the college aims.

Our Teaching and Learning Policy aims to ensure that the pupils are provided with high quality learning experiences that lead to a consistently high level of progress and achievement.

The policy aims to ensure that all Foundry College's stakeholders are aware of, understand and commit to our approach to Teaching and Learning and how it impacts children's academic and vocational learning and their social and emotional development.

We are committed to providing a high-quality education experience that inspires every pupil to acquire the knowledge, life skills, emotional competencies and experience necessary, both inside and outside the traditional classroom environment, that best equips them for their next steps, with a positive attitude to learning.

Through this policy we aim to ensure that we teach lessons, through which we:

- develop key skills in reading, writing, communication, numeracy and science
- enable pupils to make significant progress from the point of entry to the point of moving on
- motivate pupils to explore individually or collaboratively, in an environment that promotes curiosity
- challenge pupils and offer them support and opportunities to develop their intrinsic ability to become lifelong learners by switching them back on to learning, through engaging creatively with them
- provide effective feedback and engage in meaningful learning dialogue with the pupils "in the moment" as they learn to develop pride in achievement and a desire to succeed
- encourage pupils to think and work independently, providing opportunities for research and action learning developing them into independent young people who are confident, flexible and able to cooperate with others
- develop attitudes which promote understanding and sensitivity towards the values and attitudes of others
- encourage pupils to understand the opportunities and constraints that shape people's lives and in particular will shape their own lives

- encourage a positive, resilient, confident and enthusiastic attitude by modelling a positive, confident and enthusiastic attitude
- develop pupils' abilities to construct reasoned debate which lead to informed judgements
- develop pupils' social, moral, spiritual and cultural understanding
- build effective links between the college, the pupil's home and the community which promote aspiration and high expectations

CURRICULUM

We are an inclusive college. Our aim is that our curriculum is appropriate for the needs of all pupils. We plan our curriculum and teaching to provide opportunities for every pupil to attain the highest level of personal achievement, taking into account their individual needs.

We recognise that social, emotional and behavioural skills are key skills for learning, life and work. Readiness to learn and ongoing positive relationships and conduct depend upon social and emotional wellbeing. At Foundry College, health and wellbeing across learning is a responsibility for all, with social and academic learning merged across the curriculum.

Discrete teaching opportunities that support emotional and social competence and wellbeing have a wide range of educational and social benefits, including greater educational and work success, improved behaviour, increased inclusion, improved learning, greater social cohesion and improvements to mental health.

The Foundry College day begins with a mentoring session with tutors which also includes the opportunity for breakfast and also the time to check in with their tutors. This not only ensures that the pupil's basic needs are met but also helps to build the Foundry family and develop their SMSC experience. This fulfils the pupil's need to belong and feel significant as well as building trust and setting a positive tone for learning. We strongly believe that an environment that enhances competence and wellbeing is one that also fosters warm relationships, encourages participation, develops pupil autonomy and has high expectations and insists on positive conduct.

Assemblies take place fortnightly on Thursday mornings in the Main Hall led by a member of staff. Each assembly is linked to the virtue of the fortnight and their aim is to introduce pupils to this virtue and link it to their personal and social experiences; further exploration of the virtue takes place during Mentoring time through a range of activities and discussions. Assemblies are saved centrally and can be shared with the home tutored pupils and pupils who are taught off-site ensuring continuity and equity between all groups of learners at Foundry College. Assembly time is also an opportunity to remind pupils of the Character Curriculum opportunities offered in that fortnight as well as highlight any other events, celebrations and key dates. At the end of each half term a Reflection and Celebration assembly takes place led by tutors and tutees sharing the progress, achievements and personal development of each pupil during the half term. These half-termly assemblies offer an opportunity to showcase and track pupils' personal and academic growth reflecting on how the virtues linked to the Character Curriculum programme have enhanced and enriched pupils' social, moral, intellectual and civic understanding

At Foundry College, we aim to deliver a relevant, broad and balanced curriculum which:

- recognises and values the qualities and abilities of each individual
- promotes the social, moral, cultural, emotional, academic and physical development of each pupil
- prepares our pupils for the opportunities, responsibilities and experiences of life post 16, by becoming successful learners, confident individuals, effective contributors and responsible citizens

The Foundry College curriculum provides opportunities for each pupil to:

- develop literacy, numeracy, ICT and oracy skills
- develop self-confidence and self esteem
- develop emotional literacy skills
- develop social skills
- experience and develop their character through our bespoke “Character Curriculum” offer which broadens and enriches their cultural experiences
- develop cooperative skills and a mutual respect for the needs and rights of others
- develop leadership skills
- be self-disciplined and resilient
- develop intellectual challenge and become an independent worker
- develop high expectations and pride in their work
- acquire the knowledge and skills relevant to adult life, employment and constructive leisure time
- develop creative and practical skills and interests
- have access to appropriate learning experiences, which will ensure that, where appropriate, reintegration into mainstream education remains a possibility

We recognise that the core skills of reading and writing underpin success in learning across all stages of the curriculum. Our curriculum provision and delivery are designed to develop in learners:

- excellent phonic knowledge and skills (across Primary and as needed in Secondary)
- fluency and accuracy in reading across a wide range of contexts throughout the curriculum
- knowledge of an extensive and rich vocabulary
- an excellent comprehension of texts
- the motivation to read both for study and for pleasure
- extensive knowledge through having read a rich and varied range of texts
- the ability to write fluently and with interesting detail on a number of topics throughout the curriculum
- a vivid imagination which makes readers engage with and enjoy their writing
- a highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description
- well-organised and structured writing, including a variety of sentence structures
- excellent transcription skills that ensure their writing is well presented, spelt and punctuated
- literacy for everyday life eg: form filling, letter writing

In providing such experiences, the staff at Foundry College will:

- be aware of the role models which they themselves provide for the pupils
- value the home lifestyle, culture and circumstances pertaining to the individual pupil
- encourage Parents/Carers and other community members to share in the life of the ‘Foundry Family’
- ensure that cross-curricular links are utilised to strengthen the understanding of key concepts
- ensure that the curriculum will be suitably differentiated and of high quality for all pupils
- provide opportunities for pupils to reflect on their experiences in a way which develops their spiritual awareness and self-knowledge
- encourage pupils to relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship
- teach pupils to appreciate their own cultural traditions, including British Values and the diversity and richness of other cultures
- support the curriculum with a range of external activities, trips and visits by external speakers
- ensure that pupils’ performance within the curriculum will be properly assessed in accordance with College’s policies

- ensure that teaching meets the pupils' SEND needs in line with the SEND policy

The Headteacher and Senior Leadership Team will:

- ensure that all the policies related to teaching and learning (eg: Literacy, CEIAG, Marking, Assessment) are in place and reflect current practice
- ensure where possible that staff use their individual skills and expertise to provide breadth and depth to the curriculum
- make available appropriate resources, from the College's delegated budget in support of the curriculum
- monitor the quality of teaching and learning and ensure that high-quality training for teaching staff is made available to secure high-quality teaching and learning where required
- ensure that pupils' achievements within the curriculum will be reported to Parent/Carers as required by the Colleges reporting policy
- ensure that the curriculum is enhanced by additional learning experiences such as work experience, visits to and link courses at FE colleges, Character Curriculum Education days and residential experiences where appropriate
- where onsite teaching is not possible ensure that the same high-quality standards of teaching and learning are utilised through offsite provision or online learning tools

Role of Management Committee

Our Management Committee determine, support, monitor and review the college's policies on teaching and learning. In particular they will:

- support the use of appropriate teaching strategies by allocating resources effectively
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that the college buildings and premises are effective in supporting successful teaching and learning
- ensure that staff development and appraisal policies promote good quality teaching
- monitor teaching strategies in the light of health and safety regulations
- monitor the effectiveness of the Teaching and Learning Policy through the college self-review processes, including the Headteacher's termly reports, the CIP/SEF and the work of the sub committees

PRIMARY CURRICULUM STATEMENT

1. Introduction

At Foundry, we recognise that children on roll with us have experienced difficulties in responding to the day-to-day challenges of a mainstream school and therefore require a period of stability. They require personalised support to extend their range of emotional, social and behavioural skills and thus achieve appropriate learning outcomes. We strive to help pupils understand their behaviours and emotions, whilst teaching pro-social ways to express their feelings and manage their personal difficulties. We strive to support all children in developing the desired learning characteristics as well as the life-skills required to succeed in life beyond their time at Foundry.

Our ultimate aim is to help our children to become better equipped to move on and to ultimately succeed in a school setting appropriate to their needs.

2. Organisation and Planning

As children join us in Primary, a calm and timely approach is taken to get to know each child. This induction process enables the staff to understand the children's areas of strengths and identify their main areas of need, all of which underpins the bespoke curriculums which are then implemented to ensure that their time at Foundry is positive and valuable.

The Foundry Primary Curriculum is broad, balanced and challenging and reflects the needs, interests and abilities of our children, whilst following the requirements of the National Curriculum.

At Foundry, we believe that subject knowledge is not learned in isolation and therefore teaching often combines curricular areas linked together by a common topic. This enables pupils to use and apply their knowledge and skills in a range of contexts, thereby encouraging pupils to become more reflective in their learning and develop their problem-solving skills. Our teaching methods recognise the need for pupils to acquire essential characteristics of good learners, such as independence, resilience and reflectivity. Therefore an emphasis is placed on the Personal and Social Development and Health Education (PSHE) curriculum and by placing an appropriate emphasis on the development of communication, in its widest sense, across the curriculum. Staff at Foundry use a wide range of resources to support the curriculum delivery, which allows for a creative approach to learning. Our provision also incorporates off-site trips and visits to enhance the learning experiences of our pupils.

Regular use of milestone assessment documents enables teachers to formulate individual learning plans, and set specific, measurable, achievable and realistic targets.

3. Curriculum

At Foundry College, we believe that subject knowledge is not always learned in isolation and teaching therefore combines curricular areas linked together by a common topic to strengthen understanding of key concepts. Where subjects are taught in isolation, links are drawn out and emphasized. Both methods enable pupils to apply knowledge, skills and understanding taught in one context to a new area, thereby encouraging pupils to become more reflective in their learning and develop their problem-solving skills.

English & Mathematics

English (literacy) and Mathematics (numeracy) are taught both as discrete subjects and cross curricular. Phonics, shared reading and focused sentence level work may be taught outside the normal English lesson. English and Mathematics are at the heart of curriculum planning so that

subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English and Mathematics.

Computing

Computing is used and taught in a variety of ways. Specific Information and Computer Technology skills are taught in discrete Computing lessons, however, the majority of the teaching takes place using a cross curricular approach. Pupils are taught the importance of E-Safety in lessons across the entire curriculum.

Science

Science is delivered through discrete weekly lessons as well as being part of a theme (Eg: Space and Beyond) where appropriate. At Foundry, science is about developing children's ideas and understanding, fostering their natural curiosity by providing the tools to enable them to make sense of the world in which they live through investigation, as well as through using and applying scientific skills. Knowledge of science is built up through the experimental testing of ideas and asking and seeking answers to scientific questions. Therefore investigation skills are a key part of the delivery of Science in the Primary classroom.

PSHE/RSE

The PSHE association scheme of work is used to deliver an age appropriate PSHE (Personal, social, health and economic education) and RSE (Relationships and Sex education) curriculum in which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. We provide opportunities for pupils to develop an awareness of themselves and others as individuals thus promoting mutual respect and understanding. Morning scaling and reflection times enable pupils to develop and use their emotional vocabulary to explain their current emotional state.

Religious Education

Religious Education is explored and taught through termly foci, using story books, current news (Picture News and Newsround) and aligned where possible to the annual calendar for religious events and festivals. We aim to promote spiritual awareness and develop personal responses to issues regarding beliefs, attitudes and values. Pupils have the opportunity to experience the rich variety of cultures that make up our society through learning opportunities which allow them to:

- gain insights into the customs and beliefs of the major world religions
- explore the role played by features common to many religions e.g. religious texts, stories, places of worship and celebrations
- contemplate and discuss moral and philosophical issues including P4C opportunities

Foundation Subjects

The foundation subjects in the Primary curriculum are taught as part of a cross-curriculum approach, where topics are chosen and planned in response to the pupil's current interests. The curriculum is skill-based with the aim to inspire in pupils a curiosity and fascination about the world in which they live.

Enrichment Activities and Off-site visits

To enhance the learning experiences of our pupils and extend the curriculum in many subject areas, where possible, we devise a comprehensive programme of educational trips and visits. These off-site activities encourage the use of pro-social behaviours in the community; co-operation; teamwork; independence; self-confidence and the application of problem-solving skills.

SECONDARY CURRICULUM STATEMENT

1. Introduction

The academic curriculum at Foundry College intends to promote learning and personal growth. It includes not only the formal requirements, but also a range of vocational, placement and cultural activities that the College organises, both onsite and with outside agencies, in order to enrich the experience and address the challenges faced by the pupils. We aim to teach the pupils positive, responsible attitudes developing knowledge, including social and basic life skills, so that they may become contributory members of the extended community.

2. Organisation and Planning

Individual subject plans provide an overview of aims and objectives and programmes of study, with particular consideration to addressing the needs of young people with social, emotional and mental health difficulties in a diverse society. Long term as well as medium term plans are reviewed regularly in line with current curriculum changes and the changing needs of the college population.

3. Qualifications on offer through the College 2025-26

Subject	Exam Board	Qualification
English Language	Cambridge/Eduqas	IGCSE/GCSE
English Literature	Edexcel	GCSE
AQA Step Up to English	AQA	Entry Level, Level 1 & 2
Functional Skills English	Edexcel/Pearson	Level 1 & 2
Mathematics	Edexcel/Pearson	IGCSE
Functional Skills Mathematics	Edexcel/Pearson	Level 1 & 2
Entry Level Certificate Mathematics	AQA	Entry Level 1, 2 & 3
Science Trilogy – Double Award	AQA	GCSE
History	AQA, OCR, Edexcel	GCSE
Geography	AQA	GCSE
Food	NCFE	Level 1 & 2
PSHCE	AQA Unit Award	Entry Level 3, Level 1 & 2
Level 1 Certificate in Sport	NCFE	Level 1
Occupational Studies in the Workplace	NCFE	Level 1 & 2
Creative Craft	NCFE	Level 1 & 2
Personal Development and Employability/Resilience	King's Trust	Entry Level 3, Level 1 & 2

At Foundry College we plan our curriculum carefully to meet the needs and aspirations of our pupils. This applies to the curriculum overall and the programmes of study for individual subjects.

We aim to equip pupils with the knowledge, skills and understanding to succeed in their studies and school and to prepare them as well as we can to take the next steps in learning and to become young citizens able to thrive once they have left school.

In Years 7 and 8 we give pupils a rich experience that:

- builds on their learning and achievement in primary school;
- enables them to continue to progress at a good rate;
- allows them to catch up if they have fallen behind in the acquisition of basic skills;
- provides a solid basis for the next steps of learning and achievement; and
- supports the development of positive personal attributes and learning behaviours.

In Year 9 we build on the pupils' achievements at the end of Year 8, provide a rich experience in its own right, and lay solid foundations for success in public examinations at the end of Year 11 and beyond.

We ensure that pupils follow a curriculum that:

- is broad, balanced and relevant to their future needs and interests;
- retains a focus on the acquisition of basic skills;
- revisits key concepts regularly so that essential knowledge, skills and understanding are embedded in learners;
- makes explicit connections between concepts in individual subjects and across subjects to promote deep learning;
- challenges and engages pupils, and develops their interest in the study of subjects for their own sake; and
- continues to support the development of positive personal attributes and learning behaviours.

In Years 10 and 11 we take account of pupils' increasing maturity as individuals and learners, build on the basis of pupils' achievements at the end of Year 9, and:

- increase the depth and breadth of their knowledge, skills and understanding both of individual subjects and, where relevant, across subjects;
- ensure that they are well prepared for public examinations and gaining other coursework-based qualifications,
- enable them to acquire an increasingly sophisticated understanding of the world,
- preparing them for work and life in Modern Britain;
- give them worthwhile insights into careers and the world of work;
- prepare them effectively for the next stage of study, training or employment with training; and
- continue to support the development of positive personal attributes and behaviours.

Leaders and teachers ensure this happens by:

- planning the overall curriculum and the individual lessons taught carefully;
- assuring the quality of teaching in the school through monitoring, evaluation, feedback and ongoing professional development;
- assessing pupils' progress accurately;
- intervening to secure better progress by pupils where necessary; and, crucially,
- maintaining a sense of optimism and belief in the key role of education in transforming pupils' life chances.

TEACHING AND LEARNING

Effective teaching focuses on motivating children and building on their skills, knowledge and understanding of the curriculum. A wide range of resources are used to provide well-balanced and broad curriculum planning.

We believe pupils learn effectively when the teacher provides:

- well planned learning opportunities
- innovative teaching
- learning objectives which are shared with and understood by the pupils
- clear expectations of the outcomes that pupils are expected to achieve by the end of the session
- success criteria that both teachers and pupils can use to assess learning and impact of the lesson
- lessons where each pupil's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- an environment where pupils are prepared to take risks
- opportunities to review and reflect on the learning
- developmental feedback and constructive criticism of a pupil's work
- open-ended, thought provoking, challenging questions of the pupils
- thinking time before answering questions
- adaptive teaching to support the learning of pupils with differing abilities
- a planned program of educational visits, workshops and speakers to reinforce and stimulate learning
- lessons where each pupil's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference

Teaching is based on our knowledge of each pupil's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that tasks are set appropriate to each pupil's level or ability. When planning work, we give due regard to information and targets contained in the pupils' support plans and where applicable EHCPs.

We have high expectations of and aspirations for all pupils.

All teachers work hard to establish positive working relationships with their pupils. We treat pupils fairly and give them equal opportunity to take part in class activities. All teachers follow the College policy with regard to behaviour and classroom management. We praise and reward pupils for good effort and, by so doing, help to build positive attitudes towards College and learning in general.

Learning and Behaviour Support Assistants and other adult helpers are utilized in a variety of ways. Sometimes they work with individual pupils and sometimes they work with small groups.

In line with Foundry College's CPD Policy, all staff are encouraged to reflect on their strengths and weaknesses and plan their professional development needs accordingly. Foundry College actively supports the professional development of staff as this in turn will lead to raising standards, improved outcomes for pupils and College improvement.

PLANNING

All teaching staff have long term programmes of study and medium term lesson plans. These outline what is to be taught. Planning is audited regularly by the Deputy Head (Quality of Education). Teachers adapt their teaching approaches as necessary to meet pupil needs.

HOMEWORK

We understand that for many of our pupils, homework was often perceived as a barrier. Rather than having enforced homework set on a regular basis we encourage pupils to continue their studies through investigative thought outside of the classroom.

For those pupils whom homework is appropriate for it is only set if it is relevant, meaningful and purposeful.

Homework must:

- Be manageable for pupils in terms of time and resources
- Be explained clearly to pupils so that they know what they need to do and how the work will be assessed
- Be manageable for staff in terms of marking
- Be varied.

Suggestions include:

- Writing assignments
- Learning assignments (where pupils may be asked to learn a piece of work, practice a skill, recall knowledge)
- Preparing an oral presentation
- Reading in preparation for a future lesson
- Finding out information/researching a project
- Using a specific website (eg MyMaths)
- Revision activities in preparation for examinations

Remote education provision:

There may be occasions when it is not possible to open the College safely or when to do so would be contradictory to guidance from local or central government. In these circumstances work will be provided via the pupils' College email addresses and Microsoft Teams. This may include direction to online learning platforms (eg GCSE Pod or IXL) or other learning tasks that can be completed at home.

What should pupils expect from immediate remote education in the first day or two of the College being closed?

Where possible, we will switch to full remote learning (including live teaching) straightaway. All pupils are provided with an email address when they start their provision at Foundry College which enables them to access Microsoft Teams.

How will the School assess pupils' work and progress?

The School will use a variety of approaches to assess and feed back on pupils' work, including:

- marking tasks set in class and for homework
- on-line quizzes
- self-marking, with marking criteria/answers provided by the teacher
- via the 'assignment' tab on Microsoft Teams, where work is uploaded and graded by the teacher
- live interaction during the lesson between the teacher and pupils, for example using "one-note" or the "chat" function, and verbal feedback

TARGET SETTING

Individual personal development targets are set for all pupils after their induction periods and are reviewed in education reviews every six weeks.

Challenging targets are set in all subject areas and are based on a range of data including in-college assessment and external assessments that are reviewed in education reviews every six weeks.

All exercise books and / or folders will have the target level clearly written at the front of the book.

ASSESSMENT AND MARKING

We believe that marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading correcting and improving their work – all help teachers understand what pupils can do and is the strongest form of feedback we can give. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Assessment is a diagnostic, formative and summative process that falls into two main categories.

Assessment of Learning is summative assessment, at the end of a topic or unit of work which enables teachers to assign a grade or level to a pupil. Final examinations are a key form of this kind of summative assessment. Assessment of learning measures learning rather than facilitates it. **We at Foundry College will complete at least one formal ‘Assessment of Learning’ every term and will complete written feedback both in pupil books and in education reviews.** Procedures for assessment of learning are found in Appendix 1.

Assessment for Learning is formative and provides guidance for pupils about how they can improve. Assessment for learning should take place in every lesson in some form, informing teachers and pupils how learning has progressed and what needs to be addressed next lesson. It is integral to every lesson and this policy and the procedures contained in the appendices reinforce the responsibility of teachers to consider not “what am I teaching and what will pupils do” but “what will the pupils learn and how will I know they have”. **We at Foundry College (due to the nature of small class sizes), will feedback on work with pupils within every lesson (either verbally or written) and make corrections and improvements where needed with the pupil.**

Assessment and marking of Literacy across the curriculum is a whole college responsibility, and teachers will support the development of these skills through their feedback to pupils.

Parents

We believe that Parent/Carers have a fundamental role to play in helping their children to learn. We work hard to inform and support Parent/Carers in how they can help further their children’s learning and confidence at school. Half-termly review meetings with teachers are held to discuss progress and strategies for further improvement.

As pupils begin at Foundry College they follow our induction process which gradually introduces the pupil to their new teachers, class and to the sort of experiences they will be having. Parents are provided with important information and meet with senior staff and the Headteacher. Parents can share any concerns they may have.

Parents receive reports throughout the academic year at educational reviews. These outline the pupil’s achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers at any time.

Parents are responsible for ensuring that their child attends regularly. Holidays during term time should be avoided as these interrupt progress; they miss important work and may fall behind. Parents are asked to inform the college of any absence on the first day so that we know that they are safe at home.

Monitoring the Impact of Assessment and Marking

The monitoring and evaluation of assessment and marking practice is the responsibility of the Headteacher and the SLT. Subject teachers must ensure they follow this guidance and the attached appendix within their subject area.

LITERACY

At Foundry College our literacy curriculum revolves largely around the teaching of skills to enable all pupils to read fluently and with understanding, write imaginatively and neatly in a grammatically correct manner, spell correctly and develop good speaking and listening skills. Across all subject areas we encourage pupils to engage in reading, either individually or as a shared activity, focusing on comprehension and vocabulary.

Writing ability is promoted by providing opportunities for self-expression, as well as by teaching specific grammatical tasks, spelling techniques and correct letter formation and handwriting skills. Pupils are introduced to a variety of fiction and non-fiction texts and are encouraged to develop speaking and listening skills through discussion, debate and drama (through lessons, external and online productions).

Examinations in all subject areas demand high levels of literacy and it is those pupils who are literate who are more likely to achieve higher standards of attainment, due to the increasing emphasis on spelling, punctuation and grammar (SPaG) in all public examinations. The ability to decode instruction words and understand subject terminology in exam questions is also a key aspect of success in public examinations. The more independent styles of learning can only be accessed where literacy levels are high. These styles of learning promote confidence and also assist in examinations where extended writing is required.

All staff are teachers of reading, writing and communication and share a crucial role in supporting pupils' literacy development. All pupils have the right to be taught how to improve their literacy skills. Raising standards in literacy is a College-wide key priority and a core element of our mission.

Aims

- To assist in raising the profile of literacy within the college.
- To outline our high expectations of both ourselves and of our pupils in order to improve standards of literacy.
- To recognise that spoken and written language is central to our pupils' growth as learners and as human beings and it is vital for self-expression, self-confidence and success.
- To help raise levels of literacy by encouraging all pupils to develop their skills in reading, writing, speaking and listening skills.
- To develop an effective use of these skills appropriate to a variety of contexts and audiences.
- To value the languages and communication skills which pupils bring to the college and to use these as a starting point for learning.
- To provide structured support for individuals who are experiencing difficulties in any area of literacy.
- To support pupils' learning by sharing and using practices which will help pupils improve their literacy and communication skills across the curriculum.

- To seek opportunities for working across the curriculum, making links between the literacy skills needed for each subject area.
- To increase our own knowledge and understanding of our pupils' standards of achievement in literacy, and continue to identify and address those areas still in need of improvement.
- To nurture our youngest or most vulnerable pupils to develop their confidence in all aspects of literacy to equip them with the foundation skills in order to become successful learners across the curriculum.

Ways of Promoting Literacy across the Curriculum

Each individual has strengths and areas of difficulty which may be highlighted in the different areas of literacy: speaking, listening, reading and writing.

1. General Practice

- Value the opinions and ideas of all pupils.
- Involve pupils in the progress of their literacy development by providing regular feedback.
- Inform pupils of the purpose of any speaking and listening, reading or writing task that they do.
- Make texts in all subjects accessible to all pupils.
- Introduce pupils explicitly to exam instruction words and subject specific terminology.
- Where appropriate, offer pupils frameworks to support extended writing tasks.

2. Speaking, Listening and Oracy

It is important to develop pupils' skills in this area so that they are able to explain their thinking, rehearse ideas for writing and listen with engagement and understanding, responding appropriately and sensitively. This will be achieved through:

- Oracy alongside literacy and numeracy targets are embedded and monitored across the curriculum and pupil progress towards these targets are monitored termly.
- Using Standard English in talk and academic language in the classroom, so that pupils have a model of this to help them express their ideas clearly in formal English.
- Providing planned opportunities in lessons for pupils to listen actively and demonstrate understanding through an appropriate response. Teachers will take into account the demands on concentration and ensure pupils are not required to listen for unrealistic lengths of time.
- Using a variety of teaching strategies so that pupils talk together, with a partner or group, to share and develop ideas, solve problems and arrive at an agreed viewpoint. In planning for talk we will consider pace and timing so that purposeful talk is maintained.
- Offering a wide range of activities and linking them to emotional literacy and wellbeing by encouraging pupils to talk about thoughts and feelings in response to a visual stimulus. We will also encourage pupils to: explore and describe events, activities and problems, reporting back to an audience to consolidate ideas and understanding; generate questions as well as answering them; speculate hypothesize, imagine and generate creative solutions or ideas; evaluate and reflect on learning and experiences in and out of college; talk at length matching their content and tone to audience and purpose, and adopt the 'expert' role in group/paired activities.

3. Reading

We want our pupils to be exposed to a range of rich and enjoyable reading experiences within the classroom and beyond by:

- Creating a culture which fosters meaningful engagement with the reading of any 'text', so pupils are able to decode the world around them independently and accurately. This is also supported through the school Oracy programme which also develops communication skills, enabling them to formulate, express and share their ideas with staff and peers.
- Encouraging reading in quiet spaces and offer the opportunity to read a range of fiction and non-fiction texts in traditional book format. We also offer pupils the opportunity to use non-traditional reading materials through audio and e-readers. Opportunities should be in place for pupils to share their recommendations for reading with their peers. We offer pupils the chance to read aloud and to practise their reading skills in lesson time when the opportunities arise.
- Providing a range of strategies to enable pupils to gain meaning from a written text through text-marking, scanning, skimming, cloze procedures, text sequencing, summarising etc.
- Offering challenging and active reading tasks, which develop the pupils' skills and lead to the development of higher order thinking.
- Encouraging pupils to read for information and understanding as well as eliciting pupils' existing knowledge about a topic before reading.
- Teaching the skills of reading and interpreting graphs, pictograms and diagrams within a text and the relationship between these and the content of a text.
- Providing opportunities for extended reading, focusing on comprehension and vocabulary activities across all subjects.

4. Writing

Writing is not the sole responsibility of the English department. This skill is taught across all Key Stages and curriculum areas, developing writing appropriate to the subject and for different purposes. We want our pupils to develop increasing confidence and competence in writing by:

- Offering pupils the opportunity to improve their ability to write in full sentences in all subject areas. They will then develop the skills needed to produce detailed and well-structured extended writing.
- Using writing frames where necessary to help pupils develop the skills needed to plan and structure pieces of extended writing. Pupils should be given the opportunity to write texts of an appropriate length, with the expectation to maintain the task purpose, organise them appropriately and develop their ideas in detail. Pupils will be given the opportunity to improve their use of connectives and subject specific vocabulary, using a variety of approaches, including display and interactive techniques.
- Contributing to improving the use of accurate spelling, grammar and punctuation across all subjects. All staff will ensure that presentations and other resources pupils read provide an accurate model of literacy, ensuring these are 'proof-read'.
- Selected pieces of writing will be marked for accuracy across the curriculum, with some errors highlighted and targets set in line with the marking policy.

N.B. It is important that only key errors are highlighted, as correcting every inaccuracy can be demotivating and provide too much information to process.

Promoting Literacy Development through ICT

ICT can support pupils' language and literacy in some specific ways:

- Word processing programmes help the surface features of writing – neat text, spelling and presentation – allowing the pupil to concentrate on their ideas and giving them pride in their work.
- Desktop publishing means that pupils can produce brochures, newspapers and books, which can encourage writing.
- Audio and graphics can support the reading of texts along with eBooks.
- Regular use of the internet to improve pupils' research and reading skills in all forms of media, including books.
- Internet sites dealing with key literary texts provide extra resources.
- Texts that exist on the computer can offer an opportunity to read in a new way.

Whole College Strategies

- Tasks, where the focus is Literacy development and consolidation must be highlighted in schemes of work and lesson planning.
- Half-termly literacy targets are taught and monitored across all subject areas, ensuring reading, writing and oracy are covered with consistency across Foundry College.
- The Literacy Coordinator will meet regularly with the Numeracy Coordinator, the SENCo and the Deputy Headteacher for Quality of Education to evaluate and develop college practice.
- Staff will receive training to refresh, reflect and update practices on the teaching of literacy.
- Termly book reviews to monitor the implementation and impact of literacy across all subject areas.

NUMERACY

A current definition of numeracy

'Numeracy is a proficiency which is developed mainly in mathematics **but also in other subjects**. It is more than an ability to do basic arithmetic, it involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.'
(Framework for Teaching Mathematics – yrs 7 to 9 – DfES)

Foundry College is committed to raising the standards of numeracy of all of its pupils, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum as well as develop the skills necessary to cope confidently with the demands of further education, employment and adult life.

Much of the classwork involves practical tasks, games and activities designed to build an understanding that Mathematics is involved with real things and is very much part of the real world. Mental mathematical skills and the ability to solve problems in a 'real life' context are given particular importance.

As pupils' progress through the college, they will be given more demanding challenges according to their level of ability. The philosophy is to provide as much support as possible for those who

need it most, whilst giving independence and freedom to explore and to meet higher challenges to those who are ready for this. The progress of the children is monitored and reviewed on a regular basis.

Although assessment is a constant part of the learning process, there is a nationally accepted series of formal and annual assessments which are used to provide evidence of the pupils' levels of achievement. These assessments are used to provide valuable information about how pupils are progressing for their Education Reviews.

We are always keen that pupils are encouraged at home to develop their skills and any efforts made to encourage and develop these areas in particular will be of great benefit to their progress.

The Mathematical Association recommend that teachers of Mathematics and teachers of other subjects co-operate on agreed strategies.

In particular, teachers of mathematics should:

- be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects
- provide information to other subject teachers on appropriate expectations of pupils and difficulties likely to be experienced in various age and ability groups
- through liaison with other teachers, attempt to ensure that pupils have appropriate numeracy skills by the time they are needed for work in other subject areas
- seek opportunities to use topics and examination questions from other subjects in mathematics lessons

Teachers of subjects other than mathematics will:

- ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage pupils to use these correctly
- be aware of appropriate expectations of pupils and difficulties that might be experienced with numeracy skills
- provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups
- provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons
- have opportunities in every lesson to develop pupils numeracy skills
- ensure they know the school wide Numeracy targets for the year and build them into their SoW

Areas of Collaboration

Mental Arithmetic Techniques

Staff training should take place on the variety of arithmetical techniques used by pupils. There is an acceptance that pupils are able to tackle the same questions with a variety of methods. These approaches rely on mixing skills, ideas and facts; this is done by pupils drawing on their personal preferences and the particular question. All departments should give every encouragement to pupils using mental techniques but must also ensure that they are guided towards efficient methods and do not attempt convoluted mental techniques when a written or calculator method is required.

The following are all important aspects in helping pupils with the technical vocabulary of Mathematics:

- using a variety of words that have the same meaning e.g. add, plus, sum
- encouraging pupils to be less dependent on simple words e.g. exposing them to the word multiply as a replacement for times

- discussion about words that have different meanings in Mathematics from everyday life e.g. take away, volume, product etc
- highlighting word sources e.g. quad means 4, lateral means side so that pupils can use them to help remember meanings

This applies to both prefixes and suffixes to words. Pupils should become confident that they know what a word means so that they can follow the instructions in a given question or interpret a mathematical problem. The instant recall of vocabulary and meanings can be improved through flash card activities in starters.

For example a pupil reading a question including the word perimeter should immediately recall what that is and start to think about the concept rather than struggling with the word and then wondering what it means and losing confidence in their ability to answer the question.

Monitoring the Impact of Literacy and Numeracy

The Headteacher and the Senior Leadership Team will include monitoring of Literacy and Numeracy across the curriculum as part of their regular monitoring. Their focus should be on effective incorporation of literacy and numeracy into planning, monitoring of assessment opportunities and the quality of delivery of literacy and numeracy activities within lessons.

The Literacy Coordinator and Numeracy Coordinator will oversee the implementation and development of the policy and provide training for staff as well as bespoke support for departments. They will report to the Senior Leadership Team on the progress of these strategy across the curriculum.

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

Intent

Careers education, information and guidance allows pupils to be supported in important decisions that will affect their future and provides them with a wealth of information to help them make an educated choice. According to the Careers and Enterprise Company, schools which enhance their careers provision in guidance with the Gatsby Benchmarks see higher school engagement from pupils, higher self-esteem in pupils, and better overall attainment for pupils, as they have a clear goal in mind, and a path of how they are going to reach it. All pupils at Foundry College will have access to such information, advice and guidance, and will leave with key employability and enterprise skills, which will be hugely beneficial to them in applying for college, universities, apprenticeships, or employment. Our aim is for every pupil to have suitable aspirations and be inspired to achieve their goals in the future. It is with these objectives that our CEIAG programme has been developed, whilst working towards successfully meeting the eight Gatsby Benchmarks.

Careers guidance will focus on the specific needs of the individual pupil to promote self-awareness and personal development. It will aim to provide current and relevant labour market information to enable each pupil to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each individual pupil

CEIAG across the college will inform and enhance:

- self-development – better understand themselves and the influences on them
- career exploration – research opportunities in learning and employment
- career experience – successful completion of a work experience placement
- career management – devise a personal action plan; evaluate and adapt action plans to manage change and transition

CEIAG will support Foundry College's core values:

- Nurture – supported and individualised career sessions with a qualified careers guidance practitioner helping them to understand their strengths, increase confidence, provided with non-biased advice and information to support their interests and build on their careers aspirations in a safe environment. This includes the opportunity of work experience, which are each picked to match to the needs of the pupil.
- Inspire – build and raise their career aspirations through developing their understanding of different career pathways and the multiple routes that can be taken to achieve their intended outcome.
- Achieve – feel achievement through the success of personalised goals and aims set out within their career action plan, in turn building confidence, resilience and personal development.

Implementation

Foundry College endeavours to follow the guidance in The National Framework for CEG 11 - 19 in England, the National Curriculum programmes of study for PSHE and Citizenship, and the QCA guidance on Work Related Learning for All at Key Stage 4, through both a blended and discrete curriculum including AQA Personal and Social Education, NCFE Business and Enterprise, NCFE Occupational Studies and work experience placements. The CEIAG programme is designed to meet the collective and individual needs of the pupils at Foundry College, therefore the programme is differentiated to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development.

Over-arching Principles

- Achieving economic well-being
- Developing employability skills
- Developing independent learning skills
- Promoting social mobility
- Raising pupil's aspirations and expectations
- Supporting life-long learning

The CEIAG programme includes careers education lessons through a NCFE and AQA qualification, careers guidance activities (group work and individual interviews), information and research activities, work-related learning, vocational college placements, placements of work experience, action planning for the future and workshops with outside agencies including Foundry College's Enterprise Advisor Other CEIAG events include college and university trips or sign-posting to Wokingham Careers Fair, Wokingham Apprenticeships Fair, College Open Events and Taster Days.

All staff are expected to contribute to the careers programme through their roles as tutors, mentors and subject teachers. The CEIAG programme includes NCFE Business and Enterprise being delivered by the Moving-On Coordinator (MOC). Careers education is planned, monitored and evaluated by the MOC in consultation with outside agencies such as the Thames Valley Berkshire Careers and Enterprise team, whose personal advisers provide qualified and impartial careers information, advice and guidance. Careers information is regularly updated on the college notice board, which is maintained by the MOC.

Teaching staff contribute to the delivery of CEIAG through:

- the delivery of compulsory reviews with dedicated tutors and Moving on Coordinator, which include Career Planning and regular sessions that address College Values, Equality Diversity and Community Cohesion and Study Skills
- support for learners in preparing Individual Learning Plans (ILP) alongside a Transition Plan and to ensure that learners are aware, monitor and review their individual targets and target setting

- employability skills identified, embedded and demonstrated in all learners' main vocational qualifications
- Mathematics and English, literacy and numeracy, are taught and embedded throughout the duration of learners' programme
- ensuring that learners participate in careers events and industry days

Key Stage 4 Provision

- work experience placement which focuses on pupils' future career aspirations where possible, allowing learning about work through the experience of work
- Careers Fairs in and out of the normal college day are either signposted or visited
- College and next steps options presentations
- careers interview for every Year 11 pupil
- information on college open day arrangements
- support with completing College application forms and access to computers for on-line registration
- mock interviews, where deemed advantageous
- supported CV and personal statement sessions within the English curriculum
- close monitoring of, and additional support for, vulnerable pupils

Impact for pupils

- Enhanced self-knowledge, career management and employability skills
- Familiarity with ICT software and other sources of advice to investigate and explore future choices and progression routes
- Experienced the world of work through a work placement
- Direct access to employers, colleges and training providers
- Guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements and preparation for interview
- Informed about appropriate available funding
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves

Destinations

The Moving on Coordinator is responsible for learners' data capture and destination of learners. This information is tracked annually and effectively triangulated.

Monitoring of CEIAG

Data on the current cohort, as well as statistics on previous cohorts, up to 3 years as stated by Gatsby Benchmark 3, is given to the Headteacher, Leadership Team and relevant other staff to analyse and incorporate into relevant reports, including the termly report to Management Committee.

The Partnership Agreement with outside agencies such as Wokingham Borough NEET prevention team is reviewed each Academic Year. The CEIAG programme is also reviewed annually by the Deputy Headteacher (Quality of Education) and the Moving On Co-ordinator.

Provider Access Policy (Baker Clause)

The Baker Clause came into force for schools and colleges in England on the 2nd January 2018. The current 'Skills Bill is seeking to re-invigorate this clause, giving Ofsted greater responsibility to oversee compliance. Appendix is the Provider Access Policy, which must be displayed on the schools website.

Appendix 1
Assessment of Learning

Foundry College endeavours to ensure that all pupils make nationally expected levels of progress (from their starting point at the college and according to baseline assessments on entry)

Key Stage 3 & 4

A GCSE grade and sub-grade

In addition to each level, progress within that level must be shown as 3, 2 or 1:

- 3 = showing signs of attaining the top of the level and being near to the next level up
- 2 = working competently at this level
- 1 = beginning to work at this level

For subjects that are not part of the GCSE grading system, assessment will indicate at which level – Entry Level 3 (EL3), Level 1 (L1) or Level 2 (L2) a pupil is working at followed by the sub-grade.

Literacy Across the Curriculum

What the strategy looks like?

Part b) Quality Marking for Literacy Across the Curriculum

You will not be expected to mark / correct every *punctuation and grammatical error* in every piece of writing. Neither will every spelling mistake need to be corrected.

NB : Subjects may correct spellings that are subject specific rather than all spelling errors.

In KS 1 - 3, or for less able pupils, it will be necessary to write the correct version for the pupil.

As pupils gain confidence and knowledge, they should be able to identify and correct their own mistakes.

Pupil Involvement

You may ask pupils to check through their work to look for any obvious spelling, punctuation or grammatical mistakes and correct them or highlight them