

# IMPERIAL

## Maths School $\geq$

### Personal Development Policy

Written: Tim Grundy, deputy headteacher

2 August 2023

Last reviewed: Tim Grundy, deputy headteacher

4 November 2024

To be ratified by David Lee, headteacher

Date of next review:

by 1 September 2025

## Contents

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

## **Purpose of the policy**

This policy aims to articulate the vision behind the Personal Development (PD) provision at Imperial College London Mathematics School, 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**

We aim for PD to support our 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 observe modelled examples of high-quality facilitation, as well as guidance about how to achieve this themselves. This is included in our inset and ongoing CPD programme. They 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 happen half-termly, with feedback provided directly to staff, and with needs for support identified and acted upon. Tutors are informed in advance that these are occurring, and are informed of any particular focus that the learning walks have.

Tutors who struggle to provide high quality facilitation are engaged in individual coaching. This process identifies 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 is 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 in advance of sessions, and tutors will be expected to review these in preparation. If tutors have any concerns about these plans, they should raise them with the deputy headteacher.

### **Tutorials**

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

### **Assemblies and external speakers**

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

Assemblies are designed to be as concise as possible, with a clear and consistent thread of messaging. Where possible, preparatory or follow up tasks are set, to ensure student action and engagement with the topic. We aim for any key messages to be repeated, clear, and unambiguous.

When engaging external speakers, we follow Frontier Learning Trust's safeguarding policy. We perform suitable due diligence for both the speaker and their organisation, and ensure that they are supervised at all times. We 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 emphasises 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 learn specifically about our culture of active reflection during their introductory sessions on PD, and receive clear guidance about what active reflection looks like, as well as what it achieves.

## **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 vary in nature, but include:

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

Quantitative and qualitative data from these assessment points can be used to review and refine PD provision for future cohorts. It is not 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 our website,
- parents should be kept informed about RSE, and consulted in design and review, and
- we 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.
- 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.