

Personal Development Policy

Written: Tim Grundy, deputy headteacher

2 August 2023

To be ratified by David Lee, headteacher

Date of next review:

2 August 2024

Contents

Purpose of the policy	3
Aims	3
Content streams	3
Working principles	4
Planning, delivery, and review	5
Planning documents	5
Training, monitoring, and support	5
Communication and sharing	5
Tutorials	6
Assemblies and external speakers	6
Off-timetable events	6
Active reflection	6
Auditing	7
Assessment	7
Relationships and Sex Education (RSE)	7
Key responsibilities	8
Deputy headteacher	8
Tutors	8
Students	8

Purpose of the policy

This policy aims to articulate the vision behind the Personal Development (PD) provision at Imperial College London Mathematics School (ICLMS), as well as to detail aspects of how it is planned, delivered, and reviewed. Key responsibilities are assigned in the last section.

PD is our vehicle for addressing topics in the spheres of Personal, Social, Health and Economic (PSHE) education and Spiritual, Moral, Social and Cultural (SMSC) development. This includes Relationships and Sex Education (RSE) and explicit discussion of and around fundamental British values, as well as provision with regards to careers and post-18 options. Other content not from these spheres (e.g., study skills) is also addressed *via* PD.

Our syllabus and delivery will always follow the principles outlined in this policy, but they will be tailored to meet the needs of our students at any given time.

More detailed information about our PD provision can be found in our Personal Development Specification and Personal Development Curriculum.

Aims

ICLMS aims for PD to support its students and alumni to be

- *safe, healthy, and happy individuals,*
- *informed and active citizens, and*
- *well-prepared scholars and adults.*

Our first aim addresses students' health and wellbeing, and encompasses concepts from a range of topic areas. This includes sexual health, drug abuse, promotion of mental wellbeing, and e-safety.

Our second aim addresses students' relationships with each other and the wider world. Citizenship here should be read not only with political connotations, but with social, ethical, and moral connotations as well.

Our third aim addresses students' ability to succeed in their academic and professional career, as well as their ability to adapt to adult life.

Content streams

Our content is streamed according to the aims outlined above:

- *Wellbeing*
- *Citizenship*
- *Futures*

For reference, topics listed in the PSHE Association's Programme of Study for Key Stage 5 are:

- *Health and Wellbeing*
- *Relationships*
- *Living in the Wider World*

Content for each of these streams will be sequenced across year 12 and year 13, according to our Personal Development Curriculum. Our rationale when sequencing this material will be to immediately prioritise our work in ensuring the safety and wellbeing of our students, as well as the health of our civic community.

Working principles

Our design, delivery and management of PD is informed by the following principles:

- **PD should meet the needs of all learners.**
Our students will come from a wide range of backgrounds, and each will approach PD differently. They will be drawn from a wide range of secondary schools, and will likely have varied access to and engagement with PSHE education and SMSC development previously. Further, the topics addressed in PD are likely to intersect with some of our students' own lived experience. Our planning and delivery should be mindful of these challenges.
- **PD should have clear, achievable outcomes, and be evaluated according to these.**
Articulating precisely what we are aiming to achieve focuses both our design and delivery, and allows us to critically evaluate and improve our provision in future iterations. It also helps to ensure a joined-up curriculum, where students' needs are met holistically across their time with us.
- **PD should centre around meaningful student action, with high-quality facilitation from staff.**
While there will often be unambiguous messages that we wish to deliver to students *via* PD (e.g. our zero-tolerance policy for bullying), PD sessions should not just be content delivery. Student action and cognitive challenge are key to creating impactful sessions, and, given this, we expect tutors to act as facilitators rather than lecturers.
- **PD should be responsive to feedback and changing context.**
Events in the wider world can provide specific challenges for our students, as well as opportunities to discuss broader themes in a specific context. These challenges should be addressed, and these opportunities taken. As well as this, feedback from staff and students should be used appropriately to shape and redesign both our specification and our curriculum.

Planning, delivery, and review

Planning documents

Our Personal Development Specification lists our learning objectives for PD in a similar way to the PSHE Association's Programme of Study. These are focussed on student actions and behaviours, rather than on knowledge or understanding – students' knowledge and understanding is tacit in their achieving these objectives. Our Personal Development Curriculum details the way that these objectives are addressed and delivered through different planned sessions.

Training, monitoring, and support

In order to effectively facilitate PD sessions, tutors require a clear understanding of their role, constructive feedback, and, if necessary, specific support. This is achieved through our CPD programme, learning walks, and individual coaching.

All tutors will observe modelled examples of high-quality facilitation, as well as guidance about how to achieve this themselves. This will be included in our inset or ongoing CPD programme. They will also receive concrete advice on how to address issues that they might encounter in facilitation, such as managing the divide between debate and argument.

Learning walks will happen half-termly, with feedback provided directly to staff, and with needs for support identified and acted upon. Tutors should be informed in advance that these are occurring, and be informed of any particular focus that the learning walks have.

Tutors who struggle to provide high quality facilitation will be engaged in individual coaching. This will identify specific areas for development, as well as concrete changes that tutors can make to achieve improvements in these areas.

Communication and sharing

Communication with staff and students is key to the smooth running of PD sessions. Our Personal Development Curriculum will be available to staff before the start of the academic year, although this will be subject to changes in particular circumstances (e.g. a need to address a novel and changing political issue that affects our students).

Further to this, plans and resources for each session will be available to tutors at least one week in advance, and tutors will be expected to review these in advance. If tutors have any concerns about these plans, they should raise them with the deputy headteacher.

Tutorials

Most of our delivery of PD will be through supervised tutorials, facilitated by students' personal tutor. These sessions will be centred on student action, such as debate, discussion, or research.

All tutor groups will be bound by a Working Together agreement, designed at the start of the academic year. These will be designed as much by each individual group as possible, but will include set clauses on the role of civil disagreement and free speech, as well as routines for students to follow if they are personally affected by a discussion. Tutors should ensure that these are followed.

Assemblies and external speakers

In cases where we wish to deliver a particular message to our whole cohort, we will organise an assembly to do this. In the case where we require particular expertise (e.g. to discuss the Prevent duty), we will invite an external speaker to do this.

Assemblies should be as concise as possible, with a clear and consistent thread of messaging. Where possible, preparatory or follow up tasks should be set, to ensure student action and engagement with the topic. Any key messages to be delivered should be repeated, clear, and unambiguous.

When engaging external speakers, we will follow Frontier Learning Trust's safeguarding policy. We will perform suitable due diligence for both the speaker and their organisation, and ensure that they are supervised at all times. We will communicate clearly about the aims of the session they have been engaged for, and about our expectations of their conduct and delivery in a school setting. We will immediately challenge any messages that violate either our ethos or commonly held British values, and terminate the session if necessary.

Off-timetable events

We use a small number of off-timetable events across the year to address specific issues within PD (e.g. sexual health demonstrations.) These are included in our Personal Development Curriculum, and planning for this will be finalised and shared with staff well in advance of the event.

Any off-timetable event should be based on a clear rationale, and this should be the key driver in planning. Audits and assessments should be used to judge the efficacy of the event, and feedback sought from both students and staff to identify potential improvements.

Active reflection

All our work will emphasise the power and importance of active reflection by our students. Active reflection asks students to consider the discussions they have had so far, and to summarise their thoughts in a written statement, individually. This both serves to consolidate

the impact of these discussions, and to provide considered views that can form the basis of further discussion.

Students will learn specifically about our culture of active reflection during their introductory sessions on PD, and will receive clear guidance about what active reflection looks like, as well as what it achieves.

Students will have access to reflection journals, and will be asked to write in these at certain points during PD sessions. These journals will not be marked or assessed, and students will not be compelled to read what they have written. However, students will be asked if they would like to volunteer a reflection for the basis of further discussion within the class, and will be encouraged to share their considered views.

Auditing

In order to consistently assess the impact of our curriculum and improve our practice, students will complete audits of their prior learning in topic areas. Anonymised online submissions are to be used for this, with questions on students' confidence and knowledge forming the bulk of these. These audits are particularly important in a context where we cannot be certain of our students' prior knowledge, and to highlight areas where additional work may be necessary.

Audits will be used to inform the planning of upcoming sessions, as well as to assess the impact of our curriculum, in conjunction with assessments.

Assessment

Our PD provision should be evaluated on its ability to achieve the objectives laid out in our Personal Development Specification. To determine this, our PD provision must include spaces for assessment.

The assessments used will vary in nature, but are likely to include:

- Anonymised online submissions
- Student presentations
- Engagement data (e.g. from Unifrog)

Quantitative and qualitative data from these assessment points should be used to review and refine PD provision for future cohorts. It should not be used to assess the contributions of an individual student.

Relationships and Sex Education (RSE)

RSE can be a particularly contentious area for schools and colleges, and statutory guidance for secondary schools exists on this subject. While the statutory requirements of this guidance do not apply to 16–19 settings, we take that the following are in line with the spirit of the guidance:

- information about RSE should be available on the ICLMS website,
- parents should be kept informed about RSE, and consulted in design and review, and
- ICLMS should take into consideration requests from parents and carers to withdraw students from sex education.

We note that this last point does not constitute a right to withdraw – as our learners are at least 16, they retain the right to request to be included in RSE, irrespective of their parents' wishes. However, we believe that we should aim for open, honest, and constructive dialogue with parents in these situations.

Key responsibilities

Deputy headteacher

- Design, maintain, and review planning documents; ensure they are up-to-date and comply with any relevant guidance and legislation.
- Ensure the provision of high-quality plans, resources, audits and assessment materials.
- Ensure that CPD provision equips tutors with the knowledge, skills, and understanding to facilitate PD sessions effectively
- Monitor success of PD sessions (for instance, through assessment data and learning walks), and ensure that feedback from this is shared with staff and acted upon.
- Ensure that tutors are offered support and guidance to help assure the quality of their work, including through coaching.
- Use assessment data to review PD planning and delivery on a termly basis.
- Secure high quality external speakers; conduct due diligence on these; communicate aims and objectives clearly to these.

Tutors

- Facilitate tutorial sessions.
- Maintain high expectations of tutee engagement
- Maintain high expectations of their own facilitation, and act on feedback received about this.
- Co-ordinate design of a Working Together agreement, and ensure it is upheld.
- Review plans and resources ahead of tutorial sessions, and report any concerns about these to the deputy headteacher.

Students

- Commit to their own growth and development, and their own engagement with PD as part of this.
- Complete audits and assessments, as required.
- Actively reflect on discussion points, as required.