

Person(s) Responsible: <b>PRINCIPAL</b>	Principal: <b>JAY LOCKWOOD</b>
Date Approved: <b>11 OCT 16</b>	
Date of Review: <b>ANNUALLY</b>	

### Vision

Logic Studio School will be an outstanding 14-19 school, meeting the demand of local families for a unique educational and business partnership **specialising in Computing Technologies and International Business**. LSS will provide a joined up approach to education; a provision which is ambitious for our students and their future. A combination of rigorous academic qualifications where the outcomes are made explicit through real-life structured work experiences, combined with a small school approach, will ensure students achieve excellence.

Our students will be:

- Leaders who are forward-looking and able to transfer their skills to the world of work
- Confident, resilient and excited about their ability to learn
- Well informed problem-solvers
- Taking a pride in the community with the highest shared aspirations

Our students will have:

- High level literacy and numeric skills;
- Business literacy
- Emotional literacy and social awareness
- Enquiring and logical thought processes

The rigorous academic curriculum will be enhanced through project based learning, and through purposeful work related learning and work experience. Our computing specialism will also ensure that learning will be supported by the latest digital technologies.

### Year 10 and 11 – GCSE

The Key Stage 4 curriculum will offer full access to the 'Progress 8' suite. Moored around this academic core there will be individual pathways enriching the learning opportunities for every student, maximising buy-in and therefore success. The importance of the core will be recognised through a distinct timetable allocation as follows: English (5 lessons of 50 minutes), Mathematics (5 lessons of 50 minutes per week), Chemistry and/or Physics (6 lessons of 50 minutes per week). Ample time will be allocated to the specialism of LSS and the 3 option choices will each have 3 lessons per week. For those following the English Baccalaureate route Spanish can be chosen alongside Geography.

Statutory requirements in terms of R.E and P.E will be met through PBL and Committee time.

**Key Stage 4 - Subject Overview**

<b>Subject</b>	<b>Qualification and Board</b>	<b>Description</b>
English	GCSE/ AQA	All students will study both GCSE English and English Literature.
Maths	GCSE/ Edexcel	All students will study GCSE Mathematics.
Science	GCSE/ Edexcel	At Key Stage 4 all students will study Chemistry and/or Physics.
Science	GCSE/ Edexcel	All students will study Computer Science.
Business	BTEC / Pearson	All students will study Business BTEC,
Humanities	GCSE/ Edexcel B	Students will have the optional study of Geography.
MFL	GCSE/ WJEC	At Key Stage 4 students will have the optional study of Spanish.
Creative Media	BTEC/ Pearson	Students will have the optional study of Creative Media BTEC,
P.E	N/A	All students will have at least one compulsory enrichment session which is focused on activity and movement.
Community Common Room	Level 1 Business Administration pre-16, N/A for post-16	A unique aspect of LSS's curriculum will be the 'CCR'. In keeping with the ethos of the school, this session will be set aside each week for students to take part in project-based learning which will benefit the local community and develop their own employability skills. Students will work together to reach out to the local communities, designing campaigns or planning and delivering fundraising events.

**Year 12 and 13 – Level 3**

All post-16 students will have a unique offer. They will each have access to personalised coaching and will complete the equivalent of twelve hours of work placements each week. Teaching will mirror that of universities, students will be expected to drive their own learning and ultimately consult with the learning coach rather than rely on them. This will be facilitated through a timetable which requires students to prepare materials in advance of their lessons in independent study sessions.

In order to achieve our vision that all students leave LSS as confident learners equipped for the workplace, we will implement innovative approaches to learning and teaching that build on the strength of the core curriculum enriched with alternative curriculum options through the CREATE framework and our business partnerships. As the school grows we will adapt and change our approach in order to respond to changing curricular demands and the expectations of business and Higher Education. Year 12 and 13 students will study on a personalised programme linked to work placements and projects within employment. The offer will include:

- Level 3 vocational qualifications, ranging from foundation diploma to diploma in Business, Creative Media and Information Technology.
- A suite of industry recognised qualifications.
- A range of academic A-Levels which can be studied in addition to the chosen specialism.

- Work experience and paid work placements with our major partners. Lessons will in part be based around real Employer-Led Project Briefs to stimulate new ways of learning.

**Consortium overview:**

Students will be able to study a range of A-levels as part of their study programmes. Logic will offer the following subjects:

- Maths (Edexcel)
- Spanish (AQA)
- Level 3 Maths in Context (Edexcel)
- Photography (Edexcel)
- Media Studies (Edexcel)

For students that wish to follow other ‘facilitating’ subjects, this can be done across the Hounslow Consortium.

**Subject overview:**

**Level 3 BTEC in Business (Pearson, QCF):**

Students that wish to study business, will study a Level 3 Foundation Diploma (1 A-Level equivalent) in business. They can additionally study for a diploma (2 A-Level equivalent) or extended diploma in Business (3 A-Level equivalent) by studying the specialisms defined below.

CORE Modules	Business CORE
Unit 1	Exploring Business
Unit 2	Developing a Marketing Campaign
Unit 3	Personal and Business Finance
Unit 27	Work Experience

Additional Modules:

Business Sports	Business Events	Accountancy
4. Managing a Sports Event	4. Managing an Event	10. Recording Financial Transactions
5. International Business of Sport	5. International Business of Event Management	11. Final accounts for Public Limited Companies
6. Principles of Sports Management	6. Principles of Event Management	13. Cost and Management Accounting
18. Pitching for Business	19. Creative Promotion	4. Managing an Event – Accountancy in action

**Level 3 BTEC in Information Technology and Computing (Pearson, QCF):**

Students that wish to study “Computing for Business” can chose to study a Level 3 extended certificate (1 A-Level equivalent) in Information Technology. This is designed to be chosen in conjunction with a Diploma in Business.

<b>CORE Modules</b>	<b>ICT</b>
Unit 1	Information Technology Systems
Unit 3	Using Social Media in Business
Unit 3	Creating Systems to Manage Information
Unit 6	Website Development

Additional Modules:

<b>Programming</b>	<b>App Development</b>
4. Programming	27. Computer Games Development
5. App Development	5. App Development
EXAMS FOR INDUSTRY	EXAMS FOR INDUSTRY
Extended Project Qualification	Extended Project Qualification

### Level 3 BTEC in Creative Media (Pearson, QCF):

Students can also specialise in “Creative Computing” and “Games Design” and study for the Foundation Diploma (equivalent of 1 A-Level) as follows:

<b>CORE modules</b>	<b>Creative Computing</b>
Unit 1	Media Representations
Unit 4	Pre-Production Portfolio
Unit 8	Responding to a Commission
Unit 12	Website Production

Students that wish to take a Diploma (equivalent of 2 A-Levels) in “Creative Computing” can study as follows:

<b>CORE modules</b>	<b>Digital Production or Games Design</b>
Unit 3	Digital Media Skills
Unit 7	Media Enterprise
Unit 8	Responding to a Commission
Unit 12/13	Digital Games production or website production

Additional modules:

<b>Digital Production</b>	<b>Digital Games Design</b>
9. App Production	9. App Production
27. Digital Photography	32. Concept Art for Computer Games
28. Image Manipulation Techniques	34. Game Engines Scripting

30. Pager layout for web based media	41. 3D Modelling
29. 2D digital graphics	42. Games Testing
26. Writing Copy	33. 3D Animation

### **Elective system – For all Year 10-11 and Year 12-13**

Students will access sports facilities and extend themselves beyond the curriculum Mon – Thurs in our elective system. Sport will be compulsory once a week, and students can choose from a range of additional courses and workshops (D of E, Coding, Language Classes) to improve the ‘whole student’.

### **Project Based Learning**

PBL will be a key feature of LSS’s curriculum delivery. In addition to interdisciplinary PBL, “PBL Celebration Weeks” will see normal timetables suspended and larger projects delivered. Each “PBL Celebration Week” will have a theme on which all subjects will be expected to base their curriculum for that week. These will revolve around the CREATE framework. In these weeks students will work with our business partners on commercial assignments developing competencies expected in the workplace. An example of a PBL celebration week is ‘Geek Week’, which is currently been developed by Gaia Technologies.

### **Employer engagement supporting the curriculum at Logic Studio School**

Our business partners are keen to support LSS, to grow new talent and to shape their future workforce. Crucially, students will spend a significant portion of their time in real work which goes far beyond work related learning or work experience offered by schools in the area.

- In Years 10 and 11, students will have an equivalent of one day of work experience per fortnight. This opportunity will be created in the first instance by our business partners, **Gaia, DHL and Tudor Park Enterprises** who will manage and support a range of **in-house** ‘workfloors’, allowing students to develop their skills in a supported training environment.
- Post-16, students will build on their various ‘workfloor’ experiences and participate in the equivalent of two days of real work each week for which they may be remunerated. As a result students will gain a real understanding of how businesses work and the skills that are required in order to succeed in this environment. This will also allow both students and our business partners to identify candidates most suited to their future training and/or apprenticeship pathways.

Gaia Technologies are setting up a ‘**Technical Repair and Innovation Workfloor**’ within LSS, where all pre-16 students will spend time learning and trying out the different computing skill areas in order to help them choose their specialism later on.

### **Personal Coaching:**

For students the personal coach is at the heart of their experience at LSS. Personal coaches will be responsible for helping their tutees to gain the knowledge and skills needed to participate fully, both in life at school, and life after school. Subject teachers will keep personal coaches abreast of each individual’s effort and attainment both formally through the reporting system and informally through regular conversations. The personal coaches’ role will vary according to the year group, but all are responsible for managing the overall development of their students. Their role will help every student to:

- make the most of their time at LSS
- develop through the delivery of the School’s PSHE syllabus
- achieve a healthy balance between academic, employment and enrichment opportunities

- set targets and organize their study time effectively
- manage university and other applications
- discuss the regular academic assessments and termly reports

Personal coaches are also expected to find time to listen and talk to students on a regular basis; this may be at work or in class, on the sports field or in lunch.

Furthermore personal coaches will assist students in linking together all aspects of life, including their work programmes, to ensure that their time at LSS is optimised and that they exceed expectations, reaching their goals. Each day there will be a PREP session where students 'Proactively - Recap, Revise and Prepare'. Students will reflect on completed work, identify any gaps in learning, save examples of their very best work in their digital portfolio and prepare for the next day's lessons.

### **Intervention - Curriculum Access and Inclusion**

It is the responsibility of all teachers to 'adapt teaching to respond to the strengths and needs of all pupils'. Our approach to the curriculum and to achievement is that all students are potentially able to master the foundations needed for successful attainment at GCSE. This means that we expect that all students will complete a broad range of GCSE qualifications. We believe that having such high expectations for all is a necessary basis for strong achievement.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. This approach seeks to educate students with SEN and EAL within the classroom alongside their peers wherever possible. We aim to make reasonable adjustments to meet the needs of all students. This may include adapting the curriculum slightly and offering some support outside of the mainstream classroom. For example in Year 10, EAL stage 2 or 3 learners will have additional EAL English support running in one of the option blocks, to reinforce the learning occurring in the mainstream English GCSE classes. However this is done on an individual basis in order to overcome barriers to learning so that the whole curriculum can be accessed. Most support at Logic Studio School will be provided through in-class deployment of Personal Coaches.

Teaching staff will also use a range of inclusive strategies to promote access to the curriculum and Learning Coaches are specifically charged to ensure that teaching is appropriately differentiated. Specific curricular provision is made for some students in the form of a literacy support group in Year 10 and 11. 1:1 maths tuition can be accessed by students with difficulties in this area. These will run as dedicated sessions during PREP time and/or during Wednesday night elective slots.

### **Students with English as an additional language**

Over 120 community languages are spoken in Hounslow. It has the second highest Indian population in Logic. 46% of the population identify themselves as of Black And Minority Ethnic heritage (JSNA 2012 – 13). The population is fluid due to both domestic and international migration. 71.3% of people living in Hounslow speak English. The other top languages spoken are 4.8% Panjabi, 4.1% Polish, 2.1% Urdu, 1.6% Gujarati, 1.3% Hindi, 1.0% Arabic, 1.0% Somali, 0.9% Nepalese, 0.9% Persian/Farsi. (Census 2011).

We are therefore planning our support at a number of levels.

1) Some additional support needed with literacy

Where additional literacy support is required we will ensure not only that subject teachers are aware

of a students' needs in this area but that additional support is able to be provided both within a classroom or small group targeted setting as appropriate. We will run additional subject specific language classes to enable students to learn the vocabulary associated with a particular course module or curriculum theme.

## 2) Students arriving into the UK with no prior English

Our general approach will be to enable all students to participate in the main timetable of the school as immersion in English is the surest way in which to learn it quickly. However, we will provide the same class based and small group support as needed, in conjunction with a Trust provision.

A student arriving at the school will be allocated a "buddy". The buddy's role will initially be to mentor the new student and ensure that they are able to locate lessons, social activities, understand school rules and expectations but may also include introductions to friends that extend outside of school also. Students will have the opportunity to take accredited courses including GCSEs in their community language. A number of students arriving directly into the school may have come to the UK as asylum seekers to escape conflict or imprisonment within their own country. The family may have experienced high levels of trauma. We will ensure that support is provided from within our pastoral system and through referral for external agency support if required.

## 3) Students with EAL and additional learning needs

We will identify any students who may have additional learning needs or a special educational need through our baseline and formative assessment process taking into account the research mentioned earlier that indicates the usual time taken to acquire English language competency. A process of assessment and support will be put into place by the school SENDCO. Business literacy and numeracy has been identified as a skill gap in the young people our business partners seek to employ. Rooting literacy and numeracy in a work based context is key to both our educational plan and once at full capacity each subject area will have a literacy coordinator. LSS will also use personal coaches to give additional support to students with weak literacy.

### **Improving outcomes for students with special educational needs (SEN) and learning difficulties and/or a disability (LDD)**

As an inclusive school we will welcome all students with additional learning needs. We will follow current government guidance and legislation (Children and Families Act 2014 Code of Practice) in relation to identification, assessment and meeting the needs of students and publish our local offer, the school SEND information report, to sit within the local authority offer.

Students with SEN will be identified on entry and an individual support plan instigated. The SENCO will ensure that all staff are aware of specific need and be responsible for monitoring the progress of students with statements. LSS will ensure that all students with SEN will have access to the full mainstream curriculum, however at times individuals may be withdrawn for short periods to work on a specific identified area of need

We will also comply with the requirements of the Equality Act 2010 with regard to students with a disability and the Hounslow Fair Access Protocol. The definition of a special educational need is outlined in the Children and Families Act 2014 and states "Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. "Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools in the area



c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

In addition to the approaches described above we will have in place a clear system of support that enables us to closely identify, monitor, review and track the progress of our students who are experiencing particular difficulties in school. In doing this we will have due regard to the definition above and follow a graduated process of identification and assessment (assess, plan, do, review outcomes) as outlined in the SEND Code of Practice (2014).

## **DIFFERENTIATION**

Logic Studio School recognises that differentiation occurs at both curriculum and classroom level. It is Logic Studio School's responsibility to create a curriculum which enables students to achieve their full potential, one which shows an understanding of their different needs and abilities/talents e.g. applied or academic. Within the classroom the needs of the individual should be reflected in work schemes and lesson plans. Differentiation permeates everything a good teacher does. All teachers therefore need a clear understanding of:

- the ways students learn; students' current and levels;
- the ways data can be used to structure learning to enable students to progress;
- specific information about individual students e.g. IEPs.
- the role and expertise of Personal coaches or other support available.

## **NUMERACY**

Logic Studio School believes that good numeracy skills are essential for students to achieve their potential and to function effectively as adults and in the world of work. Students should be able to apply their skills both inside and outside School. Numeracy, therefore, needs to be supported across the whole of the curriculum.

## **LITERACY**

Logic Studio School believes that all students need good literacy skills in order to realise their academic potential and become effective communicators in the outside world. We support a cross-curricular, multi-strategy approach to literacy teaching that is aimed to meet the needs of students of all abilities. Literacy underpins the curriculum by developing students' abilities to speak, listen, read and write for a wide variety of purposes. Literacy is supported across the whole of the curriculum.

## **PREP – “Proactively Revise, Recap and Prepare”**

### **Rationale:**

With the new GCSEs coming into force the demands are huge on our students and teachers. Not only do our students need to have a far greater breadth of knowledge but they will also have to learn the discipline of working more independently and doing work outside of taught lesson time. Putting in a prep session four times a week will give extra learning time and will embed the skills of working more independently but in a structured environment. It will also allow us to give additional time for subject specific revision at Key Stage 4 and 5. It is expected that many of the PREP tasks given will support ‘flipped learning’, allowing students to prepare for their next lesson building greater opportunities for strong progress. This extra time is what is offered at Private Schools and many of the new Academies and Free Schools.

### **Organisation**

PREP will run 4 days each week; Monday to Thursday, as per the school timetable. All years from 10-13 will take part in PREP and all teaching staff will be involved. PREP will be organised as follows:

### **Key Stage 4:**

All students in Key Stage 4 will go to their PREP groups at 16.00 p.m. and be registered by their PREP tutor. All students will have 45 minutes of supervised peaceful study and be expected to complete their PREP tasks which have been set by their subject teachers according to the published PREP timetable. PREP tutors will have access to additional literacy and numeracy tasks should the need arise. (*SLT will be responsible for organising this material*)

At KS4 it is expected that the volume of homework set, for the new GCSE specifications, will require independent work to be completed over and above the 4 x 45 minute sessions.

Students will complete their PREP in their class exercise book or on a separate sheet which will be kept in their named plastic wallet which can be used to support any flipped learning exercise.

### **Class-teachers should:**

- Ensure that PREP tasks have been carefully planned to meet the learning needs of all students in the class and set on the correct day according to the PREP timetable.
- Ensure that all students have recorded their task, in their PREP books, are clear about what they need to do and are aware of the hand in date is, or the lesson the task will support. Time must be given in the lesson for this to happen. If it is rushed at the end confusion happens.
- Ensure all students have the information, worksheet, classwork book that they need to complete the task that has been set.
- Ensure that rewards are given for excellent PREP work.
- Where students have not submitted work, or the work has lacked the expected effort, the class teacher on marking PREP, can set a ‘class teacher’ detention of 10 minutes as per the ‘Consequences Ladder’.
- If there are ongoing concerns about lack of effort, or non-completion, the student’s Prep Tutor should be made aware of the concerns and the relevant SLT member informed

**Students should:**

- Arrive promptly to their PREP Tutor bases
- Have no reason to leave the room as there has just been a break and they will be responsible for bringing everything they need to complete their PREP with them.
- Ensure they have written down their PREP in their book and have checked any queries with the class teacher before leaving the lesson
- Complete all of the work that has been set to the best of their ability
- Ensure they meet any deadlines for handing in their work
- Work peacefully and purposefully. They should not ask questions of their PREP Tutor except for brief clarification, if essential, at the beginning.

**There will be very high expectations of positive learning behaviour during PREP. Students are learning how to manage their study and grow a self-reliance.**

**A member of SLT will be available to remove students who are not behaving appropriately in PREP and will also cover classes when there is teacher absenteeism.**

**Attendance:**

PREP is a timetabled period of the day and therefore any unknown absenteeism to PREP will be treated as truancy and will result initially in Logic community service. Further episodes of truancy will be dealt with in the normal way. The pm statutory attendance mark will be generated by the PREP registers. It is imperative that accurate registers are taken at the beginning of the session.

**Key Stage 5:**

- PREP at Key Stage 5 will work slightly differently, to ensure that students are building up independent study habits to facilitate a smooth transition to Further Education. PREP will run on Mon-Thursday and all students will have to attend at least 2 PREP sessions.

**EQUAL OPPORTUNITIES**

All work carried out in the school seeks to comply fully Logic Studio School's Equal Opportunities Policy, in particular:

- That all students should have equal access to learning opportunities, activities, resources and experiences regardless of race, language, religion, culture, disability, gender, sexual orientation or class.
- That resources, activities, opportunities and experiences should reflect all the above, avoid stereotyping of any group and as much as possible.

**POLICY REVIEW**

This policy will be reviewed annually as part of Logic Studio School Review process.