Aims

Our ethos for our students is simple – 'Looking forwards, looking outwards and taking action'. We are committed to delivering a knowledge-rich curriculum which is applicable to the real world. It is underpinned by well-sequenced lessons in traditional subjects. We understand how changes in technology will transform the nature of employment and we are passionate about developing digital skills in our community. Jobs of the future will require far more creativity, imagination, problem-solving, teamwork, empathy, entrepreneurship and similar skills. We have responded to this by providing a cohesive curriculum, integrated with meaningful project based learning. We focus on outstanding progression routes into university, employment or further training, making full use of our connections with employer partners and a small school approach, which is flexible, personalised and holistic.

When students leave Logic they will have the skills needed to for the modern economy and the knowledge needed to actively engage in the world beyond Feltham, including:

- All the basic skills that employers say students are lacking – digital literacy, being able to write well and to apply maths to real life;

- The character skills of confidence and resilience – able to learn from mistakes in preparation to succeed;

- Communication skills – to become excellent self advocates, listen to what's happening around them, make themselves heard, understood and respected.

Delivery

- Lessons and lesson sequences in all subjects include DNAs, low stakes testing, and clear assessment journeys;

- Prep is used effectively to allow students to consolidate knowledge and demonstrate what they have learnt.

We embody the Trust's three pillars through:

1. Our READ strategy which places oracy, reading and writing at the heart of what we do every day. Teachers model how to speak;

2. Making meaningful links between what happens in the classroom and our employer engagement programme and PBL;

3. Our unique personal coaching programme which enables students to take ownership of their own learning and progression routes.