

The Duston School

Character Culture Programme

TDS Mission Statement

THE
DUSTON
Knowledge itself is power
TDS
SCHOOL



'Our core aim is to help students climb the tree of knowledge so they can access University, Higher Education, Employment or an Apprenticeship and be the very best edit of themselves.'

All students are inspired to
Dream – Believe – Achieve

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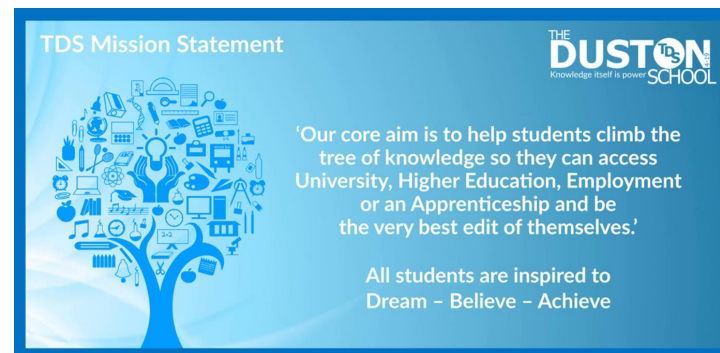
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The Duston School: Character Culture Programme

Section 1: What kind of a school are we?

The Duston School is founded on a clear mission statement and set of aims that inspire our pupils to 'climb the tree of knowledge so they can access University, Higher Education, Employment or an Apprenticeship and be the very best edit of themselves.' The school firmly believes in the power of over-communication and of visually displaying clear messaging across the entire school. The school's mission statement is visible across the school and looks as follows:

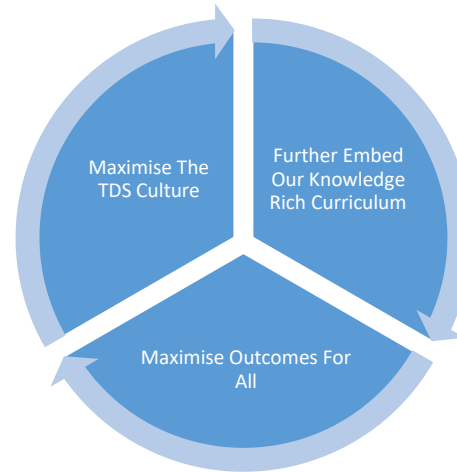


At The Duston School we believe that education should provide our young people with both the currency and character to succeed. We work relentlessly to nurture our pupils to unlock and achieve their potential. Our pupils are actively encouraged to make a valuable contribution to society and thrive in a mutually supportive environment. All of our pupils are educated to enter the adult world with a strong moral compass, a real sense of resilience and to be armed with the key transferable skills that will allow them to succeed in an ever changing and fast paced globalised labour market. Our curriculum is broadly traditional in nature, with over 90% of our pupils following an EBacc pathway. Knowledge is the ultimate key to academic success. We endeavour to help our pupils gain the highest qualifications, acquire flexible life-long learning skills, and be ready to act responsibly as global citizens. We also promote the social, moral, spiritual and cultural development of our pupils, including a recognition and understanding of Fundamental British Values.

The school's overall ethos is built on the premise of you permit what you promote and you promote what you permit, with all pupils inspired to 'Dream, Believe and Achieve.' The school operates a mutually supportive approach, built on respect and a can do culture. This is underpinned by our values; resilience, respect and aspiration. In its broadest sense the school promotes the following:

- A supportive working environment
- Key stakeholders all work together for the good of the school as a whole
- Mutual Respect
- Respect for the school and the community
- No shouting
- Focus on preparing pupils for the adult world
- A 'can do' culture

The school operates in a traditional and evidence informed manner, with an improvement plan that hones in on the embedding and refining its culture and further refining and embedding our knowledge rich curriculum approach. Our holistic approach focuses on striving for excellence, with the following key drivers:



There is an extremely well embedded house system in place within the school. Pupils and staff are part of one of four houses, which help to form a sense of healthy competition and community across the school. Each house is led by a teaching based Head of House. Heads of House are supported by a number of pupils who hold key leadership positions. These posts include House Captain, Vice House Captain and a House Council (made up of pupils from Years 7-11). The school also has a Head Boy and a Head Girl. Each house has its own motto, which dovetails with the school's values. These are as follows:

Chestnut

"Determination today leads to success tomorrow"

Maple

"Don't wait for opportunity; create it"

Willow

"Winners don't quit, quitters don't win"

Oak

"Through devotion unto fulfilment"

Pupils can work to achieve house points and all house points are linked to our values.

Central to our ethos is the role of the tutor and our approach to student care. Within the primary phase children are with the same class teacher day-in and day-out. The secondary phase of the school is organised so any one given faculty/subject area looks after a year group and sees them through their journey within the school, from Year 7 to Year 11. Tutors meet daily with their tutees and are pivotal to their success in the school, serving as their in-school parent.

As an all-through school the synergy of our approach can be felt within both the primary and the secondary phases of the school. We know that the knowledge gained and experiences provided for children in their primary years has a major impact on their future wellbeing and success. Within the primary phase, we are fully committed to the teaching and development of character traits, attributes and behaviours which underpin achievement and success; endeavouring to ensure that developing 'character' goes hand in hand with high educational aspirations and achievement.

Through our creative knowledge based curriculum, we focus on teaching children to be the best they can be. We teach them to show their best, to take pride in their work, and to be positive members of the school and wider community. We also offer an extra-curricular package to further enrich their education, which is detailed in this charter.

We aim for the children of the primary phase, to thrive on challenge, love learning, continually build on their knowledge, respect each other and have attributes that will ensure that they will be valued members of society and the society of the future.

We are deeply committed to providing the best possible educational journey for our children. We place a child's safety and happiness, together with excellent standards of teaching and learning, at the heart of all we do. This is also true of the secondary phase as well.

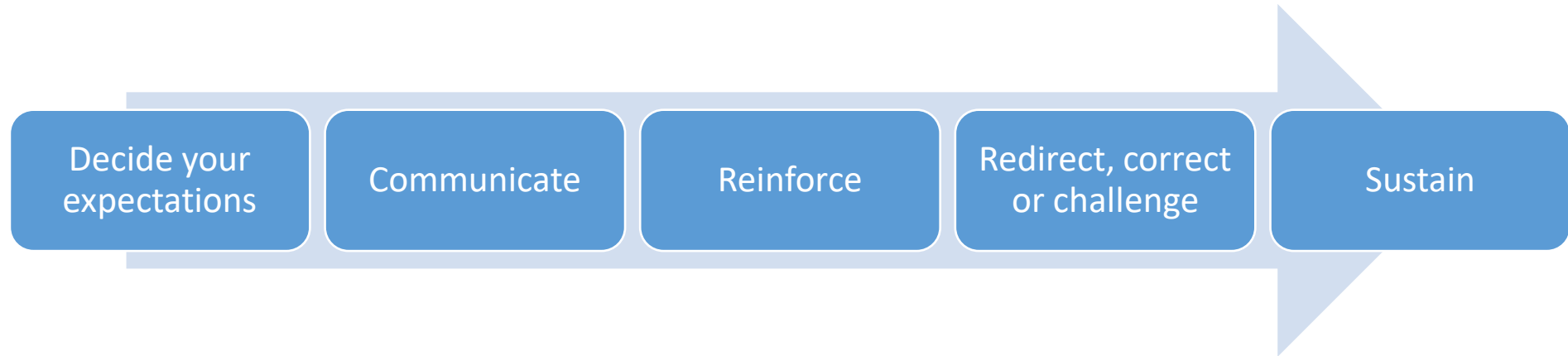
We believe that the children's time in the primary phase should be rewarding and fulfilling. We aim to provide children with an exciting and inspirational learning environment, a creative and challenging curriculum that meets the needs of the whole child and enables each individual to develop a positive learning attitude, resilience and independence, high self-worth and experiences of success in both their educational and personal growth. Within the secondary phase we adhere to these same ideals.

In our caring and inclusive learning environment, we aim to nurture and develop mutual respect, tolerance and teamwork - encouraging pupils to embrace diversity and value one another equally.

We are dedicated to promoting *resilience, respect and aspiration*. We also emphasise the importance of kindness and consideration. We are determined that our children will embark on the next phase of their educational journey as confident, responsible, life-long learners who are able to make a positive contribution to society. We strive to create a learning community, rich in opportunity, where everyone is valued, empowered and challenged to achieve their potential and excel in their achievements.

Section 2: What are our expectations of behaviour?

The school's philosophy is built upon a bedrock of sky high expectations and starts with a positive assumption about our pupils. The thinking underpinning our school philosophy and approach to behaviour can be summarised diagrammatically as follows:



The school has a clear set of non-negotiables which have been clearly communicated to all key stakeholders. The following red lines are not permitted and may result in a fixed term or permanent exclusion:

- Explicit swearing at a member of staff
- Fighting
- Bullying
- Persistent oppositional defiance
- Persistent truancy
- Refusal to attend a detention
- Smoking
- Consuming or bringing in alcohol to school
- Bring illegal substances to school and/or distributing these
- Bringing a weapon to school
- Assaulting a member of staff
- Indecent mobile phone use, for example, up-skirting

By citing these behaviours as non-negotiables we are preparing our pupils for the demands of adulthood and teaching them how to behave in society. These non-negotiables exist to keep the school, the staff and the pupils safe and free to learn from anti-social distractions. These behaviours, which are by no means exhaustive, are also behaviours we do not want to see displayed nor exhibited by our pupils both in-school or in society.

The school also has a clear set of expectations, which have been explicitly communicated to all key stakeholders, namely:

- **Mobile phones:** Whilst pupils are welcome to bring electronic devices to school they are not permitted to use them in the school building and will have their phone confiscated as a result.
- **Punctuality:** All pupils are expected to arrive at school on time and punctually. Failure to do so results in a same day centralised detention.

The **Classroom Code of Conduct** is displayed in every classroom within the school, detailing our key expectations of our pupils, Fundamental British Values and our expectations as a school. This looks as follows:

Classroom Code of Conduct

- Respect the member of staff and other students, following all instructions without question or answering back (Respect)
- Complete all work to the best of your ability, not distracting others (Aspiration)
- Arrive on time to all lessons, with the correct equipment, homework and uniform (Resilience)

'Our core aim is to help students climb the tree of knowledge so they can access University, Higher Education, Employment or an Apprenticeship and be the very best edit of themselves.'

All students are inspired to Dream - Believe - Achieve

THE **DUSTON** TDS 4-19
 Knowledge itself is power SCHOOL

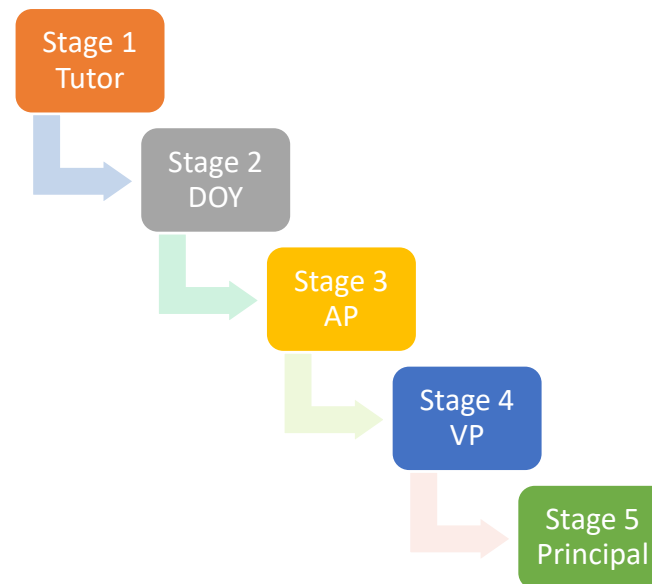
TDS Vision: 'Knowledge itself is power'

Expectations	BE PREPARED	RESPECT
	BE COMMITTED	EQUALITY
	BE ENGAGED	DEMOCRACY
Values	BE EFFECTIVE	TOLERANCE
	BE POSITIVE	RESPONSIBILITY
	BE AMBITIOUS	LAW

Pupils are fully aware that if they fall foul of the school's Code of Conduct then they will receive a behaviour point for any infringement. Pupils are spoken to following the first behaviour point and then incrementally serve a longer same day centralised detention as they accrue more

behaviour points. Where a pupil abstains from a detention they are then isolated the next day and will serve that detention as well. Where a pupil has two after-school detentions they then have to attend an SLT detention. The underlying premise is that behaviour is very much a choice and our approach is to train pupils to take responsibility for their actions. We see behaviour being akin to any curricular subject i.e. it is a subject in its own right and should be taught.

For those pupils who frequently accrue behaviour points but perhaps fall below the radar of detentions there is a reporting system in place, which is tiered. Pupils start this process on report to their tutor, then their respective Director of Year, then move to an Assistant Principal, then to a Vice Principal and finally report to the Principal. At all stages the school works with any one given pupil to correct their behaviour and support them to make sensible and adult decisions. Visually this looks as follows:



It is our expectation that a Duston School pupil will display resilience, respect and have clear aspirations of their future potential. Our character culture programme helps our pupils to develop these key traits. We also firmly believe that for the vast majority of pupils behavioural actions are a choice and pupils are very aware that actions and consequences directly correlate.

Section 3: How well does our curriculum and teaching develop resilience and confidence?

The school has a very clear view and approach that the teacher is the expert. Classrooms in the secondary phase are laid out in rows, with pupils predominantly sat boy/girl, facing the teacher. This is a very deliberate tactic on the part of the school which allows teachers to champion teaching methods that are both direct and instructional in nature. This allows both pupils and staff to engage in a series of evidence and research rich approaches that allow knowledge to take centre stage. Pupils are very aware of the school's motto 'knowledge itself is power' and our overall approach places workbooks, Knowledge Organisers, visualisers and retrieval practice at the heart of all that we do. Where relevant, pending the age of the children, the primary phase adopts a similar approach.

The school is very systems and routine driven. This brings about clarity and certainty for our school community. It also promotes a sense of order, uniformity and helps our pupils to understand the importance of a routine as they move into adulthood.

The broader character culture curriculum that the school delivers is drawn from an array of curricular areas, with a view that the curriculum is an agency in its own right and a vehicle that promotes social justice. Our aim as a school is to promote social equality and support all of our pupils to be the very best edit of themselves.

The Duston School's character culture programme is made up of the following areas:

The Whole-School Curriculum

The school's over-riding view is that the curriculum is 'God' and it firmly subscribes to the view that 'knowledge begets knowledge.' The curriculum is all about power. At The Duston School there is a shared understanding that decisions about what to teach, what not to teach and how to teach it are an exercise of power and therefore a weighty ethical responsibility. Our core aim is to help students climb the tree of knowledge so they can access University, Higher Education, Employment or an Apprenticeship and be the very best edit of themselves.

All pupils are inspired to Dream – Believe – Achieve. Underpinning the school's mission statement is an explicitly knowledge rich curriculum. It is therefore no accident that the school ethos deeply promotes 'knowledge itself is power' as the curriculum approach. This enables the young people in our care to become well-informed, inquisitive adults with a desire and capacity to make a real impact in society. This is evident through the destinations that our pupils go on to once they leave the school.

The curriculum is delivered by subject experts who design bespoke, high quality workbooks which allow us to tailor our curriculum to meet the needs of both our subjects and our pupils. Knowledge organisers are integral documents to the pupil experience: they outline the key knowledge pupils must know and detail homework tasks and academic reading for units of learning. The active use of these knowledge organisers ensures

that pupils not only commit key knowledge to their long term memory but also become independent learners with enquiring minds and the capacity to engage with scholarship in different subject areas.

Pupils elect to study subjects which provide both a scholarly approach to the subject discipline, but in addition, a contextualisation of the working world: the curriculum menu ensures that pupils can make choices which act as a gateway to further study. The broad, balanced and rigorous curriculum provision at The Duston School seeks to empower our pupils. This full-bodied approach to curriculum provision ensures that students are provided with the opportunities so they can engage with the world in a meaningful way.

The Primary Phase Curriculum

Children will:

- develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, so that they can flourish, reach and exceed their potential academically, physically and artistically.
- have a holistic set of values that prepares them for life in the modern world and a diverse and ever-changing community.
- develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.
- understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morals, and engage in the culture they live in as well as understand the cultures of others.

Through the delivery of exciting, motivating and relevant learning, children are taught how to:

Question and challenge

Make **connections** and see relationships

Envisage what might be

Explore ideas, keeping options open

Reflect critically on ideas, actions and outcomes

Young children are naturally good thinkers and our Foundation Stage Curriculum enhances their skills by encouraging them to bring everything they already know to their learning. Ideas will be linked and everything will be relevant and this approach ensures that the topics we teach cover all 7 areas of the EYFS Curriculum both indoors and out. Previous learning is built upon by teaching new knowledge and skills and then planned opportunities are provided where children can apply what they have learnt through child-initiated activities and planned independent tasks.

As children move through the primary phase, teaching continues to build on what has been previously taught. The National Curriculum provides an outline of core knowledge around which teachers develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. Links are made between subject areas where this is deemed appropriate and beneficial to children's learning.

Within the primary phase, we strive to provide a learning environment that contributes to children's real lives, both as they live them and as a preparation for their futures. We believe that successful people of the future will be those who are resilient in the face of challenge, resourceful, have strategies when uncertain and who are reflective learners, well aware of themselves and their own strengths and capabilities. Our children learn how to respect each other and to respect diversity, preparing them for life in a multi-cultural society. This is evident with the culture that has been generated within the primary phase.

2: Guiding Principles

We cannot believe that students have assumed knowledge. It is our role to give them the knowledge that they need to succeed. We also take the curriculum to mean:

INTENDED	IMPLEMENTED	ENACTED
National Curriculum or equivalent: specified content, knowledge, ideas.	The textbooks, schemes of work, lesson plans.	Action in the classroom i.e. how it is taught.

3: Core Aims

At The Duston School we subscribe to the following aims, which underpin our curriculum:

- Pupils retain what they have been taught
- Pupils make lots of class notes
- Direct Instruction
- Interleaving
- A focus on subject knowledge
- There should be a healthy consideration of the Core and the Hinterland
- The curriculum should serve as a progression model
- There is a strong emphasis on literacy and numeracy, which are the bedrocks of the curriculum

We also place great weight on the following key considerations for any given subject area:

- **Purpose** – Does your curriculum drive towards achieving the school’s purpose and your department’s purpose?
- **Principles** – Does your curriculum match the school’s vision and values?
- **Expectations** – Are all pupils challenged by the content of the curriculum and does the curriculum build sufficient background knowledge to allow all pupils to access the challenge?
- **Big Ideas** – Does your curriculum have a clear picture of the big ideas and questions that you want students to know?
- **Content** – Do you know what you want students to learn? When by? How to recall this content? How to build on this content?
- **Sequencing/Interleaving** – Do students remember what they have been taught? Does the curriculum link together effectively through use of chronology, threshold concepts, interleaving or another focus?

We also place great weight on the role of substantive and disciplinary knowledge:

Substantive - The stuff that is given: Factual content

Disciplinary - The things that are up for grabs: Judgement making, argument, creativity, open-ended challenges, subject thinking

4: Curriculum Design

The curriculum design and delivery at The Duston School is based upon a series of key givens:

- Pupils need to know stuff – they need to know the knowledge
- Pupils need to know how what they are learning today links to the bigger picture
- We need to give pupils essential background knowledge
- We need, and must, have sky high expectations
- We are a pattern-seeking species – our minds like patterns, order, connections and stories. We like to solve problems
- Teacher subject knowledge is vital

5: Key Stage 3 Curriculum

The Key Stage 3 curriculum looks as follows:

Subject	Allocation
English	4
Maths	4
Science	4
Geography	2
History	2
Spanish/French	2
Computing	1
Music/Drama	1
PE	2
Religious Education	1
Creative Carousel	2
Direct Instruction	4*
Character Culture	1

Total	26
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6: Key Stage 4 Curriculum

The school's Key Stage 4 curriculum looks as follows:

Subject	Year 10	Option Blocks	
English Literature	3	<u>Option A</u> <ul style="list-style-type: none"> • Add Maths • Add English • French • Geography • History • Spanish 	<u>Option B</u> <ul style="list-style-type: none"> • Add Maths • Add English • French • Geography • History • Spanish
English Language	1		
Maths	4		
Science	4		
PE	1		
Option Subjects	12 (3 hours/week)	<u>Option C/D</u> <ul style="list-style-type: none"> • Art • Business • Child Care • Drama • Graphics • History • Hair & Beauty • Material Tech • Sport 	<ul style="list-style-type: none"> • Catering • Computing • Film Studies • Media • Sociology

Subject	Year 11
English Literature	3
English Language	2
Maths	5
Science	5
PE	1
Option Subjects	8 (2 hours/week)

Please note that pupils in Key Stage 4 also participate in the school’s Character Culture sessions, which are once a week.

7: Key Stage 5 Curriculum

The curriculum model for 2020/21 can be found below. This will be updated and reviewed yearly to ensure we are offering the best deal possible to our sixth form students.

Block A	Block B	Block C	Block D	Block E
Biology	Art, Craft and Design	Business Studies	Chemistry	Biology
Further Maths	Computing	English Language	EPQ Written	Core Maths
Geography	English Literature	Maths	History	Chemistry
History	Health & Social (Double)	Psychology	Physics	Maths
Health & Social (Single)	Sociology		Psychology	Media
Media	Sport Studies			Sociology
Politics				

Students must select 4 options from the five blocks, with a maximum of one red subject (one year course only). Additionally we offer re-sit English and Maths where applicable. This is compulsory for any student below a grade 4 in either of these subjects but is also offered to students who may wish to improve their grade independently.

We have a blended approach to AS entry and this is subject dependent. Entry to AS depends on individual subjects curriculum mapping and suitability. If subjects opt out of the AS exam, then students must complete a full mock in the summer term instead. The summer AS and mocks exams ensure students maintain a robust approach to Year 12 studies and allows for an opportunity to have an externally moderated assessment to validate our internal assessments.

All students have the option to drop down to three subjects as they enter Year 13, about 5-10% of students opt to continue with all four subjects to A2.

Entry Requirements

As with the curriculum model, the entry requirements for all subjects are reviewed yearly to ensure all students have the opportunity to sit the right courses suitable to their academic abilities.

Subject	Requirements
Biology	6 in Biology or 2 x 6 in combined Science
Business Studies BTEC	5 in English
Chemistry	6 in Chemistry or 2 x 6 in combined Science
Computer Science	6 in Computing and 6 in Maths
Core Maths	5 in Maths
Drama	Level 2 Merit or Grade 5 or above in Drama
English Language	6 in English Language
English Literature	6 in English Literature
EPQ Written	5 in English
Further Maths	8 in Maths
Geography	6 in Geography
History	6 in History
Health & Social Care	5 in English
IT Cambridge Technical	B in IT or 5 in Computing
Maths	7 in Maths
Media	5 in English
Music	5 in Music and working at ABRSM Grade 5 standard
Physics	6 in Physics or 2 x 6 in combined Science
Politics	5 in English
Product Design	5 in Design & Technology or 5 in Art & Design
Psychology	5 in English and Maths, and 5 in Science
Sociology	5 in English
Sport BTEC	Level 2 Merit in Sport, and 5 in English

The Wider Post 16 Study Programme

Horizons

All students complete a fully established Horizons programme which incorporates sessions on:

- Employability
- CV Writing
- Personal Statements and the UCAS process
- Employer/University Interview skills
- Independent study skills
- Motivation

- PREVENT
- Car driving safety
- Memory mnemonics
- Exam revision
- Mental health and well-being
- Sexual health
- Coping with exam stress
- Working during lockdown (2020/21 specific)

This is delivered through weekly sessions or half termly enrichment days subject to timetabling. All sessions are reviewed and amended for future years accordingly. These sessions are largely delivered by experienced external speakers. Examples of Horizons programmes delivered prior to lock down can be found below. During the 2020/21 academic year, we have had to adapt several elements of our Horizons programme but we have still managed to deliver sessions from a number of external speakers remotely.

Work Experience

All students complete 30 hours of work experience during their time in sixth form which is directly relevant to their prospective next steps. Students are supported in finding meaningful work placements which will allow them to experience the world of work, whilst giving them a flavour for a potential career. This also gives students the opportunity to develop their independence, confidence and initiative. Students are supported in finding suitable work placements from our academic coach. Any Year 13 student who does not plan on attending university, also has an additional work experience placement in the spring term. This is sourced by an external company following an interview process and is directly relevant to their next steps. In some cases, this has directly led to their future employment or apprenticeship. During the 2020/21 academic year work experience placements have not been possible but we have continued to source online remote experiences. Most recently we have purchased access to MedicPlayer, which allows any student interested in pursuing a career in medicine, dentistry, healthcare or scientific research an opportunity to observe live operations and dissections.

Head Student Team and House Captains

Students in sixth form have the opportunity to apply to join the head student team or the house captain team. The head student team applies only to Year 13 students and sits above the house system. To apply for these roles, student must submit a formal application and then go through a rigorous interview process from the Principal, Head of Sixth Form and the existing Head Boy and Head Girl. The role of Head Boy and Head Girl is a prestigious role within the school and one in which is hotly contended each year. The role of the head student team is to oversee both sixth form and whole school events and initiatives, whilst representing the school at all public events.

House captains and Vice Captains work alongside the Head of House to organise community school events and drive up community spirit. These students are involved in multiple elements, including the school council, running termly charity events and competitions and supporting in the delivery of weekly newsletters and termly assemblies.

PSHE/R.E/Citizenship/RSE

During the 2020/21 academic year these elements sit within the tutor time programme and the Horizons programme. A weekly slot is allocated on the tutor time programme and is explored further in Horizons sessions delivered by external speakers such as:

- Gang, gun and knife crime
- Prevent (radicalisation)
- Middle East Education
- Sexual Health

Moving forward into the 2021/22 academic year this will sit within a dedicated weekly slot in line with the whole school approach.

Tutor Time Programme

The tutor time programme is adapted throughout the academic year to best suit the needs of our students. An example of the tutor time programme currently in place can be found below.

Physical Education

All students in Year 12 complete a compulsory hour of physical education. This then becomes optional for Year 13 students. Students have the opportunity to opt in to their chosen sport/physical activity and this is tailored to the students each year. Activities include; football, badminton, circuits and gym sessions.

NCS

As students make the transition from year 11 to year 12 we encourage our students to sign up to the NCS summer programme. This is a six week programme which incorporates team building, challenges, event planning and an experience of independence through residential weeks. As part of this programme students have the opportunity to run a community based charity project of their choice. Students are supported to work with new people, complete activities outside of their comfort zone and develop their confidence in leadership and presenting roles. We recently received the Gold Award from NCS for the significant number of students that we have the sign up the NCS summer programme.

Peer Mentoring

Students are encouraged to sign up to the peer mentoring programme within school. Students complete three training sessions delivered by the safeguarding lead, the school counsellor and the pastoral lead for the school. Following these sessions, students are paired with a student from KS3 or KS4 who they meet weekly to mentor through the academic year.

Volunteering

Students are encouraged to become ambassadors for the school in a range of school events, including open evenings, sporting fixtures, charity events and guiding visitors in school tours. There are opportunities throughout the academic year for all students to get involved.

Debate Club

Debate club, initially created and developed by Year 13 students, runs weekly during tutor time. Students take it in turns to decide upon the topic of debate and act as an impartial judge. This club continues to develop and we will look to extend this to additional year groups in the near future.

UCAS applications

All students wishing to attend university are supported through this process which begins as early as the first week in Year 12 and continues right the way through to results day in Year 13. A timeline of UCAS application support can be found in the sixth form handbook.

Careers

About 75% of each Year 13 cohort continue their education to university and they are fully supported in this process. The remaining 25% are supported in their next steps of employment or apprenticeship through the following:

- Dedicated Horizons sessions.
- UniFrog.
- One-to-one meetings with the Head of Year 13 following the deadline for UCAS applications.
- An additional careers appointment with an external advisor.
- An appointment with an external advisor to arrange an additional work experience placement in the summer term of Year 13.

We have a fully embedded careers provision within sixth form, an example of which can be seen below This includes the use of the Horizons programme, tutor time sessions, the UniFrog platform, external speakers and external careers advisors. All students have a minimum of one external careers appointment during their time in sixth form.

UniFrog

All students have access to the UniFrog platform. This is used regularly in tutor time and Horizons sessions and students are set directed tasks to complete during study periods. Since being introduced in the 2019/20 academic year, this has now become fully embedded and is fully utilised not only during the UCAS process but for access to the following:

- Quality career guidance
- Personal statement/ CV support
- MOOCs
- Research different job sectors
- Work experience placements
- Apprenticeship opportunities
- Scholarship and summer school opportunities.

This has proved invaluable in supporting students with careers/next steps support during the lockdown period.

Year 11 to Year 12 transition

The application process to sixth form is extensive, ensuring all pupils are provided with the proper guidance and support to make informed decisions concerning next steps. An example of the 2018/19 transition programme and 2020/21 programme can be seen in the sixth form handbook. Adaptions have had to be put in place for this process during the national restrictions for this academic year.

Oxbridge Programme

Students applying to Oxbridge or Medicine and have the additional requirement of meeting the early UCAS deadline have some additional support in the run-up and through the UCAS process. This includes:

- A visit to an Oxbridge university in the first week of Year 12.
- Access to the Elephant Group sessions and opportunities.
- Specialised and focused talks from members of staff within the school and external speakers.
- All UCAS applications have an additional layer of scrutiny from the Principal.
- Emily Wiser – Wiser Words completes multiple enrichment days with these students to prepare and guide them through this process.
- Mock interview preparation from at least two different sources.
- Access and sessions with the school Oxbridge co-ordinator.
- Weekly after-school sessions in the Autumn term to prepare students for admissions tests.

We have been successful in our Oxbridge applications during the 2019/20 and 2020/21 academic years.

Elephant Group

As a school we have enrolled in the Elephant Group programme, initially working with our Year 12 students, moving forward this support will continue as they enter Year 13. The Elephant Group supports students in their ambition of 'The top third for the top third', ensuring all state funded pupils in the top third based on prior academic ability have access to the top third universities. Support from the Elephant group include:

- External speakers and sessions.
- Support with work experience placements.
- Application and personal statement writing sessions.
- Mock interviews.

8: The Importance of Knowledge

The Duston School community was canvassed to help create a new school mantra in 2017, 'Knowledge itself is power.' This echoes the words of Kofi Annan, "Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family." Knowledge provides us with the power to help others in a variety of ways. It is also something that is good for our own self esteem. In addition, knowledge imbues us with authority and enables us to act and interact with others in a more moral way. Arguably, knowledge:

1. Knowledge liberates us. Knowledge sets us free, and makes us less dependent on others. Freedom is essential to any democracy. Being truly free means that we do not use our power to control other people against their will.
2. Knowledge commands positive respect. True knowledge commands more respect than mere empty authority within a hierarchy ever could. If we have knowledge, we can direct the decisions of others and help them to enhance their lives. Having knowledge about a relevant subject imbues us with authority. No matter who we are, or how old we are, if we have knowledge that is useful to other people, then those people will respect us.
3. Knowledge boosts our self-esteem. Possessing knowledge can really give us a feeling of self-fulfillment and confidence. Knowledge is something that we can always fall back on. In addition, if we find ourselves facing a trial in life, knowledge can enable us to find a solution to the issue that boosts our self-esteem even further.

4. Knowledge creates positivity. The process of seeking and finding knowledge teaches us to have a positive attitude about life. It teaches us to be motivated, determined, engaged with the world and self-reliant. It also fills us with enthusiasm and joy.
5. Knowledge allows us to make moral decisions. When we have knowledge, we can act more morally. Possessed of all the facts and the relevant skills, we can put our desire to help others into practice much better than we could do if we had less knowledge. For example, if we have some money that we wish to donate to charity, knowing facts about how that money could best be used will enable us to help the greatest number of people with it.

9: Morning line-ups

Each morning pupils in Years 7/8/9/10/11 are lined up in varying outdoor areas of the school before the start of the school day. Pupils line up in front of their tutor, in year groups and are addressed by the Principal, a senior leader and their respective Director of Year. The focus of the address is to remind pupils of the expectations placed on them and key messages regarding the character and culture that the school expects to see exhibited are relayed to the pupil body.

10: Religious Education Programme

Religious Studies provides our pupils with the opportunity to learn about the main world religions, faiths and belief-systems. This area of study develops our pupils' knowledge, understanding and awareness of the impact that religion makes upon peoples' lives, as well as the contribution that religion has made upon society, cultures and language. Through our Religious Studies programme the pupils learn about religion and from religion. They examine how religious beliefs can influence a person's ability to make ethical decisions or choices in everyday life situations, and when faced with difficult moral choices or dilemmas. Religious Studies benefits our pupils as it develops their analytical and critical thinking skills through a careful study of key teachings from sources of wisdom and authority from the different religious traditions. This also benefits our school culture, and society at large, as Religious Studies encourages and fosters mutual respect and tolerance towards individuals and groups of people that have different religious beliefs, or no religious beliefs. Furthermore, Religious Studies provides our pupils with the opportunity to explore searching and philosophical questions concerning the purpose and meaning of life.

Within the primary phase our RE curriculum uses a holistic approach to build children's knowledge, understanding and experiences of different religions, beliefs and cultures to create community cohesion within our school to prepare children for life in the 21st century.

RE develops pupils' knowledge and understanding of a variety of different religions, religious traditions and secular world views and explores their responses to life's challenges. Reference is constantly made to those who live out their beliefs, insights and values in their daily lives and within their own communities. This gives children the knowledge and skills to flourish both within their own community and as members of a diverse and global society. RE plays an important role in preparing pupils for their future, for employment and lifelong learning.

It enhances their spiritual, moral, social and cultural development by:

- Developing and demonstrating tolerance and respect for those with different beliefs and values.
- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
- Responding to questions about the teachings and practices of religions and other belief systems and relating them to their own understanding and experience
- Reflecting on their own beliefs, values and experiences in the light of their study. Highlighting the children's freedom to develop their own beliefs and values.

As well as teaching and building children's knowledge of different religions and secular views. We also ensure that children are given real life experiences of differing religions celebrations and places of worship. Children have experiences of visiting local Christian churches and Sikh temples, meeting key individuals within these settings to further build cultural harmony and cohesion between members of our community. Within the school setting, we experience and celebrate a variety of religious and secular events including Christmas, Easter, Diwali, New Year, International Women's Day, World Book Day, Earth Day amongst others.

11: PSHE Programme

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Within the primary phase the PSHE curriculum 'Jigsaw' uses a whole school approach to develop children's emotional literacy, whilst simultaneously building resilience and nurturing mental and physical health. It has two main aims for all children:

- To build their capacity for learning
- To equip them for life

Through the Jigsaw PSHE curriculum, we ensure that children focus on the opportunities, responsibilities, and experiences of life. They are equipped with a variety of skills, knowledge, and strategies to develop and nurture them holistically. Some of the lessons which form this part of the curriculum include:

- Emotional Literacy
- Mindfulness
- Relationships and Health Education
- Social Skills
- Spiritual Development

PSHE enables issues of mental health and general well-being to be addressed and tackled from an early age to provide children with the best possible chance in life.

Through PSHE, children develop their self-esteem which in turn develops their capacity for learning, enabling them to become resilient and enthusiastic learners for life. Children are taught about their value as well as their place in an ever-changing world. It teaches them to manage expectation but also overcome inevitable challenges that they will face in life.

The Jigsaw PSHE curriculum ensures that children develop their ability to remain motivated by long term goals. They learn to consider their hopes and dreams, their goals for success, what their personal strengths are and how to overcome challenges through teamwork skills and tasks. They learn about experiencing and managing feelings of pride, ambition, disappointment, and success. They also learn of the dreams and goals of others in different cultures and countries and their dreams for the world. Each class works towards the end of puzzle outcomes with each 'puzzle' or lesson building towards a product.

PSHE ensures that children are also involved with the learning of positive moral attributes, including courage, honesty, generosity, integrity, humility, and a sense of justice alongside many others. Mindfulness practice enables children to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused in the moment, to advance their emotional awareness and helps to nourish gratitude and appreciation, a positive psychology for life.

Through PSHE, children acquire social confidence and the ability to make points or arguments clearly and constructively, listening attentively to the views of others, behaving with courtesy and using good manners. They are also encouraged to maximise social skills, to engender positive relationships and enhance collaborative learning through group games and activities. Children participate in group games and assemblies, feeling part of a community. Children and adults alike participate in the Jigsaw circle, bringing all together to feel equal and valued.

Children also develop an appreciation of the importance of long-term commitments which frame the successful and fulfilling life, for example to spouse, partner, role or vocation, the local community, to faith or world view. This enables them to put down deep roots and provides stability and longevity to lifetime endeavours. Children learn about relationships, primarily about the relationship with self which underpins subsequent positive and successful relationships.

Through PSHE, children learn to celebrate difference by focusing on the similarities and differences that define us. They learn to accept themselves and others for who they are: where they come from, what they believe, how they look and their cultural differences. This provides children with the knowledge and attitude to flourish within a diverse world.

12: House System

At The Duston School we have a 'house system' which every child and adult belongs to. When a new child or adult starts at school they are enrolled to a house. They will join either Willow, Oak, Chestnut or Maple.

We have found that a positive house system, which promotes the philosophy of team spirit, fair play and togetherness enhances the academic curriculum and provides a broader experience for our community. This intertwines with the rewards system which is based on our key values of Resilience, Aspiration and Respect. We refer to these values constantly and consistently to establish clear expectations for all of our community. They support our attitude to learning and behaviour and, if you spend time at The Duston School you will see these embedded into our culture.

Pupils are awarded house points based on them displaying these qualities both inside and outside the classroom environment. Our house system names relate to trees as students grow throughout their time at The Duston School.

The house system transcends across the whole of the school, from EYFS to Post 16. Within the primary phase our house system helps to build children's character by encouraging them to work together as a team in order to achieve their goals. Each year group is split between the four houses (Willow, Oak, Maple and Chestnut) meaning that there is a mix of ages in each house. This means that it is a chance for the older members of each house to act as role models to the younger members. To further enhance this, each house has 2 allocated house captains. As part of their roles, the house captains provide motivational speeches within weekly house meetings. Being a house captain also provides a hierarchy within the houses and while everybody is respected within the house it gives the older children an understanding of what it is like to be a leader and gives them greater responsibilities which they will need to learn to manage. It also gives younger children someone to look up to who they can respect and learn from.

In the spring and summer terms, the children take part in Fabulous Friday sessions. Within these sessions, children are split into their house groups and they work together on a joint project focusing on an area of the curriculum. The children use all their learning and knowledge from different subjects to complete their project. This gives children the opportunity to work in mixed age groups and to build an understanding of how to interact with children that are of a different age to themselves and build relationships across the year groups.

Younger children also have an opportunity to learn from those children that are older than them.

The house system also gives children a sense of belonging and promotes the idea that they are part of a wider community. This also builds the children's support network within school. The children's character is built through the house system as their personal accomplishments are rewarded with house points which are then celebrated and recognised among their peers. House points are rewarded both for completing work to a good standard but also for values such as kindness, thoughtfulness and being caring to others. Because achievements are celebrated with their peers, there is greater motivation for children to achieve well and these key values are instilled to being a natural part of the children's character.

13: Literacy Approach

At The Duston School, the provision of literacy threads through all aspects of the pupil experience, is in alignment with our mantra 'knowledge itself is power.'

Within the primary phase we use Ruth Miskin's Read Write Inc. Phonics programme. This is a fast-paced, rigorous and structured phonics programme. Read Write Inc phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

Read Write Inc has partner work at its heart and the children within the primary phase work in pairs and talk together at every stage of the lesson to enhance their spoken language and embed their understanding. Small group work is also a key focus of the programme and enables children to form relationships with other children and share ideas from their own world view/ experiences. The group work encouraged within the programme develops a sense of support and community within the lessons and allows children to feel safe and secure to try and share new ideas and ask and answer questions.

The stories and imagery within the programme have a diverse range of characters and topics increasing the children's cultural capital and understanding of diverse backgrounds. There is a large focus within the programme to develop reading comprehension and the children are encouraged to develop and demonstrate empathy towards the various characters and their situations.

Every child is encouraged to read texts for meaning ensuring that the story is understood and read with fluency and expression. Vocabulary is taught in the context of the stories, the teacher will use and model key words and phrases, and children are encouraged to use them in their talk and in their writing. New and ambitious vocabulary is always highlighted and explicitly taught to the children to enable them to broaden their understanding and use of language.

The Read Write Inc programme has writing activities linked to the phonics teaching at every level, as well as handwriting activities. They include many structured activities such as 'Build a sentence' to help the children become better writers. The programme focuses on encouraging the children to take pride in their work and take ownership of their learning whilst also learning and developing from mistakes. Children are encouraged to reflect on their work, edit their work and develop resilience and perseverance when faced with a challenge or new experience.

The secondary phase is also very much a reading school, as all pupils undertake our 'Big Reads' of key classics and other pivotal texts during their time with us, such as Fahrenheit 451 or Frankenstein which expose students to a rich diet of literature. Key Stage 3 pupils engage with the

Accelerated Reader programme, which provides pupils with the opportunity to read for pleasure. Key Stage 4's PSHE study continues to develop their exposure to high-challenge non-fiction, and Key Stage 5 engage with current affairs, reading a range of broadsheet news.

Written literacy is a vital aspect of school life. Pupils are provided with regular opportunities to write a range of extended pieces as part of our curriculum offer, receiving frequent feedback to make improvements. In addition, regular, explicit teaching of tier two and three vocabulary, both within tutor time but also throughout the curriculum menu, ensures that our pupils are equipped with the language to articulate themselves in the wider world. Knowledge organisers provide pupils with the vocabulary required for the subject discipline to enable them to speak and write with confidence using the terminology of that subject domain.

Oracy plays an integral role to our whole-school approach. We use SHAPE and STEPS, two key deliberate practice strategies to ensure students articulate their ideas using the vocabulary of the subject with confidence and conviction. Pupils are provided with the opportunity to share their views and opinions around key topics during tutor time as part of the PSHE programme, but also within the curriculum menu to align high oracy with cultural awareness.

For those who are not at the expected level of literacy relative to their peers, students undertake Direct Instruction in addition to English lessons which enables them to the opportunity to improve their reading age. FAST learning is part of the curriculum offer for those students still underperforming in the later years of Key Stage 3, and in Key Stage 4, Additional English provides a systematic approach to the explicit teaching of grammar. In addition to key reading strategies to ensure that students regularly return to the underpinning principles of good reading and writing.

LITERACY ACROSS THE CURRICULUM: TDS AUDIT

Aspect	Provision
Reading	
<ul style="list-style-type: none"> • Teachers should develop pupils’ reading in all subjects to support their acquisition of knowledge. • Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. • Schools should do everything to promote wider reading. • They should provide library facilities and set ambitious expectations for reading at home. • Teachers should therefore develop vocabulary actively, building systematically on pupils’ current knowledge. They should increase pupils’ store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. • Pupils’ comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. • It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language (tier three vocabulary) 	<ul style="list-style-type: none"> • The school provides a ‘Big Reads’ reading programme, drawing from and continually refining a list of key reads which students will read aloud during registration with their tutor. • Within the English curriculum, pupils are exposed to a wide range of fiction and non-fiction to develop their understanding of the multi-faceted genres of literature and language. The library acts as a cornerstone of our reading provision, particular at entry point for Year 7, with an online library database and regular features within tutor time to drive reading for pleasure. • Knowledge organisers within English provide signposting for wider reading, alongside academic reading to further enhance student’s exposure to such texts. Students are provided with author and poet visits which expose them to literature outside of the curriculum menu and enable them to develop a sense of curiosity for reading as a result. The school undertake national reading showcases such as the Carnegie, and encourage students to join teachers in reading the shortlist. This is communicated to parents to raise the profile of reading. • The library provides reading material to all years, opening at social times and after school to ensure this is a regularly and readily available resource. In light of COVID-19 restrictions, the library has continued to support students with reading material and provided a drop off- collect service to ensure students can still access books. English homework is the expectation for students to read regularly, and access the academic reading provided, as well as familiarise themselves with vocabulary work for the unit studied. • Knowledge organisers and teaching materials contain key vocabulary specific to the discipline to ensure students make use of this to aid their critique of the subject discipline. These are plotted to revisit and develop student understanding of vocabulary in the context of the subject itself. Staff are

	<p>regularly trained through staff briefing in the explicit teaching of literacy, including vocabulary teaching.</p> <ul style="list-style-type: none"> • In addition to the rigorous curriculum delivery of vocabulary, students are exposed to a new weekly word, providing explicit teaching of etymology and where the word might be used across subjects. • Curriculum mapping, teaching materials and delivery itself provides students with regular exposure to high-level, tier three vocabulary which aids their understanding of the subject and builds an established schema for them to be able to articulate subjects for themselves.
Writing	
<ul style="list-style-type: none"> • Teachers should develop pupils' writing in all subjects to support their acquisition of knowledge. • Pupils should be taught to write fluently, through a range of texts (both fiction and non-fiction) and be encouraged to read for pleasure. • Schools should promote wider writing. • Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. • They should be taught the correct use of grammar. • They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. • The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read. • Teachers should aid pupils to expand the vocabulary choices that are available to them when they write. 	<ul style="list-style-type: none"> • All subjects undertake a written aspect of their course design and delivery to enable students to demonstrate and apply their knowledge of the subject in written form. • Within several key subjects, students are exposed repeatedly and frequently within their curriculum menu to write fiction and non-fiction. They are encouraged to read outside of the curriculum offer through academic reading for the subject, signposted by the teacher through use of knowledge organisers. • The school has a literacy calendar which includes opportunities for students to submit their work both within school but also within wider contexts. Recently, students submitted work for an inter-house poetry competition, inspired by an anthology consisting of staff chosen poetry. • Within English, all key stages have a fortnightly extended writing lesson which then forms feedback provided by teachers. • Grammar is taught explicitly as part of our English curriculum, with enhanced support for Direct Instruction, and Additional English offer at key stage four. The grammar programme is taught through the English curriculum and systematically revisits key components of grammar as students progress through the programme. • All subjects provide opportunities to write, in accordance with the needs of their subject. In all lessons, students plan and write regularly to consolidate understanding.

<ul style="list-style-type: none"> When writing for the specific subject, pupils should apply language which defines each subject in its own right, such as accurate mathematical and scientific language 	<ul style="list-style-type: none"> Whole class feedback used across the school provides students with spelling corrections, vocabulary improvements and specific strategies to aid improvement when writing. Students are encouraged to write using the appropriate terminology for the subject. This is part of an ongoing dialogue within subject lessons.
<p>Speaking and Listening</p>	
<ul style="list-style-type: none"> Teachers should develop pupils' spoken language, as an integral aspect of the teaching of every subject. Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing. 	<ul style="list-style-type: none"> The use of SHAPE and STEPS as part of the whole-school approach to improving student oracy at an explicit level has enabled teachers to be consistent and methodical in their approach to improving spoken language for their subject. Students are provided with a range of opportunities to discuss, ask questions, justify and evaluate within subjects. Teachers encourage students to use formal language to articulate ideas; model appropriate and subject-specific use of language; provide students with alternative language to use to expand their ideas. Students are explicitly taught to give well-structured descriptions and explanations through teacher modelling and direct praise as a result of successfully demonstrating this in lessons.
<p>Literacy intervention</p>	
<ul style="list-style-type: none"> Students are unable to demonstrate written literacy at the expected level upon school entry. 	<ul style="list-style-type: none"> If students are unable to read at the expected level of progress upon entry to secondary level, then they are allocated specific timetabled teaching of Direct Instruction. Alongside reading aloud to students (Westbrook, Jo, et al. "Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms." <i>Literacy</i> 53.2 (2019): 60-68.), Direct Instruction is one of the most effective ways to ensure that students are provided with a systematic way of closing the gap against their peers in

	<p>regards to reading and writing (Meyer, L., Gersten, R., & Gutkin, J. (1983). Direct Instruction: A Project Follow Through Success Story in an Inner-City School. <i>The Elementary School Journal</i>, 84(2), 241-252. Retrieved December 13, 2020, from http://www.jstor.org/stable/1001315).</p> <ul style="list-style-type: none"> • FAST learning implementation at Year 8 and 9 for students whose reading age is significantly below that of their peers. Home school reading journals are provided for students in FAST learning to ensure regular reading takes place beyond the classroom.
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Within the primary phase our English curriculum uses a holistic approach to build children’s knowledge, understanding and experiences of different types of texts which cover a range of themes. In addition to exploring themes, they analyse characters and plots in-depth to understand the meaning of stories from a range of different cultures and historical periods. In both their reading and writing, they are able to explore complex issues and learn about a range of different perspectives on issues that directly affect them as well as more abstract concepts and ideas. This exposure enables children to build their knowledge and understanding of different people, their motivations and behaviour. Both orally and in writing, they are expected to understand issues from a range of different perspectives and deepen their knowledge and understanding of different viewpoints when writing character descriptions, narratives and balanced arguments for example.

It enhances their spiritual, moral, social and cultural development by:

- Developing and demonstrating tolerance and respect for those with different beliefs and values.
- Developing awareness of the fundamental questions raised by human experiences, how it affects the beliefs, behaviour and motivation of individuals as well as how change is possible.
- They make multiple links to other subjects by looking at the context and background of the authors and texts. In this way they are able to enrich their understanding of the stories they are reading and why characters have the beliefs and perspectives they do.

As well as teaching and building children’s knowledge of different texts, children are able to experience school visits and guest speakers. In Year 2, the trip to the Roald Dahl museum enables texts to come to life and build upon and promote creativity, imagination and curiosity. Yearly, children attend a pantomime which supports the enjoyment of drama and a text coming to life.

Within the primary phase setting, we experience and celebrate a variety of events and guest speakers. A local published author, who read to the children, answered questions and discussed her path to becoming a successful author supported with developing children to be motivated, inspired and confident.

World Book Day is celebrated, with pupils and staff dressing up as their favourite book character. The book fair arrives at school throughout the year so children can browse through a range of books. Also, staff members display and share book reviews on a 'bookflix' display which is accessible to all pupils.

14: Positive Impact Centre

The Positive Impact Centre supports pupils across all year groups with a wide range of social and emotional issues. The overall intended impact of the centre aims to improve attendance/attainment, improve pupils overall emotional wellbeing, reduce exclusions, prevent managed moves and permanent exclusions. To help us achieve the desired impact we have four main strands of work streams that we deliver to pupils to support them:

- KS3 Alternative provision (12 week full time programme)
- Short term focussed interventions
- Phased return through The Positive Impact Centre following an exclusion/period of absence
- Counselling service

Within all of our strands we work either 1-1 or in small groups to enable pupils to gain further knowledge of themselves socially and emotionally, which will enable them to access the wider knowledge of the curriculum successfully. Pupils are able to gather a wide range of different strategies and coping mechanisms to best support them through challenging and overwhelming situations and focus on their educational studies. Working with all students to enable them to build an emotional toolkit to prevent themselves from further emotional outbursts or an escalation in poor behaviour. Within PIC pupils have an opportunity to express how they are feeling in a secure environment and we enable them to empower themselves to adopt successful strategies in any classroom or wider social environment.

15: Direct Instruction

Direct instruction is a catch-up programme designed for pupils who have arrived at secondary school below the age related expectations in literacy or numeracy. The course takes pupils through carefully designed and scripted lessons that focus on regular repetition of concepts to ensure that the required knowledge is acquired long-term. Pupils are taught in groups of no more than 15 for 2 hours per week instead of attending 2 non-core lessons. Pupils benefit from increased confidence in the pre-requisite knowledge that enable them to access the wider curriculum.

16: British Values and Citizenship Programme

Citizenship Studies provide an opportunity for our pupils to develop a greater understanding and appreciation of the principles and values of British society, to explore how political power is devolved in the UK, and to examine the role that the UK plays in key international organisations. Through our Citizenship Studies programmes of study our pupils examine the key principles of democracy in the UK, and they explore case studies that demonstrate how different individuals and groups have successfully been active citizens in UK society, contributing positively to society and promoting the upholding of human rights and freedoms for citizens in the UK and throughout the world. In choosing to further study Citizenship Studies in Key Stage 4 our pupils have also had an opportunity in recent years to develop their active citizenship skills by researching and promoting a campaign issue that has been presented to and shared within the wider school community. We also provide our pupils in Key Stage 3 with the opportunity to participate in the County Schools Challenge initiative that encourages our pupils to learn about prominent anti-social problems that surface in society, and to consider solutions to these problems that would improve the levels of community cohesion in our society. This area of study enriches our school culture and benefits our students as they learn about democracy, human rights and responsibilities in life in modern Britain and the world at large, and the students learn how they can be active, effective and responsible members of our society.

Our school is built upon three core values, *Resilience, Respect and Aspiration*. We expect all of our students to exhibit and display these core traits in their daily life at The Duston School, through the primary phase into the secondary phase, within the wider community and as they move into the next phase of their life. We believe that our values build character and support our children as they transition throughout our school. We teach these values through our curriculum and our focus on British Values.

We believe that teaching British Values, across the curriculum and throughout the school as a holistic approach supports our children for the wider world and builds their character in many ways:

- Mutual respect for those of different faiths and beliefs and for those without faith – We teach this through our PSHE and RE lessons, as well as celebrating key festivals such as Diwali, Chinese New Year, Remembrance Day and Christmas. It teaches our children to respect one another, builds their communication to discuss their ideas with the class, and shows that all children, no matter their background, are valued and respected.
- The rule of law – Through our PSHE curriculum we build our children’s character through respect and communication. We invite guest speakers into school such as the PCSO’s to talk to the children and provide an insight into the work that they provide to keep us safe. We have a whole school behaviour policy with set consequences for our actions, which builds our children’s character as it increases their respect for others, and the behaviours expected of them. We create class charters where the children take ownership to create and agree the rules of their classroom, building communication, team work and respect for each other.

- Individual liberty – We promote this through celebrating achievements both inside and outside of school. We give positive praise, encouragement and build resilience in our children. All of our children understand that mistakes are valued, as it gives them an opportunity to address their own learning. As a school, we address mistakes in a reflective manner, therefore building children’s confidence so that they feel they can try new things in the wider world.
- Democracy – We have 4 houses within the school, Oak, Maple, Chestnut and Willow. In the primary phase our children work together in their houses in order to earn house points. We regularly vote for house captains and learn about the value of democracy, skills which can be transferred into the wider world. Our house captains experience leadership and work on their communication skills as they lead house assemblies, whilst the other children work on their respect and listening skills. In classes, we vote for different activities, we understand that we may not always get our choice and we learn that this is an everyday part of life, again a key skill to use in the wider world.

British values are explicitly taught through tutor time, the Character Culture weekly sessions, weekly assemblies, the house system, citizenship and RE.

17: The School's Approach To SMSC

At The Duston School we believe in building a community of caring, compassionate, respectful and highly motivated children and young adults who will grow into strong members of society. Our school curriculum is planned to support this, and enriched with a wealth of opportunities for pupils to learn and grow together, to take part in a wide variety of cultural activities, and to mix with people of other ages, cultures and faiths in order to develop an understanding and interest in the world. The personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

At The Duston School we therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of world cultures.

All our curriculum areas, including extra-curricular activities, make a contribution to a child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum.

The Ofsted handbook identifies outstanding provision for SMSC in these terms and we follow this guidance. Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
- knowledge of, and respect for, different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.
- Provision for the moral development of pupils includes developing their:
 - ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England;
 - understanding of the consequences of their behaviour and actions;
 - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
- provision for the social development of pupils includes developing their:
 - use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;

- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- provision for the cultural development of pupils includes developing their:
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

In the primary phase, nurturing and building on children's spiritual, moral, social and cultural (SMSC) experiences is embedded into our school ethos, values and curriculum and we strongly believe in developing children with a strong moral compass, the ability to socialise with others and learn from others as these are important skills they will need throughout their lives.

We aim for children of the primary phase to understand right from wrong, be considerate of others and to be empathetic and supportive. Throughout their educational journey in the primary phase, there are many activities undertaken by the children, which build on these skills so that they become everyday practice. Socialising is an integral part of human life and a skill that needs to be taught. Throughout the school day, children have time to talk, whether that be at break times, lunchtimes, the use of talk partners and through group work. We aim to develop children who are confident to express their opinions, and in turn listen fairly to others. Other examples of opportunities where children get to socialise are: through clubs, sports day, community activities such as the Christmas Tree Festival or Macmillan Coffee morning. School trips also play an important part in the children learning how to socialise.

Not only is the social aspect of school important, but being able to teach the children right from wrong. At the beginning of every year, expectations are created by the children, following our PSHE Jigsaw curriculum, giving them the ownership in creating rules and codes of conduct which builds the confidence to follow their rules. Children are also positively praised and encouraged and can become Star of the Week which is for children who have demonstrated good social and moral standards. Peers are then encouraged to be courteous towards their class Star by sharing the character traits and good qualities demonstrated by the child.

Another key aspect of developing children's SMSC, is by expanding the children's cultural experiences while at school. In addition to our RE curriculum, we prioritise the learning of other cultures and regularly take part in a number of cultural focus days where we celebrate a variety of religious and international events such as Comic Relief, Sports Day, Children in Need, Diwali and Chinese New Year. These events can include trips to places of worship, assemblies or visits from specialists.

What do we do to teach, promote and support?							
Spiritual		Moral		Social		Cultural	
What	Evidence	What	Evidence	What	Evidence	What	Evidence
Consider others opinions, being empathetic, tolerant, be supportive and discuss the views of others	<ul style="list-style-type: none"> • Discussing feelings of characters in stories • Drama • Hot seating • Circle Time • Assembly • Pupil Voice • WOW • Restorative Work • Philosophy 4 Children 	Codes of conduct, distinguishing right from wrong, civil Law & criminal law.	<ul style="list-style-type: none"> • School expectations • Positive Ethos • Classroom rules • WOW certificates • Good Work certificates • Star of the Week • Visits from police, fire & community 	Clubs and Supporting activities (see attached club timetable)	<ul style="list-style-type: none"> • Clubs – see list • Sports Day • Community activities such as Church Christmas Tree decorating, Macmillan coffee morning • Half termly ESCO activities • Trips 	Tolerance of other faiths and beliefs, broad and balanced curriculum with real life experiences. Knowledge and respect for British institutions.	<ul style="list-style-type: none"> • Assemblies • R.E • Cultural celebration. • P4C • Visits from police & fire
Reflect on own learning	<ul style="list-style-type: none"> • Marking • Feedback • WOW tea party • Super Star Certificates • Stay & Play sessions 	Express opinions, respect for democracy including respect for the basis on which law is made.	<ul style="list-style-type: none"> • Pupils voice • Drama • Hot seating • School Council • WOW tea party • School house system – house captains and representatives 	Trips & Visits	<ul style="list-style-type: none"> • Visits to local community • Library visits • Eggs Safari Park visit, Cadbury World, Everdon outdoor centre, Sea life Centre. 	National and international events	<ul style="list-style-type: none"> • Comic Relief and Sports Relief • Children in Need • Diwali • Chinese New Year • Road Safety Week • Anti-Bullying Week
Be curious and express feelings, self-esteem, self-confidence, and self-knowledge.	<ul style="list-style-type: none"> • Investigative learning • Sparkling starts • Fabulous finishers • WOW moments • Learning walks • Displays 	Making correct choices and learning from mistakes.	<ul style="list-style-type: none"> • Circle time • Expectations & positive ethos. • WOW rewards • Restorative behaviour 	General Day to Day	<ul style="list-style-type: none"> • Class work • Group work • Fabulous Friday • Cultural day groups • Lunch hall • Play 	Trips and Visits	<ul style="list-style-type: none"> • Places of worship

British Values			
Democracy	Rule of Law	Individual Liberty	Mutual Respect Tolerance of those with different faiths and beliefs.
<ul style="list-style-type: none"> • School Council. • WOW tea parties. • Circle time. • Star of the week. • Planned Curriculum foci. 	<ul style="list-style-type: none"> • School ethos and expectations. • Home school contract. • Super star rewards. • WOW certificates. • Visits from police, fire and community. • House points. • Caught doing the right thing tokens. 	<ul style="list-style-type: none"> • Freedom to speak & respecting individual opinions. • P4C • Positive relationships. • Safeguarding. • Adults as role models. • High aspirations. • Celebrating diversity. 	<ul style="list-style-type: none"> • School ethos, values and aims. • Rights & responsibilities. • Celebrating diversity. • PSED. • Cultural focus days. • Assemblies/Collective Worship. • Circle Time.

18: Careers Support

It is important that all pupils are fully supported and guided through the process of planning their futures. With a programme of education, information, advice and guidance for all pupils from Years 7 -13, we believe our pupils are well prepared for their futures. Staff at The Duston School play an active role in preparing them. We have a comprehensive programme of careers education that is delivered through Careers Week, careers fairs, visits, trips and assemblies and also within individual departments and through form time.

All students will:

- Develop a deeper understanding of themselves, their abilities and affinities
- Gain a greater knowledge of the range of opportunities open to them
- Take part in work related activities in and out of school
- Understand the labour market and the requirements and expectations of employers
- Learn to make decisions wisely about their future
- Be fully prepared to manage change and be fully supported through key transition periods
- Learn how to improve their own employability: how to find work, how to get work and how to progress their careers

The school is also working towards the Gatsby Benchmarks, with the following table showing our progress to date:

Gatsby Benchmark	The Duston School	South East Midlands
GBM1 – A stable careers programme	88%	78%
GBM2 - Learning from labour market information	80%	76%
GBM3 - Addressing the needs of each pupil	72%	83%
GBM4 - Linking curriculum learning to careers	80%	71%

GBM5 - Encounters with employers and employees	71%	76%
GBM6 - Experiences of workplaces	75%	70%
GBM7 - Encounters with further and higher education	75%	76%
GBM8 - Personal guidance	100%	69%

19: Audits

The school has the following cross-curricular audits in place that identify clearly where cross disciplinary practice and full curriculum coverage is in place:

- Religious education
- Citizenship
- Literacy
- PSHE
- SMSC
- Careers

All of these audits can be found here:

O:\Teaching and Learning\Audits 2021

Section 4: The School's Wider Culture

The school's wider culture is supported by an array of activities, as follows:

1: Tutor Time Programme

At The Duston School the tutor time programme is integral to developing well-educated and rounded young adults ready to take their place in the world. Providing a calm, routine driven start to the day with regular opportunities for pupils to take part in discussions, allows them to be 'the best edit' of themselves and seeks to develop the whole individual, academically and beyond.

The well-established house system is promoted through the form time programme with opportunities for pupils to take part in inter-house challenges and take on leadership roles within the house system. This provides pupils with the necessary experience that will equip them for the wider world. At Key Stage Five pupils continue to have a form tutor to support them academically and pastorally and they have opportunities to take on more senior leadership roles in the house system.

The tutor time programme provides weekly sessions devoted to PSHE and numeracy as well as a session specifically for pupils to review learning from their knowledge organisers at key stage three and the study of Religion at Key Stage Four. The careful and considered approach to use of tutor time ensures pupils have regular opportunities to consider and debate their viewpoints, take the time to commit key knowledge to memory by quizzing their peers, or explore moral and ethical discussions presented by the diverse society in which they live. Furthermore, pupils have a tutor time session dedicated to reading a Big Read with their form tutor. Throughout their time at The Duston School, the Big Read programme ensures that pupils read a range of canonical texts, developing both their literacy skills and sense of cultural capital. This varied diet provides students with a regular opportunity to consider the way in which 'knowledge itself is power.'

The Big Reads include Frankenstein, Cirque du Freak, Private Peaceful, Noughts and Crosses, Curious Incident, Sherlock Holmes, To Kill A Mockingbird, Fahrenheit 451, The Great Gatsby, Dorian Gray, War of the Worlds, Jane Eyre and The Woman in White.

At Key Stage Five pupils undertake sessions devoted to careers, debating and current affairs. This blend of academia and real-world context equips students with material which enables them to articulate their views, attend interviews for further education or careers but most importantly, establish their opinions as they become young adults.

As an integral part of The Duston School tutor time programme, all students at The Duston School attend assemblies led by the Principal, year team or heads of house to further enrich their understanding of the school, local community and the wider world. This builds our sense of community as a school, as we come together to share key messages and consider the big ideas of society.

2: Drop Down and Themed Days 2020/2021

To further our pupils' knowledge and understanding of PSHE and Citizenship we offer pupils in Years 7/8/9 six drop down days. The format for these days looks as follows:

Term	Year 7	Year 8	Year 9
Term 1	Mental Health	Mental Health	Mental Health
Term 2	Addictive Substances	Addictive Substances	Addictive Substances
Term 3	Being an Aspirational Student	Money Matters	Human Rights
Term 4	Online Safety	Online Safety	Online Safety
Term 5	Bullying	Bullying	Bullying
Term 6	Community Cohesion	County Schools Challenge	Body Image and the Media

Within the primary phase our co-curriculum encompasses a variety of themed days, such as Red Nose Day and Children in Need, which play a fundamental role in character education. Secondary phase pupils also engage in these events, along with Christmas Jumper Day.

In particular, knowledge and awareness of various charitable causes enables children to recognise ways of living which are different to their own and the challenges people may face. Staff actively teach and encourage this social awareness by sharing and considering the stories of individuals. Children are aided in their understanding of others and what it is to be compassionate, as well as their ability to provide service to those less fortunate.

Older children are given further responsibilities in the form of planning organising school fundraising events, which provides indispensable experience. In addition to directly teaching children about the importance of commitments, this instils an immense sense of responsibility to those around them which is vital in molding civic-minded and generous young people.

All children benefit from these themed days where positive virtues, such as generosity and empathy, are actively facilitated and encouraged. They are further supported in their social awareness and respect. Children are continually encouraged to share their own thoughts and reactions to what they have discovered throughout these alternative learning days. This healthy and informed discussion teaches young

students to react and form and articulate responses to what is being presented to them, therefore increasing their social confidence and ability to be a conscientious and constructive member of society.

3: Wider Trips and Visits

A successful school trip, visit or exchange can greatly enhance the curriculum provision and will serve to motivate students and staff. The school has a strong commitment to the added value of learning beyond the statutory school day and beyond the premises by the use of carefully planned educational visits. This is part of the school's role in providing a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development and prepares young people for the opportunities and experiences of adult life. It is crucial that health and safety are paramount on all educational visits and by following the instructions and guidelines set out we believe the majority of problems can be avoided. We use existing legislation and guidance in formulating our Trips and Visits Policy. We use the services of Evisit to have all residential trips (home and abroad) approved, and for models for paperwork. We have a formalised system in place for all visits. A week in Term 6 is devoted to international residential trips to further increase our pupils' cultural capital. Some of the destinations visited include Berlin, Barcelona and Madrid. All of our secondary phase trips are compiled into a trip brochure, which can be found on our website.

Trips are integral to our curriculum delivery and provision at all stages and phases of the school. Here are some examples of the trips we run from EYFS to through to Year 6:

In **EYFS**, we offer a trip to Woburn Safari Park in Bedfordshire. This trip enables the children to apply their knowledge of the following topics covered within Year R. The knowledge the children will be applying, recapping and revising during the trip is covered within the following topics in Year R: 'Do cows drink milk?' 'Why do ladybirds have spots?' Some of the activities provided on the trip include:

- Safari tour with an expert park ranger on board to guide. The children will see rhinos, giraffes, lions, bears and tigers and learn all about some of the most endangered wildlife on the planet. Children can ask questions to gain more knowledge on safari animals.
- A walk through the Desert Springs enclosure to see the UK's largest collections of meerkats, yellow mongoose & porcupines.
- Meet four species of endangered Madagascan primates in the Land of Lemurs.
- Attend the Bird of Prey interactive talk, taking them up close to the birds, looking at their feathers and even dissecting their pellets to learn about their diets.
- Meet the animals in the Farmyard Experience.
- Attend the Sea Lion Show.
- Learn about elephants and get very close to one during the Elephant Walkabout.

The trip supports with building children's confidence, listening skills, communication skills and curiosity. Some children in the year group will not have experienced a visit to a safari park before and may have little concrete experiential understanding of safari animals. This trip will allow the children to develop these experiences and an understanding of these animals in a concrete way as opposed to the abstract understanding gained within the classroom context.

In **Year 1** we offer a trip to the Sea life Centre, Birmingham. This trip enables children to apply their knowledge from their curriculum flows and science curriculum covered during Year 1, and deepen their understanding of the natural world. During the trip, the children are able to build upon their character through skills of inquiry and problem solving due to the range of hands-on activities available to them at the setting.

Some of these activities include:

- Coming face-to-fin with over 2,000 creatures, where specialists are on hand to answer the children's questions and offer knowledge about their species, habitat and diet.
- Interactive rock pools where the children hold and touch creatures such as starfish.
- Attend a variety of educational talks and workshops which explore themes for example of adaptation, lifecycle and ecosystems.
- The children finish their adventure in the 360° Ocean Tunnel filled with tropical fish and over 14 different species of sharks!

The trip supports with building children's confidence, curiosity and independence. The trip enables children to broaden their horizons and build their cultural capital by giving them new and unique shared experiences both individually and with their peers. It also gives the children a better understanding of the current natural world and their effects and responsibilities towards helping our planet.

In **Year 2** we offer a trip to the Roald Dahl Gallery at the Bucks County Museum. This trip provides the children with opportunities to enhance their curriculum knowledge from the Key Stage 1 Curriculum and the Year 2 English programme of study as well as providing them with an opportunity to build upon their character in a multitude of ways.

The trip includes:

- Exploring the gallery and museum including the different exhibits on show.
- Listening to extracts of different Roald Dahl stories and discussing what has happened so far, how different characters are feeling and predicting what might happen next.
- Creating their own Matilda style book bags in an arts and craft activity led by a member of the gallery team.

- Exploring the Roald Dahl centre which includes amazing activities and games that link to Roald Dahl's stories. The children can walk through James' Giant Peach, see the Twits house stuck upside down on the ceiling, visit Matilda's secret library amongst other fantastic amusements.

This trip builds children's character in so many ways. It provides opportunity to show communication, respect, how we act in a new place when we're representing the school and builds their confidence as well as sparking their curiosity and imagination. Through this trip they have broadened their experiences of the world and built upon their cultural capital too.

In **Year 3** we offer a trip to the National Space Centre in Leicester this trip enables children to build upon their character through skills of inquiry and problem solving due to the range of hands-on activities that are provided by the setting.

Some of these activities include:

- The Sir Patrick Moore Planetarium where pupils are fully immersed into a show and lesson linked to space.
- The Rocket Tower where there are many hands-on activities for pupils to complete. From entering a space shuttle to complete take off or having access to artefacts.
- Into Space where pupils take a tour around a space shuttle and imagine what it would be like to enter space. They also have the option to try out spacesuits.
- The different learning sections: the universe, our solar system, orbiting Earth and space oddities where specific resources are provided to support with the children's learning.
- Workshops where pupils can enjoy small, tailor made sessions with their peers.

The trip supports with building upon children's confidence, curiosity and determination. It also works on broadening experiences and better understanding the world and beyond as well as different social and cultural backgrounds.

In **Year 4** we offer a trip to Mary Arden's Tudor Farm, Staffordshire. This trip enables children to apply their knowledge of topics covered during Year 4, and deepen their understanding of what life was really like during these times. During the trip the children will be able to build upon their character through skills of inquiry and problem solving due to the range of hands-on activities available to them at the setting.

Some of these activities include:

- A Q&A with the costumed guides as they go about their daily tasks of cooking, tending the land and feeding the animals.
- Experience life in a working Tudor kitchen, including their table manners and rituals.
- Get hands on with rural crafts and traditional past times such as weaving. There is even an opportunity for the pupils to dress in Tudor clothing.

- Watch the falconry display and meet the birds of prey, again there is even opportunities to ask questions.

The trip supports with building upon children's confidence, curiosity and independence. It also works on broadening experiences and better understanding the world and beyond as well as different social and historical backgrounds.

In **Year 5** we offer a trip to Shakespeare's Schoolroom and Guildhall where the children become immersed in fifteenth and sixteenth century Stratford. They learn about the young William Shakespeare, his family and school life. They also learn about Tudor life and take part in a live Tudor school lesson and even try Tudor homework.

The visit allows the children to understand more about the school life of Shakespeare, his influences and how he became one of the world's most famous playwrights. It affords children the opportunity to build their character through skills of inquiry and their appreciation of how life has changed over a number of years.

In **Year 6** we offer a trip to visit the home of Charles Darwin, Down House, in Kent as it links to the children's curriculum learning – Darwin's Delights. Down House in Kent is where Darwin's book, 'The Origin of the Species' was written and where Darwin and his wife, Emma, raised their children. The children can explore the exhibition which guides them through Darwin's voyage on HMS Beagle from 1831-36, his scientific discoveries and the impact of his revolutionary theories on Victorian society. They can also visit the gardens and see where Darwin performed some of his experiments.

This visit is an opportunity for the children to experience being in a historical house and immersing themselves into Victorian life. It will enable them to better understand the life of Charles Darwin and his theories.

4: Transition

Character Culture is a fundamental element of our transition programme. Our key three core values are, Resilience, Respect and Aspiration. We expect all of our students to exhibit and display these core traits in their daily life at The Duston School, within the wider community and as they move into the next phase of their life once they leave our educational setting. Pupils have many opportunities to visit The Duston School and our pastoral staff and leadership team deliver assemblies, run question and answer sessions and offer introductory events at our feeder primaries in the Summer term. As well as important information about each individual being shared between schools, our pastoral teams liaise with the primary schools regarding any SEND or safeguarding information which we will need to be aware of.

Transition at The Duston School is not just a two-day event, but an evolving process with our many feeder Primary schools, where we aim to have links within curricular and extra-curricular elements of school life from Reception to Year 6. Viewing school productions and taking part in cluster sports events are a couple of examples of this.

We aim to link and build on pupil prior learning and seamlessly tie this into beginning the homework and knowledge recall that underpins our TDS curriculum and home learning with a transition knowledge organiser homework throughout the summer term. We build confidence in learning through a knowledge rich curriculum and ensure that careers education features heavily in everyday learning, thus ensuring students have high aspirations.

Our pupils' safety and belonging is a priority and having the tutor at the centre of the pupils' life at The Duston School ensures home school links and trust are built from the very first experiences of the pupil. Learning to be resilient is evident in many aspects of school life, whether competing in team sports or auditioning for a play. However, the time spent in PSHE and tutor time exploring how to deal with emotions and build resilience is what makes our learners successful when their academic studies and exam stresses start to build.

Our transition process continues into Year 7 with a family 'meet the tutor' evening and parent consultation evenings throughout the year. We also encourage parents to join us in celebrations, such as our Year 7 Christmas carol concert and rewards evenings.

5: Cultural Capital Talks and Assemblies

The cultural capital assemblies are a fortnightly extended assembly programme to promote the greater cultural understanding into the following key areas/issues:

- Economics
- Health
- British Institutions
- Governance
- Environment
- Human Rights

The programme is delivered by senior leaders in the school and is intended to promote an in depth review of questions such as “what support is out there if people find themselves in financial difficulty”, “how do vaccination programmes work and why are they important?” and “what is council tax, how is it paid and what is it for?”

The aim of the programme is provide an introductory understanding of cultural and real world issues and promote future enquiry in their greater understanding by the end of Key Stage 3. This is also reinforced by our weekly assembly programme.

At The Duston School we aim to build character through two types of assembly. Each pupil will receive a weekly assembly addressing a topical choice coupled with a termly Cultural Capital assembly. Our assemblies provide a fantastic opportunity to build a strong sense of community. They help reinforce the schools ethos, its values and its mission statement. This time allows us to develop identity, stating this is who we are. This is what we stand for.

We believe assemblies are a valuable tool to expand pupil awareness and knowledge on religious themes, a generic moral message, or simply a thought for the day. They enable pupils to pause, to reflect and to think deeply about themselves, their world and beyond. The aim is that these cultural experiences will then prompt learning of the highest order. Furthermore, we encourage pupils to stop, be still and reflect. A useful discipline that we promote at The Duston School.

The schedule below is an example of our cultural capital assembly rota:

Cultural Capital Assembly Rota:

W/C date	Theme	Who
07/09/2020	Healthy Living - How to promote positive physical and mental health?	PDE
21/09/2020	Economic – Who is out there to help people who get in economic difficulty?	TWI
05/10/2020	Healthy Living – How do vaccines work, why are vaccination programmes important?	SWA
02/11/2020	British Institutions – NHS founding and it's challenges in the future	NWH
16/11/2020	Government – What is our local council and how much and what does council tax pay for?	KHO
30/11/2020	Human Rights – Freedom of expression and the right to vote	HJO + NAD
14/12/2020	Environment – “Throw away culture” and sustainability	SWA
11/01/2021	Economic – What is a pension? How do they work? Why are they important?	NMO
25/01/2021	Government – What and why are the changes after the UK has now left the European union	KHO

08/02/2021	Being Healthy – How do viruses move between animals, how can we reduce chances of pandemics	HJO
01/03/2021	British Institutions – Britain's place in developing art and culture	MJO
15/03/2021	Economic – What is the difference between owning and renting a house?	TWI
12/04/2021	Environment – When and where were the national parks formed in UK and other sites of natural interest	SBE
26/04/2021	Being Healthy – What constitutes a healthy diet, what to do if you feel you don't have a healthy diet	PDE
10/05/2021	Human Rights – What are your rights as an employee?	NMO
24/05/2021	Economic – What is the difference between a debit, credit and savings account	NWH
EXAM SEASON		
July cultural capital	Healthy Living – History of the Olympics and the importance of sport.	PDE

Assembly Rota: Week Beginning	Weekly Theme	Responsible	Year 11 Assembly
10 th September	Student Care / House Rewards	PDE	Same as rest of school
17 th September	TBC	SST	LKN / NLE
24 th September	Opportunities to talk	LSI	SWA
1 st October	TBC	DoY	NWH - SH
8 th October	Life beyond TDS: Oxbridge*1	MSY	JGI
15 th October	SMSC / Global Activity	JAL / MTU	BBO
5 th November	Remembrance	GPE / SEL / LJO	SST
12 th November	Anti-Bullying Week: Peer mentors	DoY	SWA
19 th November	Sports	PWO	BBO
26 th November	LGBT	HMO / AMU	JGI
3 rd December	TBC	SST	SST
10 th December	SMSC / Global Activity	JAL / MTU	LKN
17 th December	Heads of House Assembly – Last day of term	HoH	Same as rest of school
7 th January	Student Care / House Rewards	PDE	Same as rest of school
14 th January	TBC	SST	LKN / NLE
21 st January	TBC	DoY	SWA
28 th January	Holocaust Memorial Day	GPE	BBO

4 th February	SMSC / Global Activity	JAL / MTU	JGI
11 th February	Achievement	DoY	LKN / NLE
25 th February	TBC	DoY	LKN / NLE
4 th March	Achievement	DoY	SWA
11 th March	TBC	SST	SST
18 th March	SMSC / Global Activity	JAL / MTU	BBO
25 th March	Sports	PWO	JGI
1 st April	Heads of House Assembly – Last day of term	HoH	Same as rest of school
23 rd April	Student Care / House Rewards	PDE	Same as rest of school
29 th April	TBC	SST	SST
6 th May	TBC	DoY	SWA
13 th May	SMSC / Global Activity	JAL / MTU	BBO
20 th May	Achievement	DoY	JGI
3 rd June	TBC	DoY	SWA
10 th June	Sports Day	PWO	BBO
17 th June	TBC	NAD	JGI
24 th June	TBC	SST	SST
1 st July	SMSC / Global Activity	JAL / MTU	TBC
8 th July	Achievement	DoY	TBC
15 th July	Achievement	DoY	TBC
22 nd July	Heads of House Assembly – Last day of term	HoH	Same as rest of school

During the Spring Term Lockdown window this has been the school's assembly and cultural capital talk rota:

January 2021 (Lockdown 3) – Assembly Rota

Day	Staff to deliver
Monday	HOH – Fostering a community culture
Tuesday	SLT – cultural (wider world)
Wednesday	DOY – positive behaviour culture
Thursday	SLT – cultural (wider world)
Friday	DOY – positive behaviour culture

Cultural Capital Fortnightly Assemblies – Adjusted Term 3 Lockdown

- PowerPoint should be adjusted/created from template on:

A:\Presentations\Cultural Capital Assemblies

- Please save all version in the correct folder within A:\Presentations\Cultural Capital Assemblies and with title listed in the theme.
- If you wish to change your title please keep within the same theme.

W/C date	Theme/Title	Who
18/01/2021	Healthy Living – How do vaccines work, why are vaccination programmes important? Economic – What is the difference between owning and renting a house?	SWA TWI
25/01/2021	British Institutions – NHS founding and it’s challenges in the future Government – What is council tax, how much is it and what does it fund?	NWH MJO
01/01/2021	Human Rights – Freedom of expression and the right to vote Economic – What is a pension? How do they work? Why are they important?	HJO NMO
08/02/2021	Environment – “Throw away culture” and sustainability Government – What and why are the changes after the UK has now left the European union	SWA KHO
22/02/2021	Being Healthy – What constitutes a healthy diet, why is eating healthy important? Human rights – Does feminism matter?	HJO MJO
01/03/2021	British Institutions – Britain’s place in developing art and culture Economic – Who is out there to help people who get in economic difficulty?	KHO NMO

08/03/2021	Environment – Where are the national parks in the UK and other sites of natural interest why are they important? Being Healthy – Importance of positive mental health and who can you talk to?	SBE PDE
15/03/2021	Government – When do elections happen and how can you participate? British Institution - Brief history of the modern royal family and how have their roles changed over time?	SBE NHW
22/03/2021	Human Rights – What are rights as an employee and what is the role of unions and citizens advice bureau? Etc. Economic – What needs to happen to buy a house? Why can the process be expensive?	PDE HJO

Alternative Term 1 theme – Economic

What is the difference between renting and owning a house?

How do you purchase a house? What is a mortgage?

How do interest rates work and how do savings/mortgages work?

What is a pension and why are they important?

Who is out there to help people who get in economic difficulty?

Alternative Term 2 theme – Government

What is the difference between local and national government?

How do laws get passed (parliament and lords)?

Alternative Term 3 theme – British institutions

What are British historical scientific achievements? Looking to the future?

What is the NHS and why was it founded?

Alternative Term 4 theme – Being Healthy

How to be “healthy” and what changes can be made to improve health?

Links between mental and physical health?

Identifying if you have health issues (mental and physical) and what to do if you have issues?

Alternative Term 5 theme - Environment

Likely changes to environment in future and what can be done to help reduce impact?

“Throw away culture” and what is sustainable use?

How can small projects have a positive impact on the environment?

Alternative Term 6 theme – Human Rights

What is feminism and why does it matter?

What is freedom of expression? (Suffragettes etc.)

What are the rights of workers and how has this changed over time?

Where can you go if you feel your rights are not being met (citizens advice etc.)

Exceptional planned events that take precedent

Election of a new government (celebrating democracy)

Major sporting events - Olympic years (etc. history of Olympics and spirit of competition)

Important environmental disasters (flooding etc.)

Significant economic downturn (Collapse of northern rock, Lehman Brothers etc.)

Death within the monarchy

Death to people considered British institutions

Major technological advancement

6: Post 16 Horizons Programme

In the Sixth Form all students complete the full 16-19 study program which incorporates a multitude of different elements to promote the wider development of our students. This includes:

The Horizons programme which incorporates sessions on:

- Employability
- CV Writing
- Personal Statements
- Employer/University Interview skills
- Independent study skills
- Exam revision and memory mnemonics
- Mental health
- Well-being
- Sexual health
- Coping with exam stress (dealing with Covid-19 specific stressors)
- Building resilience
- Driving safety
- PREVENT – radicalisation
- Guns and knife crime
- Wider curriculum cultural speakers

The following is an outline of our Horizons programme:

Date	Session	Venue
12 th September	Introduction to Higher Education – Presentation with Ben Howgill from De Montfort University	Main Hall
19 th September	2Fast 2Soon – Road Safety with Northamptonshire Highways Team	Main Hall
26 th September	PUSH UK – The Road Trip vs. The Tube Journey – How to make a life, not just a living	Main Hall
3 rd October	Sexual Health Workshop – Corinna Flynn, Northants Healthcare Trust	Main Hall
10 th October	‘Prevent’ Training with Sean Arbuthnot	Main Hall
17 th October	Supervised Study in Horizons Classrooms	
24 th October	Supervised Study in Horizons Classrooms	
7 th November	Presentation from Middle East Education	Main Hall
14 th November	Unifrog Information Session – Presented by Mrs Montagu	
21 st November	Tax Information Workshop – Presented by Deb Crouch from Deb Crouch Consulting Ltd	Main Hall
28 th November	Supervised Study in Horizons Classrooms	Main Hall
5 th December	Oxbridge Presentation – Mr Strickland	Upper Hub
12 th December	Supervised Study in Horizons Classrooms	Main Hall
18 th December	Domestic Violence Awareness	Main Hall
9 th , 16 th , 23rd Jan	No Horizons due to Mock Exams	
30 th January	Fraud Prevention Workshop – Presented by Barclaycard	Main Hall
6 th February	Applying to Oxbridge with Emily Wiser of Wiser Words	Teaching School
13 th February	Gang, Knife and Gun Crime Awareness, delivered by Jason Farmer	Main Hall
5 th March	Pinder Chauhan – County Councillor	
12 th March	Jane Marshall – Introduction to Personal Statements	

19 th March	Living and Learning on a Budget – C Raymond & M Bonner Classes	
26 th March		
2 nd April	Living and Learning on a Budget – A Hill & L Elliott Classes	
23 rd April	Applying through UCAS	Main Hall
30 th April	Supervised Study in Horizons Classrooms	
7 th , 14 th , 21 st May	No Horizons due to Exams	

Our primary phase assemblies provide children with the skills needed to develop character strengths and virtues. Weekly whole-school, key stage, phase and house assemblies centre around a theme and ensure that all children are given the opportunity to learn about character virtues as well as strategies to strengthen them in their own lives

Our **Values Assemblies** teach the children the personal qualities valued in society e.g. honesty, consideration, independence and self-respect. They also give the children the opportunity to explore issues relating directly to rules, behaviour and bullying.

We hold weekly **Class Achievement Celebration Assemblies** where we celebrate children’s classroom achievements. Each week teachers choose children to receive certificates for a range of attributes, both personal and academic e.g. ‘Star of the Week’, Super Star Work and general ‘Well Done’ certificates.

Weekly Wow Tea Party - teachers nominate a child from their class who has strived for excellence in learning and in behaviour that week to attend the WOW Tea Party. The children attending are invited to take their English and Maths exercise books together with examples of their learning in other subject areas to share with a member of the primary phase SLT whilst also enjoying a sweet treat or two! It’s an opportunity to say ‘Well Done’ to children in the primary phase who always follow the school expectations and give their absolute best! Giving them the recognition they deserve.

We also hold **Weekly House Assemblies** – The House Assembly brings together children of all ages to share in the common goal of striving for excellence. House point totals are shared and the assembly focuses on the achievements of the past week and the goals for the next. These assemblies give the House Captains a unique opportunity to speak in front of an audience and to be role models to the younger children.

The Sixth Form also promotes the following wider cultural capital opportunities:

- **Tutor time programme:** Students complete a set tutor time programme, which incorporates PSHE activities, daily news articles, debate topics, next steps and cultural assemblies. The pattern for this looks as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
PSHE/R.E planned activities.	Head student team activity	Year 13 UCAS/next step support – <i>World of Work Wednesdays</i>	Discussion based activity – <i>The Day – News to Open Minds</i>	Rotating Year 12 and Year 13 assemblies.
Sky news and independent study 8:15am – 8:40am	Sky news and independent study 8:15am – 8:40am	Sky news and independent study 8:15am – 8:40am	Sky news and independent study 8:15am – 8:40am	Weekly news quiz. Sky news and independent study 8:15am – 8:40am

Example of a PSHE tutor time Big Questions:

1 BQ: What are positive and negative 'risks' and how can we make better decisions?
2 BQ: Perseverance and procrastination: why is the ability to preserve an essential life skill?
3 BQ: What is 'privilege' and how does it affect our lives?
4 BQ: Why do we need sleep and how does sleep deprivation affect us?
5 BQ: Why is our digital footprint important?

All PSHE tutor time activities come with PowerPoints and workbooks.

- **The Unifrog online platform:** This online platform supports students in their next steps. As part of this students are encouraged to complete MOOCs (online courses) across a multitude of different areas which are of interest to them and support in broadening their horizons beyond that of the A Level curriculum.
- **The Elephant Group programme:** This programme supports the top performing students in their applications to the top universities and as part of this programmes students are invited to attend and complete additional lectures and courses outside of the A Level curriculum.
- **Debate club:** A weekly club set up by Year 13 students where students debate a weekly relevant topic of their choice.
- **Work experience:** All students are supported in completing 30 hours of work experience relevant to their next steps, allowing them to gain first-hand experience of the place of work.

The wider activities which supplement the A Level study of our students play a significant part of the 16-19 study program. We aim to ensure all Sixth Form students are prepared for the Post-18 arena by supporting them through their UCAS and job applications, introducing students to the world of work, broadening their horizons to life outside of The Duston School and encouraging all students to take responsibility for their health, actions and future.

7: Character Culture Weekly Sessions

The Duston School Secondary Phase has a clearly demarcated character culture session as part of an extended school day every Monday. This 40 minute session covers the following key topics:

Key Stage 3:

- PSHE
- Citizenship
- Literacy

This key stage is mapped out as follows:

Term	Year 7	Year 8	Year 9
1	PSHE	PSHE	PSHE
2	Citizenship	Citizenship	Citizenship
3	Literacy	Literacy	Literacy
4	PSHE	PSHE	PSHE
5	Citizenship	Citizenship	Citizenship
6	Literacy	Literacy	Literacy

Key Stage 4:

- PSHE
- RE
- Citizenship

This key stage is mapped out as follows:

Term	Year 10	Year 11
1	PSHE	PSHE
2	Citizenship	Citizenship
3	RE	RE
4	PSHE	PSHE
5	Citizenship	Citizenship
6	RE	RE

Section 5: How good is our co-curriculum?

Extra-Curricular Provision

As a school we offer our pupils a vibrant co-curricular programme. The following details our PE provision after school:

Activity	Boys	Girls	YR7	Yr8	Yr9	Yr10	Yr11	P16	Day
Boys Football	Monday
Basketball	Monday
Girls Football	Tuesday
Netball	Tuesday
Table Tennis	Tuesday
Basketball	Wednesday
Netball	Wednesday
Football	Wednesday
Dance	Friday
BTEC Sport coursework	Friday
Duke of Edinburgh Award	Friday

The primary phase values the positive impact of PE, sport and physical activity. The impact of the sport premium is evidenced on our website. Through our lessons we inspire the children to become active and to enjoy and achieve their best in PE and school sport. Our vision is that PE is at the heart of our school community with a clear focus on the development of physical, social and emotional wellbeing. We want all children to develop the skills and personal competencies that will lead to success on the sports field and wider lives. We strive to inspire them

to freely engage in and enjoy physical activity as part of a healthy active lifestyle and continue this when they leave school and start their adult life.

Through PE and sport we build character by:

- Building resilience – in lessons, clubs and competitions, children are encouraged to try again if they don't succeed, they know that a skill needs to be taught and practised before it can be executed well and they can support each other to do this.
- Taking part in competitions – we take part in both inter and intra school competitions. Children achieve a sense of pride in representing/competing for their school or house. Through these competitions children are able to build on the physical and mental skills they have learnt through lessons and put them into practice, for example communication, working together as a team, resilience, discipline and sportsmanship. Building an understanding that it is okay to lose and that sometimes this will happen, and dealing with this in the correct manner is also a key element.
- Building communication skills – in every aspect of sport children are encouraged to communicate, whether this be sharing ideas with the class, cheering on a team mate, consoling a losing team or player or simply communicating within a sport or game. We continually develop communication skills and, in Key Stage 2, children give constructive feedback to one another and suggest ideas for improvement which the children then follow. This is a key skill that they can use in later life, being able to give and receive constructive criticism.
- Working together as a team – this is a major part of any sport or game and the children are taught to work together, respect one another from Early Years. They understand the need to be able to work together cooperatively to be successful and by Key Stage 2 can suggest ideas for each other on what and how they can develop to become more successful.
- Building leadership skills – through team captains, children leading activities such as warm ups and cool downs, and building confidence through sporting experiences whether this be in competitions or simply in lessons. Children understand the role of a leader and what is expected from them and they can then use these skills in later life.
- Setting expectations (discipline) – through lessons, competitions and clubs children are taught to follow the rules of the sport, or the expectations of the lesson. They respect one another as well as their teacher or coach and understand how they should behave and react to one another in a sporting environment.
- Creating links with the local community – we work closely with community clubs and teams to provide opportunity to continue to build character and skills outside of school and promote an active lifestyle. We currently have links with Duston Tennis Club, Bugbrooke Badgers Rugby Club, Northampton Saints Rugby Club, Gregory Celtic Football Club, Hotshots Basketball (Northants) and Freestyle Sports.

- Providing after school sports clubs – as a school we run a variety of after school sports clubs including football, running, multi-skills, cricket and dance to promote an active lifestyle. Vulnerable and pupil premium children are offered spaces to any sports club (paid or unpaid) through the schools allocated sports funding.

We also offer our pupils an extensive Performing-Arts based co-curricular programme, as follows:

	Monday	Wednesday	Thursday	Friday
Before School	GCSE Music 8:15-8:45	Orchestra 8:15-9:00	GCSE Music 8:15-8:45	
Lunch		Choir	Recorder Group	Ukulele Group
After School	School Show 3:30-4:30		School Show 3:30-4:30	Dance Club 3:30-4:30

The Duke of Edinburgh Award

This award is offered to pupils in Year 9 and above, and provides pupils with the opportunity to discover new interests and talents. Through completing the award participants have fun, make friends, improve their self-esteem and build confidence. They gain essential life-skills and attributes for work and life such as resilience, problem-solving, team working, communication and drive along with gaining a recognised qualification which may give them the edge over others when applying for a place at college, university or a job.

Anyone can achieve the award and it is personalised to the individual via a tailored programme that suits their individual circumstances, choices and provision. Participants set their own goals, helping them to face and overcome personal challenges, improve leadership traits and develop commitment. Along with making a difference to other people’s lives and the local community the award can also have a positive influence on participants mental health and well-being, allowing them space, focus and motivation to achieve things they never thought they would.

Section 6: How well do we promote the value of volunteering and services to others?

At The Duston School we promote volunteering and services to others through the following approaches:

1: NCS

Every year we encourage our Year 11 pupils to sign up to the NCS summer program. This is a six week program which incorporates team building, challenges, event planning and an experience of independence through residential weeks. As part of this program pupils have the opportunity to run a community based charity project of their choice. Pupils are supported to work with new people, complete activities outside of their comfort zone and develop their confidence in leadership and presenting roles. We recently received the Gold Award from NCS for the significant number of Pupils that we have the sign up the NCS summer program.

2: Humanutopia

At The Duston School we invite Humanutopia in to work with pupils from Year 7-11. The first phase of the project is called 'Who Am I' and is a daylong experience, which deals with important teenage issues around personal awareness, peer pressure and conformity. It encourages pupils to reflect on their life chances, encouraging them to have high hopes and aspirations for their future. These days have been designed to help young people discover a more authentic side to who they are. The experience is designed to empower young people to develop critical life skills and take motivation and ownership of their education. We are certain that these days provide positive and memorable experiences for students and feel they complement their academic studies and support our creation of well-rounded young people.

The second stage of our work with Humanutopia is entitled 'The Heroes Journey'. Pupils are given the opportunity to apply to become mentors for younger students. An additional role that pupils can apply for is the prestigious role of 'Lead Hero'. There are two vacancies a year for this role and once they have been appointed they support in the recruitment process for heroes. The Lead Heroes have oversight of the mentoring process from the beginning. Once potential heroes have applied and are successful, they undertake training which is provided by Humanutopia. The ultimate goal is that as heroes the pupils will provide younger students with:

- An older peer to talk to and confide in
- To look up to the heroes as role models
- The tools to build their hopes, confidence, happiness, relationships and employability.

In addition to being mentors, Heroes are trained by Humanutopia to deliver sessions to younger students in tutor time. These sessions relate to Humanutopia themes and have an incredibly positive impact on heroes, developing their confidence, resilience and presentation skills as they are delivering sessions to whole classes of pupils. The Lead Heroes develop leadership, planning and coordinating skills in arranging meetings with the heroes and having oversight of both mentoring and other events the heroes might be a part of, including the tutor time sessions.

3: Work Experience – Post 16

All students complete 30 hours of work experience during their time in Sixth Form, which is directly relevant to their prospective next steps. Students are supported in finding meaningful work placements which will allow them to experience the world of work, whilst giving them a flavour for a potential career. This also gives students the opportunity to develop their independence, confidence and initiative.

Section 7: How do we ensure all our pupils benefit equally from what we offer?

We take a lot of pride in ensuring that our pupils all have access to the same opportunities as a school. This is evident in our approach to teaching to the top, which is underpinned by the use of workbooks, knowledge organisers and deliberate practice approaches such as SHAPE and STEPS. We also have a number of key areas where we can really level the playing field with our pupils, as follows:

Safeguarding

Safeguarding is of paramount importance and as such we allocate a number of trained staff to work with each cohort of pupils. For each year group at secondary phase and across the primary phase we have 3 safeguarding trained staff, led by a Deputy DSL from the school leadership team, who triage the first response to safeguarding cases. The school also employs a Designated Officer for Safeguarding and Child Protection, along with the DSL, Vice Principal, who attend all CP and CIN case meetings, review all safeguarding cases weekly and coordinate safeguarding training on a half termly basis for all staff.

The safeguarding teams work closely with the PIC and external agencies to put in place proactive support to meet the needs of all our pupils. Regular safeguarding assemblies are hosted with pupils to raise their awareness of key issues and who they can talk to. Posters are displayed around the school along with several 'Can I talk?' boxes for students to anonymously make referrals. Parental notices are sent frequently and guidance given on how to support their children.

Our safeguarding approach is externally audited every 18 months by a safeguarding expert and has been reviewed as exemplary. We work closely with the local authority's social care department to ensure that there is a coordinated approach to working with our families.

SEND

Within the primary phase, leaders, teachers and support staff have consistent high expectations of all children with SEND and our SEND students are encouraged and supported to take part in all school activities, attend review meetings and contribute to target setting and reviewing.

Every child that has a special educational need and/or disability is provided with the appropriate level of support through our Primary SENDCo working closely with parents, teachers and support staff. This covers a wide range of support and intervention, all focused directly on the holistic needs of the child.

This support may include:

- Personalised intervention providing 1:1 or/and small group targeted teaching to children who require additional support to access our curriculum.
- Nurture Groups facilitated to support the mental-health and wellbeing of students – these groups also support the development of independence, self-regulation, social skills and social interaction with others.
- SENDCo working directly with classes/small groups to teach and promote the use of a wide range of skills to support self-belief, motivation, persistence, self-control, and coping skills, which support our children in overcoming barriers, disappointments or setbacks, along with virtues like compassion, curiosity, civility and determination.

We are a fully inclusive community and the strong communication between the school SENDCo, parents and teachers enables the use of a wide range of teaching strategies with practical adaptation of resources and activities where necessary, which means that all children, including those with SEND, can access the lessons fully. Although we strive for all of our SEND students to be self-sufficient independent learners, additional support, guidance, modelling and scaffolding is provided when required by class teachers and/or support assistant/SENDCo.

We know that it is our duty to promote children's spiritual, moral, social and cultural development, and prepare them for the opportunities, responsibilities and experiences of later life and this is inclusive of our students with SEND. These are taught through all areas of our curriculum, most obviously through our comprehensive PSHE, RE and History curriculum where democracy, acceptance of self and others, the rule of law, individual liberty and mutual respect and tolerance of those with different abilities, backgrounds faiths and beliefs.

In addition to the in school holistic support for our SEND students, as a school, we have also forged excellent relationships with a number of outside agencies including:

- Children's Service
- The Police

- Educational Psychology Service - We are fortunate to have a linked Educational Psychologist who observes / meets with students, and parents if we feel there is a need.
- Counselling Services
- Specialist Support Service
- Independent Advice and Support Service

On top of these linked agencies, we also refer to and work closely with Child and Adolescent Mental Health Service (CAMHS) and Child and Adolescent Bereavement Service (CABS) which provide invaluable support to students requiring additional support and guidance.

To prepare our SEND students for the opportunities, responsibilities and experiences of later life and in particular, the next stage of their education, TDS are developing a strong transition programme. This programme includes secondary school specialists teaching Art, MFL and PE to our students from EYFS to Year 6, on a weekly basis. This cross-phase teaching allows our primary phase children to become familiar with staff, routines and subjects that they will experience in the secondary phase.

Consistent communication between primary and secondary SENDCos will also allow for early transition to start in Year 6 for our SEND students who may additional support, such as:

- Introductions to tutors and key members of staff
- Taster sessions
- Tours of the secondary site
- Additional transition days/sessions to support social, emotional and behaviour needs

Overall, our core aim is to help our children climb the 'tree of knowledge' so they can access university, higher education, employment or an apprenticeship and be the very best edit of themselves. All of our children are inspired to Dream – Believe – Achieve and this is no different for our students with SEND. We believe that we should provide our children with both the currency and character to succeed and we are working relentlessly to nurture our students to unlock and achieve their full potential.

Please also note

Our approach to pupil premium pupils can be found on our website, via the following link

<https://www.thedustonschool.org/page/?title=Pupil+Premium&pid=43>. We also have a designated EAL co-ordinator who provides targeted support to key pupils for whom EAL is an additional language.

Bursary Fund

Through eligible bursary payments and discretionary bursary we support students with the following:

- Dress code
- Text books
- Cost of transport for university open days
- Summer schools
- Transport costs
- External tutoring
- Work experience days

This supports ensures all students have access to the same opportunities throughout their time in sixth form, allowing them to broaden their horizons beyond that of their A Level curriculum studies.

Visitors To The School

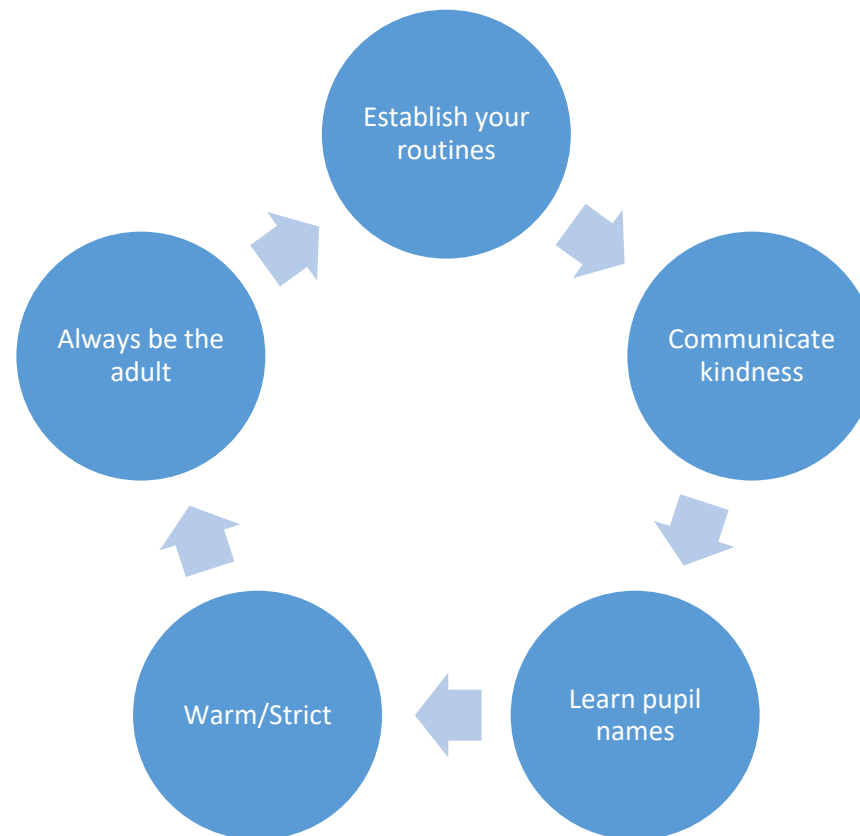
To date there have been over 1000 visitors to the school. One duo of visitors, under their company name Dragonfly, have said the following about the school:

'We realised fairly quickly that the rigid routine and the crystal-clear expectations actually seemed to produce a sense of wellbeing for staff and students alike. The whole school uniformity of approach affords a feeling of safe predictability, which levels the playing field for so many children. For those vulnerable students we had wondered about, this rigidity is proving reassuring at worst, and at best is empowering for those who would find the chaos and variation of some secondary schools taxing. This makes sense when you consider that for teens with attachment issues, streamlined, consistent approaches that help to avoid overload become even more important. The face of this uniformity isn't cold either. A group culture and a sense of belonging has been thoughtfully fostered: all students are given a laptop bag for equipment, a pencil case and a locker on the first day (disadvantaged students are also given toiletries), and every morning, students are welcomed at the doors by the senior team who shake their hands as they come in.

On the whole then, pupils are present and engaged and it hasn't happened by magic. Duston is not a small school and it does not have a catchment intake from a fairy-tale-like alternate reality. There is a carefully thought out structure in place and a lot going on behind the scenes. When you pull back the curtain and look into the classrooms, study rooms and student support rooms, there is an intricate piece of machinery at work which creates an optimal environment for learning. It's still under construction, but crucially it is not rushed. There are no missing nuts or bolts. The lack of a feeling of rushed or panicked urgency adds to the reassuring ethos of the school. Tellingly, the school improvement plan is written in the spring term each year (not, as would be the standard, in response to exam results published in August). Not only does this give staff plenty of time to digest and contribute to school priorities, it also speaks volumes about the measured pace with which things are implemented in the school, not as reactions to outcomes but as part of a larger, clear overview about what is working and what isn't.'

A Clear Approach to School Improvement

The school has a very straightforward approach to school improvement, which can be seen via SIP. The following diagram summarises ultimately our approach as a school:



Section 8: Remote Learning

With the school closures in place and all schools engaging with remote learning we do not want to lose the essence of our school values, ethos and approach. We have created the following remote learning plan and parental remote learning guide to ensure that our remote learning is in keeping with the school's approach as a whole:

The Duston School: Remote Learning Plan

Guiding Principles:

- Our core aim is to help students climb the tree of knowledge, so they can access university, higher education, employment or an apprenticeship.
- No pupil should be left behind.
- All pupils have the right to access the same powerful knowledge.
- There is an expectation that students retain what they have been taught in their long term memory (schema).
- Powerful knowledge gives students the cultural literacy they need to become active citizens in society and further their personal aspirations and ambitions.
- The school fully endorses the use of Oak National.
- The school, where applicable, will deliver the curriculum through pre-recorded lessons on Microsoft Teams.
- The school fully adheres to the DFE Guidance for the full opening of schools <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- This remote learning plan applies to both the Primary and Secondary phases of the school.
- Pupils should follow their daily timetable when working from home.
- The school will initiate a daily contact with pupils in the form of an online live assembly at the start of each day, which pupils are expected to attend when isolating, this will be followed up with a daily email via the relevant tutor/class teacher. Pastoral staff will then be available for an hour every day between two and three pm to support any pupils who are struggling.

Key Actions: September 2020

- Staff to receive a briefing session (a walkthrough presentation) and guidance document detailing how to record lessons in Microsoft Teams. Staff will need to sign to say that they have read, watched and understood this guidance. The overall protocols underpinning this will adhere to our IT acceptable use policy and Safeguarding policy.
- A pupil friendly video explaining how to use Microsoft Teams will be aired during tutor time.
- Any pupil who does not have access to the internet/IT at home should notify their tutor or Primary Phase class teacher. Tutors/primary phase teachers should share this collated list with their respective DOY and the relevant Key Stage Senior Leader/s.
- All Knowledge Organisers and Work Books are to be uploaded to Microsoft Teams.
- A letter will be issued to parents detailing what they should do to support their child if they have Covid-19 symptoms and/or are self-isolating.
- Head of Subject/Primary Phase staff are to update their remote learning plans by the 11/9, which can be accessed here: <https://www.thedustonschool.org/page/?title=Remote+Learning+2020%2D2021&pid=425&postLogin=true>

Stage 1: School Fully Operational, With Full Attendance

- **Actions:** School to run as per the normal timetabled curriculum
- **Staff Responsibilities:** All staff to assume their normal responsibilities
- **Pupil Responsibilities:** To complete all work set
- **Assessment:** All staff to follow the school and/or subject assessment cycle
- **Marking/Feedback:** All staff to adhere to the institutional whole-class feedback approach of once a fortnight

Stage 2: School Fully Operational, With Pupil Absences (including a year group/a bubble)

- **Actions:** Pupils who are absent are to be issued with work via Microsoft Teams and/or hard copy packs of work to complete at home. Each subject/Primary Phase year team will populate Microsoft Teams and the hard copy packs with clear materials to work from, clear tasks to complete and clear instructions. The use of Oak National is also promoted. A weekly plan should be issued via email and Microsoft Teams – see the exemplar below. The school will write home to all parents to explain this process, which will commence as of Monday 14th September. Parents will be responsible for notifying the school if their household has IT connectivity issues. Where applicable, and this will depend on the fluidity of the situation, pre-recorded videos (as per stage 3) may be needed.
- **Staff Responsibilities:** Heads of Department, Subject Leads and Primary Phase year teams should ensure that this is in place for Term 1 by Friday 11th September and that it is then maintained on a weekly basis. Tutors should maintain weekly contact with any absent pupil, undertaking a welfare check.
- **Pupil Responsibilities:** To complete all of the work either via Teams or the hard copy pack.
- **Assessment:** This should follow the school and/or subject assessment cycle.
- **Marking/Feedback:** Pupils will be provided with feedback in line with the whole-class feedback approach once per fortnight.

Please note: Staff should record the names of pupils not accessing the online work and share this with the respective ADOY/DOY so weekly contact can be made with parents (see the protocol stages below)

Stage 3: Tier 2 School Status Declared (announced by the DFE/NCC)

- **Actions:** The school will enter a rota system, as follows: Key Stage 5 pupils will attend their lessons only and will need to vacate the school site during their private study periods. Key Stage 4 pupils will continue to attend school full time. Key Stage 3 pupils will be placed on a rota, with Year 8 and 9 pupils working remotely from home first for 10 days and then returning to school, with Year 7 pupils remaining in school. Year 7 pupils (if applicable) will then work remotely from home for 10 days while Year 8 and 9 pupils will return to school. The Primary Phase will remain fully open and will continue to run with all year groups in school as per the most up-to-date DFE guidance. A weekly plan should be issued via email and Microsoft Teams for those pupils working remotely– see the exemplar below.
- **Remote Working Protocol:** All staff will continue to work in school. Staff will need to pre-record 20 minute long lessons (see the history examples below). These lessons should be in line with the principles of the Teaching and Learning booklet page 4, which can be accessed here: <file:///E:/Teaching%20and%20Learning%20Publication/Teaching%20and%20Learning%20booklet%202021.pdf>. There should also be a task sheet to accompany this lesson for pupils to complete. Pupils should also utilise the school’s Knowledge Organisers and work from these as well. The use of Oak National is also promoted. Heads of Subject / Primary Phase year teams should have the plans and organisational structure for this in place by Friday 11th September. Work set should adhere to the following key principles: the use of low stake quizzes, aspects of the pre-recorded video should have pause points built in where pupils can engage with tasks/activities, there should be an independent task that is modelled/scaffolded.
- **Responsibilities:** Heads of subject/Primary Phase staff should strategically divide their teams (where possible) into sub groups, so each sub group can record key lessons and produce key resources. The normal subject teacher should be available during the normal lesson time to address queries and/or concerns via Microsoft Teams and/or email. SLT line managers will work with departments to support them in their use of Oak National. Tutors should maintain weekly contact with those pupils who are out of the building to check on their welfare.
- **Assessment:** Pupils in school should continue to follow the normal school assessment cycle.
- **Marking/Feedback:** Pupils in school will continue to receive feedback in line with the normal fortnightly whole-class feedback approach. Pupils working remotely will receive whole-class feedback via Microsoft Teams.

Please note: Staff should record the names of pupils not accessing the online work and share this with the respective ADOY/DOY so weekly contact can be made with parents (see the protocol stages below)

Stage 4: School forced to enter a full closure (Key Worker / Vulnerable Pupils Only Attending)

- **Actions:** The school will enter a forced closure and only be open to vulnerable pupils and the children of Key Workers. A staff rota will be initiated to support these pupils whilst in school.
- **Responsibilities:** Heads of Subject/ Primary Phase year teams should organise their teams (where possible) into mini teams, with each mini team looking after a year group. Each mini team should look to produce pre-recorded 20 minute long lessons (see the history examples below). Departments should circulate a pre-recorded lesson for every lesson on the timetable i.e if there are 5 English lessons in a week, there should be 5 pre-recorded lessons. These lessons should be in line with the principles of the Teaching and Learning booklet page 4, which can be accessed here: <file:///E:/Teaching%20and%20Learning%20Publication/Teaching%20and%20Learning%20booklet%202021.pdf>. There should also be a task sheet to accompany this lesson for pupils to complete. Pupils should also utilise the school's Knowledge Organisers and work from these as well. The use of Oak National is also promoted. Heads of Subject / Primary Phase year teams should have the plans and organisational structure for this in place by Friday 11th September. Work set should adhere to the following key principles: the use of low stake quizzes, aspects of the pre-recorded video should have pause points built in where pupils can engage with tasks/activities, there should be an independent task that is modelled/scaffolded. Class teachers should be available to address issues and concerns via email and/or Teams within a 48 hour period. A weekly plan should be issued via email and Microsoft Teams – see the exemplar below. SLT line managers will work with departments to support them in their use of Oak National. Tutors should send a weekly email to their tutees to check on their welfare.
- **Assessment:** Pupils should engage with remote assessments in line with the school/department's own assessment cycle.
- **Marking/Feedback:** Pupils should receive fortnightly whole-class feedback via Microsoft Teams.

Please note: Staff should record the names of pupils not accessing the online work and share this with the respective ADOY/DOY so weekly contact can be made with parents (see the protocol stages below)

Exemplar Pre-Recorded Lessons: These can be found here -

https://thedustonschool123-my.sharepoint.com/:f/g/person/sstrickland_thedustonschool_org/En2siXjnk9tDnWjuRSrEGlUBu3-6NQrypix2-KNOG13JkQ

Exemplar Weekly Plan:

Year	Unit title	Content	Independent task
7	Origins of Literature Week one BQ 1: How were myths used to explain creation? BQ 2: How do the mythological stories provide a moral message for human beings?	<ul style="list-style-type: none"> Lesson one: read the big lecture notes and read the First order. Complete up to page 8 of the workbook Read Tales from Ovid and complete up to page 11 of the workbook. Complete up to page 15 of the workbook, planning your writing task before writing using the teacher model. 	Write the process of metamorphosis from Lycaon's point of view.

Follow Up Action:

- The school will communicate to parents/guardians the expectations for stages 2, 3 and 4 in a swift and timely fashion

Protocol For Pupils Not Accessing Remote Learning:

With the potential for a large number of pupils working remotely from home, as a school we have to be realistic and mindful of home circumstances. This includes some students not being able to gain access to a computer until the evening / sharing with siblings during the day. Staff should take this into consideration when setting deadlines for work, this includes same day deadlines, for example 3.00pm.

At stage 1 of the Remote Learning Policy ADOYs will email home to raise awareness if a concern has been raised in multiple subjects. Upon the student returning to school it will be the responsibility of teaching staff to follow up on any outstanding work. If no work has been completed then staff should use their professional judgement as to whether it warrants a behaviour point or not. If you a behaviour point is issued staff should still meet with the pupil to ensure that they know what work to do and follow this up with the pupil. Multiple concerns regarding the non-completion of work will be escalated, as per the chart below.

Protocol For Pupils Not Accessing Remote Learning:

Stage 1: ADOY / Primary Phase Teacher to email the parents

Stage 2: DOY / Primary Phase Teacher to email the parents

Stage 3: DOY / Primary Phase Teacher to phone home

Stage 4: Issue escalated to the SLT driving the relevant Key Stage, who will call home

Stage 5: The issue is escalated to the school's safeguarding team, who will undertake safeguarding measures in line with the school's safeguarding protocols

Expectations:

The following details the expectations that are placed on each of the key stakeholders who are involved in remote learning, as follows:

The School will set remote learning daily via Microsoft Teams and in line with any child/pupil's timetable. Pupils and parents can expect that this will adhere to the expectations as outlined by the Department for Education. Pupils will receive feedback in line with the school's feedback policy and assessments will be set, which will be in line with the schools assessment cycle.

Pupils are expected to engage fully with the remote learning that has been set. This is compulsory. Pupils should follow their daily timetable and submit all work as requested of them. Pupils should complete all work to the best of their ability and seek support from their teacher when they are unsure. Pupils should also act upon any feedback that they are given to improve their work.

Parents/Guardians are expected to support their child and ensure that they engage with the remote learning. Parents/guardians should ensure that their child is working, where possible, in an environment that is conducive to learning and with the notable absence of devices that can distract them. Parents/guardians should also support their child to submit all work expected of them and to behave in accordance with the school's expectations. Parents/guardians should notify the school immediately of any device or internet access issues.

Remote Education Provision at The Duston School: Information for Parents

This information is intended to provide clarity and transparency to pupils and parents or guardians about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

1. The remote curriculum: what is taught to pupils at home

Will my child be taught broadly the same curriculum as they would if they were in school?

Yes, all students will continue to follow The Duston School curriculum whilst working remotely. However, we will make adaptations where necessary. For example, where a class is studying a practical subject, it may be more appropriate that the curriculum sequence is altered so that students study theoretical components remotely.

2. Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect students to follow their normal school timetable whilst working remotely and advise that they keep as closely as possible to the structure of the school day.

3. Accessing remote education

How will my child access any online remote education you are providing?

We use Microsoft Teams as our remote learning platform. All students have been taught how to access materials and have separate Teams' groups for each subject area. If there are any issues with accessing the system please email: support@thedustonschool.org

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some students may not have suitable online access at home. In these cases:

- Students must make their form tutor aware of any specific issues with online access and the school will endeavour to support.
- Resource packs are available for all units of learning and are available on request.

4. Remote Teaching

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Weekly overviews for each subject so that students know exactly what to do each lesson and parents can have oversight of the learning.
- Pre-recorded lessons uploaded onto Microsoft Teams
- Workbooks and knowledge organisers saved on Microsoft Teams and made available as resource packs where required.
- Use of Oak National online lessons where appropriate.

5. Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect that pupils follow their normal school timetable when working remotely and submit work to their teachers as detailed in the weekly overviews.
- We ask that parents and guardians support their child by providing a quiet space for their learning and reminding them to follow their normal school timetable. If a pupil has any questions whilst learning from home, do please encourage them to contact their form tutor or subject teacher via Microsoft Teams or email.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- The school expects that all pupils will engage fully with the remote learning provision. Class teachers will monitor engagement through Microsoft Teams and report any concerns to the respective year team leaders.
- The Assistant Head of Year or Head of Year will contact home to make parents aware of any concerns and offer support.

How will you assess my child's work and progress?

- When students are working remotely they will receive fortnightly whole-class feedback in line with the school's normal assessment model. In addition to this teachers may also use a range of feedback including quizzes marked automatically via digital platforms.

6. Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and guardians to support those pupils in the following ways:

- Remote learning via pre-recorded lessons follows the same structure students are accustomed to in lessons with low stakes quizzes to check understanding, pause points built in where pupils can engage with tasks/activities and independent tasks that are modelled and scaffolded where appropriate.
- Workbooks and knowledge organisers utilized as part of remote learning are those which have been designed for use with your child's class.
- Clear instructions for each subject area's learning are uploaded to Teams on a weekly basis.
- Students are encouraged to contact their class teacher via Teams or email for any additional help.
- Resource packs will be made available for students where needed

7. Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Any student self-isolating should follow their school timetable whilst working remotely. Weekly plans for each subject area are uploaded onto Teams. Workbooks, knowledge organisers and any additional resources required can also be found in the 'Files' section of the appropriate Microsoft Teams channel.