

Intent

At BST, we believe the curriculum to be instrumental in ensuring that all children develop a love of learning and are equipped with the necessary tools for living a successful and fulfilling life. We believe all children should have the opportunity to access a curriculum that respects the uniqueness of themselves and their community and ensures equality for all learners. Through our curriculum, we aim to nurture a sense of inclusivity, respect, and responsibility in all children.

At BST, we strive to provide a secure happy and active learning environment of the highest quality. Our core values of: Commitment, Kindness, Honesty and Respect permeate everything we do so that our children develop respect for themselves and others, and an appreciation of the wonder in the world around them. We believe that through positive praise and encouragement, children will become confident and resilient lifelong learners. Through our curriculum, we aim to ensure that each child can be proud of who they are and what they have achieved and will go on to achieve.

TEACHING AND LEARNING POLICY

What has been learned is more important than what has been taught. At BST we want our pupils to learn more and remember more.

1. INTRODUCTION

At BST we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to become happy and confident life-long learners. We are proud to have been recognised with our work with children with barriers to learning and believe that strategies which support those with specific learning difficulties can benefit all learners as part of quality first teaching.

2. AIMS AND OBJECTIVES

Through our teaching we aim to:

- Develop creative, courageous and critical thinkers
- enable children to become confident, resourceful, enquiring and independent learners now and in the future
- create reflective, effective participators
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- develop a rich and balanced curriculum which meets the needs and aspirations of all our learners

3. EFFECTIVE INCLUSIVE LEARNING

3.1 Through this policy we aim to ensure that children learn effectively. The characteristics of effective learning are when pupils make good progress, respond well to challenging tasks and adjust well to working in different contexts. To be effective learners, children need to work in a sustained manner with commitment and enjoyment, be confident in raising questions and have perseverance when answers are not readily available.

Also, children need to be able to select appropriate methods, organise the resources they need effectively and then be able to evaluate their own work. When appropriate, they also need to help each other. In acquiring these characteristics, we acknowledge that children learn in many different ways, and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We consider these different forms of intelligence when planning teaching and learning styles.

3.2 We offer opportunities for children to learn in different ways.

These include:

- investigation and problem-solving.
- research and finding out.
- group work & pair work.
- independent work.
- whole class work.
- asking and answering questions.
- use of the computer or iPad.
- fieldwork and visits to places of educational interest.
- creative activities.
- watching television and online clips/You-tube clips and responding to musical or sound file material.
- debates, role-plays, and oral presentations.
- designing and making things.
- participation in athletic or physical activity.

3.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

4. EFFECTIVE INCLUSIVE TEACHING

4.1 Effective teaching is when teachers challenge and inspire pupils, expecting the most of them. Effective teachers have good subject knowledge and are technically competent in teaching phonics and other basic skills. The best teachers will use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour. They will assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties. Good teachers plan effectively, setting clear objectives that pupils understand, and they use time, support staff and other resources effectively.

4.2 In Primary, we use the outcomes of GL assessment for core subjects to inform our teaching and learning and set end of KS2 targets. In Secondary, we base our teaching of English and Maths on our knowledge of the children's level of attainment and their results from GL assessments. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability within the expectation of their year group. Pupils in the Early Years follow the Early Years Foundation Stage Framework for Children's Learning and, in primary and secondary, the National Curriculum – both curricula form the basis of learning activities. Additionally, for some subjects, the objectives from the National Curriculum are supplemented by a progressive set of skills that form a subject progression map. Subject Leaders have devised these using a range of sources such as published schemes of work.

The school enhances the curriculum by providing pupils with visits, visitors, and other inspirational experiences. When planning work for children with special educational needs we give due regard to information and targets contained in the children's individual support plans. We have high expectations of all children, and we believe that their work should always be of the highest possible standard. Commitment as a core value, further promotes this expectation with regards to redrafting and editing and setting out the school's expectations.

4.3 We set whole school, year group and individual targets for children in each academic year and we share progress reports with children and their parents. We review the progress of each child at the end of each term.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or the Early Years Foundation Stage Framework for Children's Learning Curriculum some additional objectives from schemes of work and the school's subject progression maps. Our planning contains information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

4.5 All of our teachers work hard to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school Behaviour Policy regarding discipline and classroom management. We set and agree with children the class behaviour contract. We also have school rules which are shared regularly and are displayed across the school. There are also school values which underpin our expectations. We expect all children to meet these expectations that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We always insist on good order and behaviour. When children misbehave, we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

4.6 We ensure that all tasks and activities that the children do are safe. Regular risk assessments are carried out. When we plan to take children out of school, we follow the Guidelines for School Visits and our Educational Visits Policy.

4.7 We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our teaching assistants also assist with the preparation of classroom resources. On occasion, Teaching Assistants will teach whole classes.

4.8 All teachers and support staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. The school has systematic procedures for identifying strengths and weaknesses in teaching and provides opportunities for teachers and support staff to continually improve their practice.

5. TEACHING METHODOLOGIES

5.1 Use of ability grouping and setting: We believe that on occasion children learn best if they are working with children of a similar ability. This means that the teacher can get a very close match between what the children already know and what they need to learn next. This ability grouping happens in two ways, firstly, within a class where the teacher puts all the children into groups based on their ability and secondly, across year groups where children from different classes are put into groups according to ability. This is called 'setting'. However, most learning takes place in mixed ability groupings within a class where the groups are fluid and can change daily. Pupils can, therefore, move between the differing levels of work according to how they have grasped the objectives in previous lessons. Setting is only used in mathematics in secondary. More frequently, mixed-ability groupings are used.

5.2 Collaborative learning strategies: We believe that children can learn from each other and that we should provide regular opportunities for children to work together and share ideas.

5.3 Specialist intervention for pupils with English as an additional language or Special Educational Needs: It is the teacher's responsibility to ensure that the needs of all pupils are catered for in the classroom regardless of their differing needs or ability. To support the teachers in managing this, it is the school's policy to have a teaching assistant where possible. However, it is the expectation that most children's learning will be met in the quality first teaching that the teacher provides in each lesson. Any additional intervention or strategies needed to ensure that pupils with needs, which cannot be met in quality first teaching will be decided, with support from the SENDCo and SLT.

5.4 Most able pupils: each teacher with support from SLT and Curriculum Lead will provide appropriate extension and challenge in the appropriate subjects. In addition to this, intervention from the SEND department may take place.

6. LEARNING ENVIRONMENT

At BST we work hard to ensure our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work, with a minimum of one piece of work being on show at any one time.

At both primary and secondary, there are libraries which allow students to borrow books and take home. In primary, all classrooms have a 'reading area' containing fiction and non-fiction books, as well as displays relating to literacy and maths and foundation subjects. We believe that a stimulating environment sets the climate for learning, and a well organised classroom promotes independent use of resources and high-quality work by the children.

7. CURRICULUM

7.1 The curriculum is all the planned activities that we organise to promote learning and personal growth and development. It includes not only the formal requirements of the EYFS or National Curriculum, but also the range of extra-curricular activities that the school organises to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Our curriculum aim:

We aim for our curriculum to be exciting, engaging, and motivational to promote deeper levels of thinking and learning. We are committed to holistic learning to enable children to have the opportunity to develop in all areas. Children will have the chance to be creative, physically active, and academically challenged. We also ensure children can broaden their experience through taking learning outdoors wherever possible, through bringing in outside visitors to enrich learning and through the provision of a range of extra-curricular activities.

The objectives of the Early Years Foundation Stage Curriculum and Primary National Curriculum set the aims and objectives for our curriculum. Subject plans reference their goals, aims and objectives. The Programme of Study of the NC sets the scope and breadth of our curriculum for both core and foundation subjects. In addition, we believe in using a cross-curricular thematic approach to enrich learning so that children can embrace the world around them and make links to real-life situations. Our work is supplemented using published schemes of work as well as subject progression maps. Through this, within our topic plans, we ensure we plan activities that enable our pupils to build a range of progressive skills as well as develop their knowledge as set out in the school's progression maps.

We aim for children to have an appreciation of the differing communities and cultures from which they come. We aim to instil respect and tolerance of the differences between us as well as ensure that we promote spiritual, moral, and social development to enable children to work together and co-operate regardless of gender, culture or ethnicity. We continually aim for children to value the rights enjoyed by every person in society.

We also aim to ensure children learn to value the environment in which they live. That they respect the world we live in and know how to care for it, not only to preserve it for current generations but also for the future.

We plan our curriculum at three levels:

7.1.1 Whole School level – long term. At whole school level we have a curriculum map for each year group covering EYFS, KS1, 2, 3, 4 and 5. This indicates what topics and skills are to be taught in that year group/stage. It is at the class teacher's discretion when these skills are taught.

The curriculum map is made up of specific themes /units of work for each subject based on the programmes of study in the National Curriculum. In primary, this also forms the basis for our creative curriculum as pupils also have an input to the topic areas studied.

In addition to the themes taught, we also encompass the development of what we consider to be key skills, making strong cross curricular links to ensure a broader understanding.

7.1.2 Year Group level – medium term- Within our medium-term plans we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. For PSHEE, we follow our own scheme of work which also covers Relationships and Sex Education. In other foundation subject areas, we identify additional objectives from the subject progression maps, which goes beyond the objectives from the NC to ensure progression in key concept areas across the school. We also use a range of resources to create lesson plans such as Classroom Secrets, Twinkl, Kerboodle and Education City. Where possible, our medium-term planning also takes account of children's interests. In primary, teachers discuss with all children what they would like to learn within themes / units and then consider what the best learning sequence will be.

7.1.3 Class teacher level – short term. Our short-term plans are those that our teachers write on a weekly basis and, in primary, are usually annotated daily. We use these to set out the learning objectives for each session, to identify what teaching strategies will be employed, how the children will be grouped, what differentiation there will be, what resources are required and the success criteria. These plans are evaluated at the end of the day / week and used to inform future planning.

8. ASSESSMENT, RECORDING AND REPORTING

- Secure knowledge of each pupil's current progress is a core element of teaching and learning. Lesson planning is based on prior learning and throughout the learning process, active assessment is required to ensure that the expected rate of progress is made.
- A range of AFL strategies are used in the classroom:-
- Learning objectives are made explicit and shared
- Success criteria are agreed and shared by both pupils and teachers
- Regular feedback on their learning (including both self and peer) is used against success criteria
- Both verbal and written feedback is collated on the school's data system (Teams and Seesaw) which indicates the depth of learning children have in all objectives across the curriculum.

We give parents regular feedback on their child's progress so that teachers, children, and parents are all working together to raise standards for all our children.

8.1 Curriculum organisation

• **International GCSE/A level:** The former are taken at the end of Year 11 and the latter at the end of Year 13. They enable us to compare pupils' and the school's performance against national and international benchmarks. We use this information to set targets for improvement.

- **GL tests:** These are externally produced and are taken at the end of years 1 to 9

• **Early Years Foundation Stage profile:** we provide an enabling environment that allows children to explore, investigate and learn through a wide range of first hand and multisensory experiences in the indoor and outdoor classroom. Teachers use a range of assessment methods to develop a profile of each child's learning in the key areas of the EYFS Curriculum using a digital platform.

From years 1-6 our curriculum is planned through topics. Each topic has a broad title and each curriculum area has been carefully planned to ensure progression and continuity. Children of all abilities can access the learning creatively at an appropriate level and to be successful learners. Teachers then plan the learning journey to meet the needs and interest of the pupils' in their class.

- Standardised test in maths and reading which complete at three points in the year from Y1 to Y6
 - Schonell Reading Test: pupils in Y1 to Y6 complete these at three points in the year to give a reading age.
 - In Key Stage 3 students are taught following NC and regularly assessed.
 - In KS4 students are taught according to the Cambridge syllabus taking iGCSE at the end of year 11.
 - In KS5 students are taught according to the Cambridge syllabus taking AS/A level at the end of the year 12/13.
- **Marking:** This concentrates on learning objectives and focuses on how well the learning objective has been achieved as well as giving guidance for future improvement. Teachers use - next steps to provide pupils with the guidance, advice and support needed for pupils to progress further. This can be either written or verbal feedback.
- **Teacher assessment:** This is used to provide ongoing information about how well children are achieving in each subject. In English and Maths, it supports information gathered from formal tests. In all other subjects it is the main way in which judgments about children's attainment are made.
- **Peer / Self-Assessment:** Teachers provide regular opportunities for children to self and peer assess for them to have ownership of their learning.
- **Data captures are shared with parents three times a year along with an annual reports:** These show assessment in all curriculum areas for all pupils. These are written by class teachers with contributions from support teachers as well as learning assistants. The school has a statutory responsibility to inform parents of their children's progress in all subjects every year.

- Attainment profiles – O track (Primary): These are available through our school assessment package. They show current attainment of each group of children in class and are used to target resources appropriate to the children’s level of attainment.
- Foundation Subject assessment: This shows the progress of pupils against the year group expectations as set out in the subject progression map and NC descriptors – monitored by the curriculum leads and subject leaders.
- Additional assessments as required: such as reading assessments, end of unit test in mathematics, word tests, spelling tests, phonic assessments and so on to give an up-to-date picture of a child’s achievement to support teaching and learning.

In Primary, the school’s annual report provides parents with detailed information of their child’s progress in English, maths and science. In addition to this, it provides a review of topics; skills covered and developed, and progress made in foundation subjects. In the core subjects’ teachers are expected to make ongoing assessments to closely match work to children’s developing abilities. Pupils’ progress in the foundation subjects is assessed at the end of Term 3. Differentiation in short term planning is changed accordingly. In secondary, the school’s annual reports provide parents with detailed information about all of the subjects that their child has studied.

9. CHILDREN REQUIRING SPECIAL PROVISION

9.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special educational needs and disabilities, children with English as an additional language or children who are more able. (For more information see our school’s Special Educational Needs and EAL Policies).

9.2 Within our school we recognise that we have children who could be termed ‘most-able’. The term ‘most-able’ at BST, refers to a child who has a broad range of achievement at a very high level in the core subjects of English and or Maths. Children who are most-able often have very well developed learning skills. The term ‘Talented’ at BST, refers to a child who excels in one or more specific fields in the foundation subjects such as sport or music, but who does not perform at a high level across all areas of learning.’ (See G&T policy)

In terms of provision for most-able and talented pupils, we give all children the opportunity to show what they know, understand, and can do, and we achieve this by providing:

- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment.
- the opportunity for children to progress through their work at their own rate of learning.
- withdrawing children to work with the SEND department
- we use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school.

12. MONITORING AND REVIEW

All our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly. Through an effective performance management process, we provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding for lifelong learning.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of our school.

Review date: September 2023