



TEACHING AND LEARNING POLICY

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. Our school is committed to the British Values of Democracy, the Rule of Law, Individual Liberty, and Mutual Respect and Tolerance.

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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

Provision for students with English as an Additional Language (EAL) will include an initial language profile on entry, targeted language acquisition objectives in planning, and termly EAL progress tracking. Teachers will use scaffolded language frames, visual supports, dual language resources where available, and planned opportunities for oral rehearsal. EAL targets will be incorporated into formative assessment cycles and reported to parents termly.

Furthermore, 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. 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. This includes:

- 5-minute starter to engage and help pupils "remember more".
- Modelling in a number of ways such as "I do, We do, You do" (to scaffold).
- Checking for understanding and maximising students' participation through, for example the use of mini-whiteboards and cold-calling.

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 At **BST** we base our teaching on our knowledge of the children's level of attainment and their potential end of key stage target. 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 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.

4.4 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.

4.5 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.

4.6 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.

4.7 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. These procedures include learning walks and environment audits, book scrutinies ('book looks'), pupil voice interviews and questionnaires, lesson 'drop ins', formal observations and data reviews. In addition, opportunities are provided for staff to visit other classrooms and observe their peers through coaching and mentoring partnerships.

4.8 Characteristics of Excellent Classroom Practice

At BST, excellent classroom practice is characterised by:

- High expectations for all pupils and a commitment to ensuring every child achieves their potential.
- Clear learning objectives and success criteria that are understood by pupils.
- Secure subject knowledge and effective use of questioning to deepen understanding.
- Adaptive teaching that responds to pupils' needs and prior learning.
- Regular checking for understanding and timely feedback to move learning forward.
- Positive relationships that promote engagement, resilience and independence.
- Effective use of assessment to inform planning and next steps in learning.
- High standards of behaviour and a safe, inclusive learning environment.
- Opportunities for pupils to think critically, solve problems, collaborate and reflect on their learning.

4.9 Meeting the Needs of All Pupils

Teachers ensure that learning is accessible and challenging for all pupils through adaptive teaching, appropriate scaffolding, differentiation, targeted intervention, extension activities, and reasonable adjustments where required. Planning takes account of pupils' prior attainment, special educational needs and disabilities (SEND), English as an Additional Language (EAL), and the needs of the most able learners.

4.10 Sharing Best Practice

The school promotes continuous improvement through professional collaboration. Effective practice is identified and shared through learning walks, lesson observations, coaching and

mentoring, peer observations, departmental meetings, phase meetings, professional development sessions, and staff training. Staff are encouraged to reflect on and share successful approaches that improve pupil outcomes.

4.11 Monitoring the Quality of Teaching and Learning

Middle and senior leaders monitor and evaluate the quality of teaching and learning through:

- Lesson observations and learning walks;
- Book scrutinies and work sampling;
- Data analysis and pupil progress reviews;
- Curriculum monitoring activities;
- Pupil voice and parent feedback;
- Classroom environment audits.

Findings are used to celebrate strengths, identify areas for development and inform school improvement priorities.

4.12 Professional Development

Professional development needs are identified through appraisal processes, self-evaluation, lesson observations, monitoring activities, school priorities and pupil outcomes. The school provides a range of professional learning opportunities, including internal and external training, instructional coaching, mentoring, collaboration with colleagues and leadership development programmes. The impact of professional development is reviewed regularly to ensure it contributes to improved teaching and learning.

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. Where ability grouping or setting is used, movement between groups will be flexible and evidence-based. Criteria for placement and movement will be documented (e.g. recent assessment outcomes, teacher professional judgement, learning behaviours). Teachers will review groupings at least every half term and communicate any changes to parents with rationale and next steps.

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 'book corner' 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.

The school ensures that all teaching and learning promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Teaching is delivered in a balanced and objective manner and does not undermine these values. Furthermore, the school ensures that teaching does not discriminate against pupils because of their protected characteristic as set out in the Equality Act 2010.

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 Sixth Form. 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

Assessment calendar: formal summative assessments will be taken as follows — GL Progress Tests end of Years 1–9 (English and Maths annually), CAT4 in Years 4,7,9, termly mathematics tests (Terms 1 and 2) and reading checks half-termly. Subject leaders will use assessment outcomes to set class and cohort targets each term. The Leads will publish an annual assessment timeline. Data ownership: teachers record assessments on the core tracker; phase leaders moderate judgements termly; SLT uses data reviews to inform performance management and intervention deployment.

- 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 which indicates the depth of learning pupils have achieved in all objectives across the curriculum.

We give parents regular feedback on their child's progress so that teachers, students, 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 Progress Tests:** These are externally produced and are taken at the end of years 1 to 9 in English (Y1-9), mathematics (Y1-9) and science (Y3-9). In addition, CAT4 tests are taken by students in Years 4, 7 and 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.

- Termly assessments in mathematics take place at the end of term 1 and 2 for pupils in Years 1 to 6.
- Half termly assessments in reading take place each half term for pupils in Years 1 to 6, which complete at three points in the year from Y1 to Y6
- 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 mathematics, 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.
- Attainment profiles such as the core subject tracker in the primary department which shows current attainment of each pupil and class.
- 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.

Policy Review:

This policy will be reviewed every **two years**, or more frequently if required by changes in legislation, guidance, or school operational needs. This review includes a review to ensure that there is no discrimination based on the nine protected characteristics.

Written by:	Samantha Horsley-Lloyd		
Agreed Date:	May 2024		
Board of Governors			
	Print Name:	Signed:	Date:
Academic Director:			
	Print Name:	Signed:	Date:
Review Date:	May 2026		