



Information for Staff and Stakeholders at Leigh Academy Mascalls

Sections:

- 1. IB Philosophy**
- 2. What is inclusion?**
- 3. How we do this at Leigh Academy Mascalls?**

1. IB PHILOSOPHY

The International Baccalaureate (IB) believes in an inclusive approach to education that is designed to remove or reduce barriers so that every student can fully participate in, and develop through, IB programmes. At Leigh Academy Mascalls this is delivered through the Middle Years Programme (MYP)

In all IB programmes, teaching is ... 'inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.'

In IB assessments, all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. For Middle Years Programme (MYP) eAssessment, the Diploma Programme (DP) and Career-related Programme (CP), this document sets out the policy for provision of access arrangements for IB assessments that schools must comply with. However, access arrangements for assessments must reflect student experiences in learning.

Full IB Access and Inclusion policy [linked here](#).

2. What is Inclusion?

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Inclusion is an organisational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.

Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

To ensure the development of every one of our students, we have a clear and consistent behaviour management strategy throughout the academy. It is our responsibility to explain, model and revisit the character attributes that we want our students to possess. What underpins the level of consistency we have achieved regarding behaviour management is by viewing behaviour as a curriculum. Our expectations of behaviours and characters are entwined throughout every subject area and the delivery within the classroom and outside. By viewing behaviour as a curriculum we recognise that each individual student needs to be educated equally and explicitly as to what our expectations are of them inside and outside the classroom and within our local and global community. Below are the key principles that are driven through each subject group and across the academy which ensures our students receive consistent messages of their responsibilities within each lesson but also through their pastoral support also.

3. How do we do this at Leigh Academy Mascalls?

At Leigh Academy Mascalls we do not exclude students on any grounds eg. Social status, gender, race, language, ethnicity or sexuality. We embrace individuality and celebrate the diversity in our student and staff body. We challenge all our students and use support and scaffolding where appropriate and needed to enable students to achieve their very best.

As an ongoing process to remove barriers, Leigh Academy Mascalls provides a challenging and rigorous curriculum with knowledge acquisition at its core. Our curriculum is broad and balanced, with a rich variety of subjects allowing students to study widely. The diversity within the curriculum offers stimulating and challenging learning meeting the needs of all our students regardless of background or ability. The learning opportunities are both innovative and inclusive including wide ranging tasks such as do nows, writing support, digital supports and tools such as Read & Write.

Our curriculum provides opportunities for children to develop as independent, confident and successful learners with high aspirations. Our curriculum ensures that academic success, creativity, problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning and enable them to become well-rounded, global citizens.

Through our digital strategy students are able to access the best curricular resources from within the academy and beyond to enhance, support, assess and review their learning at any time for all learners.

High quality summative and formative assessment at Mascalls define curriculum excellence, it sets out the standard that you expect students to achieve and informs both the curriculum and teacher planning. The design of assessment is derived from a tight focus on assessing the content taught, the accumulation of knowledge and the application of skills appropriate to the age and stage of the learner. The outcomes of assessment, both formative and summative, identify gaps and misconceptions in knowledge and understanding, directly informing future planning by providing information that can be used by the teacher to close the gaps as close to the assessment point as possible. Our digital strategy makes the most of the opportunities to substitute, augment, modify or redefine aspects within the learning process to ensure the most efficient and effective delivery.

Challenge is at the heart of teaching and learning at Mascalls, with high expectations through clarity of explanation, expert modelling, questioning, deliberate practice and feedback lessons are delivered in the most efficient sequence to ensure optimal learning. We 'teach to the top' and scaffold appropriately. We never confuse low prior attainment with low ability; all students are provided with learning tasks that have a 'desirable difficulty'. Our research into cognitive load theory underpins our approach to pedagogy and the 'Challenge Wheel', our explicit models of instruction and instructional techniques fit within the characteristics of working memory in order to maximise learning.

It is vital that parents are involved in this process and all parents have access to contact details to raise any concerns and discuss any support they may need for themselves or their child. All staff work closely together with their teams, but also the pastoral team and SENCO team to ensure that all students get the correct and most appropriate provision of support for their learning that is needed at that stage of their learning. [SENDCO report and plan included here](#). We also include our [Accessibility Policy here](#).

Leigh Academy Mascalls will prepare for and apply for the Inclusion Quality Mark between 2024 - 2026 which "*provides UK schools with a nationally recognised validation of their inclusive practice and ongoing commitment to developing educational inclusion*". Further information to be [found here](#).