



# Pedagogy

*The method and practice of teaching, especially as an academic subject.*

# Contents

Overview	5
<b>Subjects</b>	<b>6</b>
Math	6
English Grammar and Usage	6
Literature and Creative Writing	6
Word Building	7
Science	7
Social Studies	7
Languages	7
Biblical Studies	8
Thematic Unit Studies	8
Drama	9
PSHE & Citizenship	9
Art	9
Physical Education (P.E)	10
Music	10
<b>Underlying Learning Principles</b>	<b>12</b>
<b>Curriculum Characteristics</b>	<b>13</b>
Progress Motivated	13
Mastery Learning and Bloom's Taxonomy	13
Individualised	13
Programmed Learning	14
Bloom's Taxonomy of Higher Order Thinking Skills	14
Development of Critical Thinking Skills	15
Character Development	15

Scriptural Foundation	15
<b>How Knowledge and Skills are Imparted</b>	<b>16</b>
Setting up each child for success	16
PACEs	16
Speech and Language	17
Oral Reports	17
Book Reports	17
Lessons	17
Informal Discussions	17
Assemblies	17
<b>SEND Provision</b>	<b>18</b>
<b>Assessment</b>	<b>19</b>
Individual learning outcomes in PACE work	19
Assessments in Lessons	20
<b>ICCE</b>	<b>21</b>
ICCE Basic Certificate	21
ICCE Foundation Certificate	21
ICCE General Certificate	21
ICCE Intermediate Certificate	22
ICCE Advanced Certificate	22
ICCE Advanced Higher Certificate	22
Advanced Higher Certificate with Honours	22
ICCE Dual Certificate	22
<b>Motivating students</b>	<b>23</b>
Attainment Incentives	23
Celebrating Success	23
Displays	24
House Groups	24

<b>Students' Personal Development</b>	<b>25</b>
Self-understanding	25
Decision-making	25
Spiritual understanding	25
Moral understanding and responsibility for own behaviour	25
Contributing to others, the school and the community	25
Respecting diversity and cultural understanding	26
Staying safe and keeping healthy	26
Work Study and Time Management Skills	26
<b>Interaction &amp; Mentoring</b>	<b>27</b>

# Overview

At Phoenix Academy we aim to provide all students with an individualised and holistic education, with high standards of expectation taught throughout our curriculum. To do this, subjects are taught both individually to students as well as in a group or class context in Thematic (Unit Studies) or stand-alone subject lessons.

Daily, all students work in individualised workbooks or “PACEs” in Math, English, Grammar & Literature, Science, Social Studies, Word Building, and Biblical Studies, using Accelerated Christian Education (ACE). This is a *Progressive Motivated individualised Programme of Learning*, which enables students with their essential learning needs. It integrates Biblical principles, character values, and concepts into all areas of learning.

Further academic options, stand-alone educational software and learning-to-read programmes are included to provide a complete curriculum from Reception age to Y13. Our curriculum is mostly delivered in the form of self-study workbooks called PACEs (Packets of Accelerated Christian Education).

The workbooks vary according to subject, but aim to provide a context, historical, biblical, and applied, to the matter to be studied. Each workbook states the learning objectives and provides explanations of the specific vocabulary. Together they create a whole and interlinked curriculum. The teaching Supervisors know each student’s work across the whole spread of the subjects studied.

# Subjects

## Math

A large portion of our math curriculum is taught in the student's PACE work time. From initial maths concepts to algebra and differential calculus, the student learns how to approach mathematical problems in a well-grounded, step-by-step manner. Students are encouraged to recognise God as the Creator of order and absolutes. The teaching Supervisor adds in the extra activities of practical maths and mental arithmetic, together with software drills.

In their Thematic Unit Studies students will review practical math concepts at times.

Junior students have weekly practical math sessions.

## English Grammar and Usage

Our English language curriculum, which teaches grammar with analytic and linguistic skills, helps the student to read widely and write well across a range of genres, as it develops the student's understanding and use of the English language. The youngest children are prepared carefully for reading and writing and learn to read and write in a six-month intensive phonics course, called ABC's with Ace and Christi. The social studies and science workbooks then form the basic 'readers' as the younger children read two sections a day to the phonics trained Supervisor. The Supervisor adds in further daily reading. From the beginning speaking is developed and corrected in the activities.

Extended writing is introduced by the teaching Supervisor from Level 1. Children from Y1 to Y13 learn to read fast and accurately and with comprehension through a called Readmaster. Most students also complete Literature workbooks.

On top of this, students could apply this area knowledge in another context in their Thematic Unit Studies, Drama and Literature Lessons.

As part of the Thematic Unit Studies, all students are required to learn an on-topic poem and be able to recite at the end of the term.

## Literature and Creative Writing

From A.C.E. Level 1 to Level 6 (Year 1 to Year 7) Literature and Creative Writing workbooks take students through the foundational concepts of reading, understanding, and enjoying a wide range of literature and beginning their own creative writing. The teacher uses parallel reading schemes and reading lists. Older students also read Christian books, supported by study guides. The student is taught to read English Literature in extra activities in which novels, drama and poetry are read and discussed. In the final two years students may choose to study British or American literature further.

Junior students follow a reading programme and have books sent home with them to read with their parents and/or care givers. These are given out at the student's individual level of reading.

Junior & intermediate have a class "word of the week". Students learn the spelling and meaning of the given word and are encouraged to try and use it throughout their day. This expands their vocabulary and helps to ensure they have a full and practical grasp of new words.

As a school, we attend our local Library on a weekly or bi-weekly basis, allowing the students to borrow books of their own interest. Supervisors help ensure students are picking books that are challenging and appropriate to their age.

Our school library has books available and aimed at all ages and abilities. Junior and intermediate students have dedicated time in their week to enjoy this learning space.

Senior students also have dedicated Literature lessons on a rotating timetable. Here they focus on the writings of early and modern authors and playwrights such as William Shakespeare.

In their Drama lessons, junior & intermediate students learn the basic skills of how to annotate and analyse pieces of poetry. Giving them the opportunity to take what they learn and create their own pieces that they will perform.

## **Word Building**

Word Building aims to increase the student's vocabulary and to reinforce their confidence and capability in spelling. Taught in their PACE work time, it systematically teaches etymology at the same time and this, with the English workbooks, builds understanding of how language works. The supervisor adds in software drills during each PACE where applicable and needed.

## **Science**

The A.C.E. Science PACEs help the student build a solid foundation of knowledge and understanding across the main areas of science. Children learn the knowledge and principles of biology, chemistry, and physics. Practical science take place in the activities and run alongside the workbooks to provide opportunities to carry out experiments and build lab skills. Students in the final four levels have this work supported by DVDs of more complex laboratory sessions and have opportunities to submit externally assessed projects. Science is embedded in the point of view that the world was made by God and is accountable to him. Students also cover topics such as evolution & the Big Bang theory.

On a termly basis as a school, we have "Science weeks" where students study and conduct experiments around a certain area of scientific learning. E.g., Space, State of Matter etc. Lessons are divided up age appropriately.

Practical Science experiments may also take place during Thematic Unit studies where it is applicable to the topic at hand. Additionally, students will learn elements of the evolution and big bang theories where it's applicable to the topic, comparing and evaluating the theories with creationism.

Throughout our entire curriculum we aim for our student's 'Science Capital' to be filled up as much as possible. Following studies by University College London and other Scientific organisations, we aim for all our students to be exposed to and participate in science related activities across all areas of scientific study. Encouraging all our students from the very youngest through to our ICCE graduate level students, to see themselves as scientist and more than capable of pursuing any area of the subject they want to.

## **Social Studies**

Students learn a wide variety of History and Geography from across the world. This is taught in their Social Studies PACEs and in their group lessons.

Social Studies PACEs build knowledge and understanding of history and geography from the perspective of God as the Creator and controller of the universe. The PACEs develop comprehension skills and the ability to reason through a variety of activities.

In their Unit Study lessons students continue learn about the History and Geography of the UK, as well as other countries. Learning how the timelines of the different nations coexist and interact with each other. Students explore the importance of Source Work and learning about a subject from different perspectives. The lessons give students opportunities for further discussion and debate.

At times Social Studies learning will also take place in Senior Rotating Subjects. Whether it be in Art, Literacy or Drama students will have many chances to learn in a cross curricular manner.

## **Languages**

Students from the whole school learn a language via online sessions twice a week. This is facilitated by independent work using DuoLingo. While students work at their own pace as they go through the course, students work next to others during this time, enabling them to practice their verbal language skills with each other.

All students start with learning Spanish. However, when a student has completed the course, they are then able to choose another language of their own choice and pursue it, via the same online sessions. Staff encourage, where applicable students to do the same language as another person so they able to continue to practice their verbal language skills too.

Students work and record of achievement in the online language sessions is recorded digitally inside of the student's personal login details.

## **Biblical Studies**

The chronology, history, setting, and content of the Bible are examined in Biblical Studies in such a way that the student's comprehension is increased over the period of their schooling. Students study the Old and New Testaments, preparing them for life as they cover topics such as work ethic, finances, morality, happiness, commitment, temptation, education, wisdom, marriage, decision making, conflict management and building strong relationships.

This is predominantly taught via the students PACEs but is also covered in assemblies.

## **Thematic Unit Studies**

All students take Thematic Units of Study. Each term of the year as a school we study one 'Topic' or 'unit of study'. E.g., Oceans, World War 2, Benin. Lessons are divided up and delivered age appropriately. This topic is taught and looked at for a whole term. Each lesson will include elements from different subject areas e.g., PSHE and History. Topics are drawn out and chosen from the PACEs, current or world events, and the student's personal interests. Evolution & The Big Bang Theories are looked at during Thematic Unit study lessons where it is applicable to the topic at hand.

Students complete several lessons a week, depending on their age and are given opportunities to recall and apply their PACE knowledge to other areas and styles of learning.

Trips are taken regularly around the given topic to help bring the learning alive.



## **Drama**

Students take drama lessons on a rotating timetable. In them they are taught different elements of the subject, including monologues and one act plays. They also learn about character building, and stage directions. At times all students also create films with the help of outside businesses. Senior students learn to story board and think about how to direct a short film.

Furthermore, students often take cross circular elements from subjects like English and perform pieces that they have written or have learnt- for example poetry pieces.

These lessons help build the students' confidence in themselves and gives them the opportunity to practice public speaking and performance, because of this, Drama lessons include lots of confidence building based activities.

## **PSHE, Citizenship & Careers**

PSHE and Citizenship elements are taught through the student's PACEs. On top of this we ensure the students have opportunities to discuss parts of both subjects in our school assemblies.

During the students' Unit study lessons, PSHE and Citizenship are interwoven in the thematic lessons and are covered at an age-appropriate level of understanding.

First Aid workshops take place for both Senior and Junior level students yearly from outside sources. As well as lessons taught at times by our staff.

Senior students also have weekly PSHE workshops where they deep dive into a particular area for a course of time. These subjects range from culture, politics, being an entrepreneur, money, British Values, speech and debates.

Each academic year, two weeks are taken out of the students' Thematic Unit Study and senior rotating subject time-tabled lessons for 2 "RSE Weeks". This adds up to 6 full lessons in each academic year for students to focus on elements of Relationship & Sexual Education, that may not link to the Unit of Studies that year. These lessons are delivered at age-appropriate levels.

Senior students have one to one mentorship for careers advice and help with monitoring their progress to achieve their expected ICCE qualification. Students in year 10 and 11 are expected to gain knowledge and support in the following areas:

- Writing a personal statement and Curriculum Vitae
- Interview experience
- Gaining an understanding of apprenticeships, the world of work and other routes into employment
- Attending career workshops / skills days
- Visiting local colleges / open days
- Help with applying for college courses
- Gaining work experience
- Planning their career path

## **Art & Design**

Students across all ages participate in Art & Design lessons and activities. These sessions give students opportunities to have a creative output. Using a range of different tools and techniques students create different pieces of art and design throughout their schooling experience.

Senior students have dedicated art lessons on a rotating timetable. Here they look at famous artwork and artists. At times these lessons will also link to the Thematic Unit Study's topic.

Senior students also have the option to take art as an elective for their ICCE certification. Working independently, instructions and knowledge are delivered via PACEs. Focusing on crucial and fundamental techniques they progress through their work.

Junior & Intermediate students have opportunities to create pieces of art and design throughout their Thematic Unit Study lessons. This may take the form of replicating famous pieces of art relating to their topic or making models of something they are learning about e.g., Castles.

At times our termly Science Weeks will also incorporate elements of art and design.

In our main hall we have a "Creation Station" where students have access to drawing and building tools, which they can use during their break times. Here there may also be art and design opportunities they can pursue that are related to the day's assembly or to the term's Thematic Unit Study's topic.

In the words of Pablo Picasso "Every child is an artist" and as a school we encourage all students to create and develop their skills at every level.

## **Physical Education (P.E)**

All students from Reception to Year 13 take part in weekly P.E lessons. Going to our local and world class Sport centres students learn a variety of different sports, including track and field and teams' games such as basketball.

Our aim for P.E is to teach the students to enjoy physical exercise and gain new abilities doing so. In lessons each student is expected to progress at their own pace and ability.

Students have a 2-hour lesson each week broken into 2 sections. One where a specific skill is taught or reviewed and in the other those skills are used in a game or activity.

At the end of each academic year students take part in our annual Sports Day. This often includes competing against other London schools.

During break times students have access to a variety of equipment to play with at their choosing. This includes Badminton- a game they learn how to play during their lessons.

## **Music**

Students have opportunities to take part and learn about music in numerous ways.

During Thematic Unit Study lessons all students learn about music and songs relating to the given topic of the term. For example, when studying the second world war students will hear and review music listened from that period such as "We'll meet again" by Vera Lynn. Where applicable students will also learn to sing different songs around the given topic.

On top of this, in Thematic Unit Study lessons students learn about different musical instruments.

All students have access to the weekly after school Music Club where they can learn to play the Ukulele or Recorder.

At times in assemblies' students have an opportunity to sing as a group. Here they learn to sing songs from different musical traditions and genres, on top on singing modern and traditional Christian worship songs.

During their weekly 'Library Time' Junior & Intermediate students learn to sing different songs. Again, these are from songs from different musical traditions and genres, on top of singing modern and traditional Christian worship songs.

A minimum of one school event per academic year is dedicated to singing and enjoying music together as a school community, for example, as a performance piece during our annual awards ceremony.

Additionally, often during break times music of different genres is played in the school hall, this is to expose the children to a variety of musical compositions and styles.

At the senior level, students have the option to pick the Music PACE as part of the ICCE certificate. In these they learn about music theory and concepts. Additionally, 'music grades' can be used as a credit towards their ICCE certification.

# Underlying Learning Principles

## **Our school is built on the five principles of learning:**

1. The student is placed at a level of work where they can best perform.
2. The student sets reasonable and appropriate goals to be achieved over a period of time.
3. The student receives motivation through encouragement and support and through celebration of success and good feedback. The student achieves control through guidance and discipline to assimilate, use and experience the educational material.
4. The student's learning must be measured.
5. The student's learning must be rewarded.

# Curriculum Characteristics

## The curriculum is:

### Progress Motivated

In the UK, students usually progress through school based on chronological age. In A.C.E., promotion to the next level is gained by passing the assessment. Progression by achievement produces a desire in the student to perform well and is called 'Progress Motivation'.

A Check-up is taken three times within each PACE, along with a Self-Test at the end, with a pass mark of 80% (in some situations, 90%), before taking the PACE Test, also with a pass mark of 80% (in some situations, 90%). A student must master the material before progressing to the next section or unit. This is called "Mastery Learning", an instructional strategy which gives the children security and leads to success in an efficient manner.

In their rotating lessons (e.g., Drama, Literature) as well as their Thematic Unit of studies students are assessed. With verbal quizzes or personal evaluations happening each lesson. At the end of each unit Senior Students also complete an end of term test for the unit they are studying.

### Mastery Learning and Bloom's Taxonomy

Mastery Learning and Bloom's Taxonomy of Higher Order Thinking Skills, together with Keller's self-paced learning, the Personalized System of Instruction (PSI) underpin these principles. Students are provided with workbooks, which allows them to work independently. Each section and unit is tested, and the test has to be passed before progressing to the next. This is the same principle used in most online courses.

### Individualised

ACE is geared to meet the learning needs of individual students. A student does not necessarily start the course at the level that their chronological age indicates. Instead, the performance level is determined by the student's ability to pass a series of diagnostic tests in Maths, English, and comprehension. The tests begin with simple concepts and continue through more advanced abstract thinking to determine skill and concept mastery. They demonstrate which material the student has previously studied and understood and where there are gaps. These diagnostic tests assist the Supervisor to determine the student's academic level in each subject.

Once this is known, a prescription, or individually tailor-made programme, is created for each student that meets and challenges them at their performance level. In this way high achieving students are not held back, and all students can begin to learn at a place appropriate to their needs.

This initial diagnostic testing detects any "learning gaps" which students need to fill before they progress. Appropriate gap PACEs are prescribed to strengthen specific weaknesses. After completing the gap PACEs, the student progresses at their performance level. Initial testing is backed up by subsequent diagnostic testing a few weeks later, once the student is settled and has adjusted to the work, to ensure the level is correct.

In their rotating lessons or Thematic Unit of studies students are given work and have expectations put on them according to their personal ability. Subject teachers talk to the students' supervisors regularly to

attain the best practice for each child. Staff ensure that they adjust their lesson plans and differentiation where applicable for different students.

## **Programmed Learning**

Programmed learning has proved to be one of the most effective ways of mastering key concepts and is used extensively by the Armed Forces, industry, and commerce in training programmes.

PACE's use a technique of programmed learning called linear programming. This means that a base level of ability is determined, and children proceed through the programmed PACEs at a rate agreed with their supervisors. Motivation is maintained by the setting of short and long-term goals. As the key concept in programmed learning is mastery of concepts, regular testing ensures that each student masters the subject matter before moving on. Such mastery is the foundation upon which all future learning is built.

- The aims of the course are stated in terms which are objective and can be measured.
- A diagnostic test is given
- A post-test is provided.
- The learning materials have been subject to developmental testing.
- They are constructed systematically.
- The material is broken down into steps.
- The learner must respond to information by completing activities.
- The knowledge is tested, and the results given to the learner.
- The materials are self-paced or presented in a manner which suits the learner.

## **Bloom's Taxonomy of Higher Order Thinking Skills**

Bloom's Taxonomy provides orders of learning: knowledge, comprehension, application, analysis, synthesis, evaluation and creativity or originality. The curriculum ensures gradual mastery of these skills. The children are first given knowledge and enabled to develop concepts. From the beginning they learn to problem solve and apply this knowledge. This is both using the PACEs and the practical activities provided by the teacher. For the youngest children, many activities are suggested by the manuals used in Years YN and YR. The focus is on vocabulary and knowing.

Children aged 7 - 11 continue to learn to know, to understand and to apply. Through complementary activities, their ability to transfer knowledge from one area to another is strengthened and their general knowledge is extended to give them a matrix from which to take the next steps. The focus is on knowledge.

Children aged 11 - 13 begin to develop their conceptual understanding further and deal in abstracts. They begin to analyse in for example, diagramming sentences. The focus is on understanding.

Children aged 14 - 16 add to the skills they have begun to obtain as they begin to overtly synthesise knowledge and to develop the ability to write essays in response to a question. They also learn to critique and evaluate their own and others' work, in for example, Oral Reports, where they would learn to offer constructive criticism to one another kindly.

Students aged 15+ learn to think with originality. They begin to apply their knowledge creatively- this can be done during their lessons or shown in the monthly assembly "student take over". They also begin to develop wisdom, as they learn to work out biblical principles in their lives.

## **Development of Critical Thinking Skills**

Our programme aids the student to develop their capacity for critical thinking throughout their time at school, partly through the PACEs and partly through their lessons. The students are encouraged to think creatively and independently, and the programme is designed to progress students through all six phases in the development of critical thinking skills: knowledge, comprehension, application, analysis, synthesis, and evaluation. In many schemes, creativity is now seen as the highest aim. In our school, wisdom is seen as the highest aim, and originality and creativity are its by product.

## **Character Development**

The promotion of integrity and Christ-like character is achieved by integrating character-building principles into academics in a systematic way throughout the entire curriculum through stories, role modelling and examples given in the material of each PACE.

Our curriculum helps our students to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others. This is found in all areas from individual work in PACEs, to Thematic Unit Study lessons.

The curriculum presents ninety Character Traits of Jesus Christ such as kindness, faithfulness, prudence, appreciation, and honesty.

This is aided by daily activities in assemblies, spontaneous class discussions and in their lessons.

## **Scriptural Foundation**

The curriculum conveys biblical values and concepts foundational to meaningful interpersonal relationships and productive learning. Students study biblical principles and memorise verses from the Bible in every PACE, as well as studying the Bible in Bible Reading, or Biblical Studies. Students also study the Bible with a variety of activities to aid knowledge and understanding. All students learn a Bible passage every month. This aids the development of the student's memory muscles which undoubtedly helps them to be able to recall information from other subject areas such as Math and English.

# How Knowledge and Skills are Imparted

## Setting up each child for success

To set the children up for success the initial process of A.C.E. diagnostic testing ascertains each child's natural starting point.

## PACEs

The PACEs, as explained above, are sophisticated units of programmed learning, including mastery learning, individualisation, Bloom's taxonomy, and biblical character training. They start with setting out the learning objectives and giving the specific vocabulary required in the PACE. They give sections of information, followed by activities that the students complete on their own, under the guidance of a Supervisor. Concepts in the units are repeated several times and they are 'drip fed' to the student over a period.

Each PACE has three Check-ups, (small quizzes set at each third of the PACE), which are used by the student to check their progress and learning. The student may not look back at the information before completing this. These Check-ups help to consolidate what the student has learned so far in each section. The student is not allowed to progress to the next section until they have passed the check up at 80% (sometimes 90%). Teaching Supervisors check for understanding by oral quizzes alongside.

At the end of the PACE is a Self-Test, (another quiz), which again the student completes without looking back and uses to check their progress and learning. Any wrong answers in the Self-Test need to be corrected and the page number on which the information occurs written next to the question. This test demonstrates what the student has learned in the whole PACE. Again, the Teaching Supervisor quizzes the student to check learning and understanding before and sometimes after completing this. The student must gain 90% on the Self-Test to qualify to take the Test. The PACE is handed in to the Supervisor and the PACE Test is taken on the following day. The PACE Test is not taken on the same day the student passed the Self-Test. PACE Tests are taken the day after the Self-Test has been successfully completed and handed in.

The PACE test is 'unseen', it is taken under examination conditions without access to the PACE material or other open books. These tests serve as the Supervisor's measure of the student's level of learning. A student must attain a score of at least 80% to move onto their next PACE.

Each subject consists of 12 PACEs per level. An able student will complete one Level per year, plus additional courses. These students can move on without waiting for the rest of the cohort. The average student will complete the same core work but more slowly and without so many additional courses. A student with special educational needs will often need to progress more slowly still, but they still master each step before progressing to the next. They may not achieve the same level as the able or average student, but what they have covered will be solidly known.

Students work on PACEs daily in each subject. A student generally completes between 60 and 72 PACEs, in one academic year depending on the student's ability. Students completing 72 PACEs will complete one level a year, or nearly one level a year and extra courses. There is space and flexibility within the curriculum for this to happen. Students of average ability will complete fewer PACEs and will not complete a whole Level of work every year. Some of the Junior students who struggle with their work are asked to complete 6 instead of 7 subjects, typically omitting Bible reading. This ensures that their maths, English, science and social studies and spelling are up to standard as they enter the senior school.



Once they start on the ICCE qualification, this approach will not help and at that level they complete everything, but more slowly.

## **Speech and Language**

An emphasis on public speaking is woven into the curriculum. This enables the students to build confidence, retain knowledge and develop their communication skills. There is a specific course for seniors on Speech. All students are required to give two termly Oral Reports. Regularly there is a “student take-over” of assembly where several students will present something of their choice to the rest of the school or their class.

## **Oral Reports**

Students give a prepared 5–10-minute talk on an assigned topic to their Learning Centre or a smaller group. This is critiqued and rewarded with merits. Oral Reports help train students to be effective speakers. The younger the student speaker is, the more the school encourages help from parents. Ideas for oral reports include: my favourite book, music, holiday, activity etc. or a topic from science or social studies. All students take part once they have completed the Learning to Read programme, usually beginning with ‘Show and Tell’. Older students are encouraged to accompany their Oral Reports with PowerPoints and the more able will be challenged to complete 20-minute reports.

## **Book Reports**

Students are encouraged to read books at home and write Book Reports. The Reports include the students’ thoughts on the presentation, the type of book, the plot, the theme, and their personal response. This is critiqued and rewarded with merits.

## **Lessons**

As mentioned above students also take weekly lessons. These may be in their rotating subjects or in the Thematic Units of study. In these classes students learn in a variety of different ways including but not limited to group projects, reading comprehension, visual media, and source work. Students go over content covered in their PACEs as well as other areas of learning such as Food Technology.

## **Informal discussions**

We believe learning can take place at any point of the school day. Staff regularly have informal discussions with students, that are student led, around various topics. This could be surrounding what the student is doing in their PACEs and has further questions on it or around current world events. Senior students particularly are encouraged to ask questions about and discuss local and world events.

## **Assemblies**

Three times a week we conduct whole school assemblies. These are headed by different staff members and are invaluable learning opportunities to teach the student body as whole. In each assembly different areas of learning may be covered. British Values and national holidays (e.g., St. George’s day, Guy Fawkes Night) can be highlighted and discussed with pupils. Elements of PSHE and Citizenship are put forward too. Staff encourage students to ask questions and where possible allow senior students to answer the younger students, enabling them to “own” and impart their knowledge in their own words.

# SEND Provision

We aim to give all children the support they need to accomplish things to the fullness of their ability, this includes with students with Special Educational Needs and Disabilities (SEND). We work alongside parents to ensure that students with SEND are given any extra tools or plans needed to overcome any barriers to learning.

On admission students are given an A.C.E. diagnostic testing to ascertain each child's natural starting point.

The students' PACE work time ensures that students with SEND can consistently progress at their own personal rate and ability. For ICCE age students, a BASIC ICCE Certificate is available for them to achieve. (See page 19 for more details.)

During group work lessons, teachers ensure that students with SEND are given appropriate written work to the student's ability too. As well as this in group work lessons, extra provision may be given where appropriate to the student's need. For example, worksheets may be read out loud to students with dyslexia, so they are able to process the information comfortably.

Student's Supervisors regularly talk to other teachers to ensure relevant and ongoing differentiation needed in class can be updated and implemented as soon as possible.

Students with SEND are fully integrated into school life.

Please see our SEND policy for more information.

# Assessment

The emphasis in work is upon achievement according to ability. The students are responsible for scoring their own PACE work accurately using score keys. They learn to identify their own errors and correct their mistakes. However, safeguards and checks are in place to ensure that Teaching Supervisors regularly check this scored work.

Each student receives a star for every successfully completed test. A gold star indicates that the student achieved 100% in the PACE test. On average a PACE test is taken every three weeks. Students can also check their own progress by way of the coloured stars they receive after passing a PACE Test. These are put on their Student Progress Chart ('Star Chart'). This is a motivational tool that encourages student progress throughout the whole school year.

We provide the student with a list of the PACEs they are expected to complete each year, which they can cross off as they complete them. Senior students working towards their ICCE also have 1-1 meetings with the Deputy Head to discuss their progress.

Supervisors check their students' progress regularly, both daily, through checking that the daily goals have been completed properly, and every time they write a PACE result onto the Supervisor Progress Card. This card has the year's expected PACEs and keeps track of PACEs issued and completed and the scores. It is designed so that a supervisor may see briefly what proportion of the year's required PACEs have been completed and may easily see the range of scores the student has been achieving. This enables the Supervisor to plan whether any interventions are required, at frequent intervals.

Supervisors report to parents/guardians either termly or twice a year at designated meetings. Completed PACE amount and average PACE scores are reported back.

Termly students are given personal projections for their PACE work. This includes the amount of PACEs each student is expected to complete in half-term as well as any other projects such as book reports. Those who make their projections by the end of the term are awarded via an Honor Roll trip (see 'Motivation' section for more details).

At the end of each Academic year students take part in an 'End of Year Test'. This tests the students on an individual and long-term basis. Each student has a bespoke test created for them based on the key concepts they have covered in their Math and English PACEs. The results of which allow staff to see how much a student has retained over the academic year. When the student returns, the following the Summer Holiday, they are then given worksheets or activities to complete to review any learning gaps they may have. These are done before the student goes on to their next set of PACEs.

## **Individual learning outcomes in PACE work are evaluated using:**

### **Goal Setting**

Students are required to set daily goals in each subject and to complete for homework anything not completed during the day (within reasonable limits). Supervisors check whether the goals have been completed daily, using Goal Check Reports (GCRs). These are forms used for each student to list the following:

- Attendance
- Goals Achieved
- Homework completed

- Demerits given
- Privileges achieved
- Any other relevant information

## **Supervising Progress**

We use Supervisor Progress Cards (SPCs) to track each student's progress. These are used by Supervisors to:

- Compile student academic results by recording PACE Test scores
- Set academic projections for the school year

Ensure academic balance by having all PACEs on approximately the same number, with Word Building slightly ahead so that students are putting equal effort into each subject. Any change in students' attainment levels over time can be clearly seen using their SPC. These can be compared nationally against other ACE schools and national averages.

## **Evaluation**

1. Self-Evaluation: 'Check-ups', 'Self-Tests' and 'PACE Tests' equip students to evaluate their work and improve their own performance.
2. Supervisor evaluation: Being quizzed orally by the Supervisor at each Check-up and Self-Test to check for understanding, while reinforcing the student's understanding and learning, also enables them to see what they must re-study. Entering the PACE score on the SPC after each PACE Test also enables the Supervisor to assess the progress of the child against the target set for them for the year.
3. National Evaluation: This school uses GL assessments.
4. External Evaluation: Benchmarking and Accreditation.
5. ICCE was evaluated by UKNARIC in 2012. The Report states that ICCE General is comparable to GCSE and ICCE Advanced is comparable to A Level.
6. The ICCE Dual Certificates include a Lighthouse Christian Academy Diploma which is accredited in the country of origin.

## **Assessments in Lessons**

During lessons, students are informally assessed at both the beginning and end of each lesson.

At the start of a lesson: this is to attain the student's current understanding or recall of what the previous lesson may have been or what they can recall from their PACEs. At this point the teachers may adjust their lesson plan to make sure the students have a good foundation of understanding before they proceed. Alternatively, they are to ensure that the following lesson fills in the gaps some students may have.

At the end of a lesson: staff test the students' understanding of what they have been taught. They may be done for example via a game or verbal quiz, or a class mind map.

During the class there are opportunities for mini assessments also.

Additionally, at the end of each term students complete an end of term test in their Thematic Unit of studies. This is a closed book test and is done under exam conditions for senior students. For junior & intermediate students this may also be conducted as a "quiz" where they compete in their house teams.

# ICCE

Senior students have their work validated by the (ICCE), which exists to provide Christian qualifications at a high standard for students studying International Certificate of Christian Education on the A.C.E. programme throughout the world.

ICCE is a qualification used by Senior students on the A.C.E. programme across four continents. It gives recognition to the last five levels of work completed by students using the A.C.E. curriculum.

ICCE graduates have been able to gain entrance to colleges and universities around the world where they have been able to succeed. Many have come in the top 5% (on the Dean's List), or in the top 3 of their courses. Most have achieved 2.1 and Firsts, many have won awards, prizes and scholarships. Many have gone on to postgraduate work where a surprising number receive firsts or distinctions.

ICCE provides an excellent standard of education that successfully equips students for higher education and the workplace, while helping to develop a Christian faith that is grounded in a confident, reasoned understanding of the teaching of the Bible as the Word of God.

ICCE provides graduating students with an internationally accepted qualification that enables them to gain entrance to universities and colleges around the world and to find their place in the world of work according to their interests, aptitudes, and achievements. There are six certificates, Basic (any 4 Levels), Foundation (Level 8), General, Academic or Vocational (Levels 8 and 9), Intermediate (Level 10), Advanced (Level 11/12), Advanced Higher/with Honours (Level 12).

Students earn credits for each unit of work – 0.5 for a unit of 6 PACEs, 1 credit for a unit of 10 or 12 PACEs. Each certificate requires a certain number of credits. Students may also opt for Dual Certification by completing the Lighthouse Christian Academy (LCA) Diploma alongside the ICCE Certificate. The ICCE Advanced Certificate may be used with the LCA College Preparatory Diploma. The ICCE Advanced Higher Certificate may be used with the LCA Honours Diploma.

## **ICCE Basic Certificate**

This course is only for pupils with special educational needs or disabilities. It covers any four levels of the core curriculum including English, mathematics, science, social studies, and where possible, information technology and Bible study. It is a record of all the work achieved by the student, regardless of level.

## **ICCE Foundation Certificate**

The Foundation Certificate is designed to meet the needs of students unable to complete the General Certificate. It is suitable for students joining the A.C.E. programme late in their educational career, who do not have the time to complete the ICCE General Certificate. It is suitable for students who struggle academically or work slowly, including those students with SEND who can achieve more than a BASIC Certificate. All the ICCE Certificates are open to students with SEND.

## **ICCE General Certificate**

The General Certificate was originally designed for those who expected to leave school at 16 and the expectation is that students will complete it in Y11. However, many students are joining the ACE programme late in their educational career, often with significant educational deficiencies. As the ICCE programme is based on the completion of the course, not the age of the pupil, where time is the variable, not the ability of the student, the General Certificate is often awarded to students who are 17 or older. Because the programme is individualised, equally, many students will complete the ICCE General Certificate in Y10. There is a Vocational version of the General Certificate for students wanting more practical courses.

## **ICCE Intermediate Certificate**

The ICCE Intermediate Certificate is intended for those who wish to follow further education or professional courses. The Nursing and Midwifery Admissions Service (NMAS) has accepted the certificate for entry to pre-registration courses. It has also been accepted by the armed forces for entry on officer training courses and for entrance into university.

## **ICCE Advanced Certificate**

The ICCE Advanced Certificate is intended for those who wish to go into higher education or study professional courses at Christian or secular colleges and universities. The standard course may be followed, or a student may choose one of the Bias Courses. Bias Courses are available in Maths, Science, Arts, Social Studies, Languages and Music.

## **ICCE Advanced Higher Certificate**

This certificate is designed for highly motivated students and for students who wish to enter higher universities and courses.

## **Advanced Higher Certificate with Honours**

This is the Advanced Higher Certificate achieved with an overall A standard (96%)

## **ICCE Dual Certificate:**

ICCE Advanced Certificate with LCA College Preparatory Diploma. ICCE Advanced Higher Certificate with LCA Honours Diploma. Students may work for two certificates at the same time. The LCA Diplomas overlap the ICCE Advanced and Advanced Higher Certificates in many ways and a student can earn both by following a prescribed course. LCA Diplomas are accredited in the country of origin.

# Motivating students

## Attainment Incentives

Students may earn privilege status each week. This status reflects responsible attitudes in daily work and relationships. It gives the student greater freedom in their work environment and longer break times, varying according to the level they achieve.

Privilege status may be earned by:

- Working hard
- Learning the monthly scripture memory passage
- Presenting oral reports
- Writing book reports
- Being a responsible and caring member of the school community service within school
- Service beyond school

There are further incentives:

Each child has their own individual targets and star charts.

Supervisors give out congratulation slips, certificates, merits, and demerits. They run a merit shop and provide regular field trips for students who have achieved the minimum target. Further incentives are built in by the Supervisor.

Students are also given a longer goal of working towards reward at the end of the term and year. The rewards are Honour Roll, 1000s clubs, Most PACES and Highest PACE Average, in the term or in the academic year. Honour Roll is a list of those students who have:

- Achieved two PACE Tests per week throughout the year
- Kept academic balance
- Said their monthly Scripture passage
- Conducted themselves consistently well

Honour roll rewards tend to be a fun trip or an activity.

At the end of the year Supervisors may also reward their class as whole for good overall work and improvement. This is often done in the form of an end of year trip.

## Celebrating Success

There are many ways built in to celebrate success:

- Congratulations Slips are given out every day in Opening Exercises, detailing the subject, grade and number completed so far this year, and students clap each other.
- The student who passes a PACE Test is given a star to attach to their 'Star Chart'; scores of 100% earn a gold star. This enables the student to celebrate their own success.
- Ceremonial awards are given out at the end of year.

## **Displays**

We believe that positive reinforcement and praise helps children and young people gain confidence and take more pride in their work. Putting up displays around the school of student's work in which we show case the students' achievements is one way we do this.

We also use displays as a way of conveying information and knowledge to our students. This can be from subjects that are across the curriculum. At times, displays may also be used to give a form of encouragement. For example, through the display of Bible scripture passage or famous people.

At Phoenix Academy we believe that school is a key time in a child's or young person's life to create memories and friends. We therefore also use displays to show pictures of key events in the school calendar to help remind students of what they have done together.

## **House Groups**

All students are divided into three school "houses". Throughout the school year the students can earn "house points". These are awarded to students for their hard work, displaying a good character, and team spirit. Points are awarded in class times, during PACE work and through the school day. On top of this parents are encouraged to let the school know if their child has done something particular at home or in the local community to help others and then can be awarded house points for this also. Then at the end of the year all the points are added up and the winning team is announced at our annual awards ceremony. The winning house earns a special trip or activity. The system is displayed in the learning centre for all students to see and keep track of.



# Students' Personal Development

## Self-understanding

Students are distinguished by having a high degree of responsibility over their personal goals, their determination and good character. They gain self-confidence through presenting their Oral Reports, and self-esteem by completing goals. Having to set their own goals, which they must complete, and to score their work themselves, develops self-discipline.

During lessons students also do activities to build on their understanding of themselves, so that they are well prepared for the next stage of their lives.

## Decision-making

Individualised learning helps the students understand that the decisions they make are important determinants of their own success and well-being. As they complete their goals they must study and learn, they must do well in their Check-ups and Self-Tests, and they must not cheat when scoring, as their success in their PACE Tests rely on all these factors.

## Spiritual understanding

Our curriculum integrates character-building principles and scripture memory into academics, which helps children grow to see life from a Christian point of view.

Students are taken through the 90-character traits of Jesus Christ, such as kindness, faithfulness, prudence, and appreciation. Students study Biblical principles and learn Scripture verses in every PACE, as well as a larger Bible passage every month.

Additionally, students will learn about other world views, including non-religious ones in their Thematic Unit Study lessons, helping them in wider society.

The school also holds weekly assemblies.

## Moral understanding and responsibility for own behaviour

Throughout the school day, students are taught to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others.

Our curriculum achieves this through teaching, through reference to Bible principles and through stories and examples.

## Social development and collaboration

Accelerated Christian Education is more than quality academics. The curriculum is built on a theistic philosophical foundation. Their personal relationships, with God, with others, and their personal responsibilities to family, church and community are of primary concern.

## Contributing to others, the school, and the community

The students are encouraged to do jobs around the school and to serve in other areas beyond the school as part of the House point system. Senior ICCE students give 1 hour of their time a week to support their supervisor and help other students with their work. This enables them to use their gained knowledge from their PACE in a teaching context, further enforcing key concepts for them.

## **Respecting diversity and cultural understanding**

The Bible advocates loving your neighbour as yourself, and this is a key principle taught in this school. Specific cultural understanding and respecting diversity is covered in PSHE as well as in Relationships Education/RSE. This is done both inside PSHE stand-alone workshops, as well as inside Thematic Unit studies. As mentioned, the Faith Forum comes on a yearly basis to run a day of workshops for the students focussing on different faiths.

## **Staying safe and keeping healthy**

Some Science and Health PACEs cover these topics, especially for the younger children. There is further coverage for all the children in our Lessons especially in Relationships Education/RSE.

## **Work Study and Time Management Skills**

The A.C.E. methodology used during PACE work time is designed to develop work study skills and students learn how to organise their time.

In their lessons students learn a variety of study and work skills. As they get older, this progresses to compulsory note taking in the Senior classes. Students are taught different ways to take notes and learn ways in which they can manage their time.

# Interaction & Mentoring

Students are encouraged to take an individualised approach to their PACE work, enabling them to focus on the tasks before them. This relieves them from peer pressure and any inclination to compare themselves to one another.

However, the Teaching Supervisor continually monitors and assists each student on a one-to-one basis throughout the PACE sessions. Students may also make known their need for assistance using flags. Two flags are given to each student; one to notify the supervisor that they have a practical need (e.g., toilet, scoring work etc.) and a second to alert the Supervisor that they need academic support or assistance. When a student asks the supervisor an academic question, they are given help to find the answer for themselves.

The supervisor also conducts mini classes where instruction is given to a small group of children. Opportunities to interact with other students as part of learning are given when students are presenting Oral and Book Reports and during many of the complementary activities. During these times the students can benefit from peer-to-peer learning, group work, note taking, discussions and whole class debates with a supervisor.

Senior students are given opportunity to show responsibility and mentorship regularly. Senior Students often take time to help in the learning centre. They may listen to younger students read or help them when they get stuck. In some cases, it also helps older seniors “refresh” their knowledge of key concepts.