

BROMLEY TRUST ACADEMY



Bromley Trust Academy *Hayes and Blenheim*

Teaching and Learning Policy

Responsible post holder	Executive Head teacher
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Assessment on Entry and Transition

1. Aims

We believe that every student in our schools is entitled to the best possible education that we can provide. We ensure that all our students achieve their full potential and gain the skills and knowledge necessary to become successful citizens in the future.

At BTAH/B, our Teaching and Learning policy is underpinned by our school priorities which are underpinned by our school priorities:

- Maintain at least good teaching for all, with a specific focus on challenge for the more able and closing the gap for the disadvantaged.
- Tracking performance effectively to ensure we are demonstrating maximum progress and impacting on overall outcomes.
- Strategically continue with a blended learning approach to ensure all students have access to a broad and rich curriculum, via sequential learning, and year 11 outcomes are not impacted following the national health crisis.
- Promote reading across all year groups, via a cross-curricular approach and the use of Accelerated Reader.

The purpose of this policy is:-

- To ensure that high quality learning takes place in every lesson across the school, resulting in high standards of student progress and achievement
- To embed the agreed range of good practice across the Trust
- To ensure consistency throughout the school
- To provide the school with a clear vision of the Trust's expectations
- To provide an agreed focus for monitoring learning and classroom practice
- To ensure that all students, regardless of ability or starting point, have access to quality first teaching

2. School Expectations for Students

- To attend school every day and be on time for each lesson
- To complete work and work to the best of their ability at all times
- To follow instructions as requested
- To treat everyone, including self, with respect including each other's cultures and beliefs
- To always listen to others and be honest
- To have a helpful attitude towards staff and others in line with our SEMH core values
- To engage in online learning via Show My Homework

3. Teaching

We expect:

- Staff to have secure subject knowledge and understanding – when support is needed teachers can seek advice from Senior Leaders or other subject specialists.
- Staff to plan appropriately for all groups of students, with a range of abilities and access high quality resources.
- That every lesson has clear Learning Objectives which are explained to the individual student and class and remain accessible throughout the lesson and that these LO's are clearly linked to half termly planner

objectives and outcomes. Children are given a success criteria and a 'pwp' target for each lesson (pupils will produce) which leads towards the achievement of each learning intention.

- That all lessons demonstrate key elements of good AfL practice.
- That activities are differentiated to ensure that students explore, develop and practice new skills/concepts.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring student participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, talk partners.
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able students.
- That staff have high expectations of presentation, quality and quantity of work.
- Staff to assess students' learning regularly and gather evidence for data collection
- That staff are not chair / desk bound in lessons. Furniture is flexible and can be moved for purpose
- PEGs and support staff to be fully involved in lessons
- Staff must plan for support in all their lessons, ensuring to liaise with support staff prior to, and after a lesson
- Staff mark students' work in accordance with the school's marking and feedback policy
- Staff encourage students' independence and all efforts strive towards this.
- Staff to give opportunities for students to respond to feedback given as part of their 'dedicated improvement time.' Teachers should build up a clear dialogue with students in their books and online journals to show that students are engaging with feedback.
- All lessons have a plenary when the learning during the lesson can be reviewed and assessed against the Success Criteria as well as mini plenaries throughout lessons to share ideas, encourage, motivate and to keep children on track in line with their learning intention and success criteria.
- Staff to work with teachers across the Trust in order to share good practice and moderate.

3a. Assessment for Learning

All lessons will contain one or more of the following AfL elements:

At the planning stage:

- Use assessments from the plenary of the last lesson and assessment related to success criteria.
- A consideration as to whether students secure or require further differentiation?
- Peer / self-assessment.
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary.
- Use information from marking - responses from students to teacher's comments.

During the Introduction

- If appropriate, spend time re-visiting feedback from the last piece of work.
- Recap on previous learning—what did you learn in our last lesson?
- Share learning intentions for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria - older students can generate their own - what will make this a good piece of work? How will know I have been successful in this lesson?
- Model the activity (demonstrating process, shared writing etc.).
- Use focused questions to check understanding.
- Ensure activities are engaging and varied.

Main Activity

- Identify within the planning, individual students to work with for the duration of the main activity (Rotate this to ensure that the class teacher works with every child through the course of the week).
- Use mini plenaries for example to revisit learning intention and Success Criteria to share a good example - have they achieved all elements of the learning intention? Can students identify which elements of the success criteria they have followed?

- Consider extension or challenge activities for those who complete early and also means for students to be independent/self-checking whilst support staff are working with other individuals/groups.
- Digital learning will be used to promote independence and provide opportunities for self-assessment.

Plenary

- Revisit learning and Success criteria - what have we been learning about today? Have we achieved all the success criteria?
- Peer/ self-assess work against success criteria—make an improvement
- Visual signs e.g. use of thumbs up / thumbs down or smiley faces

3b. Observations

Formal observations, learning walks and work scrutiny (including digital platforms and e-folders) will take place throughout the year to ensure that teachers are well prepared and trained to deliver high quality, blended learning lessons and get the best outcomes for their students.

At BTAH, as part of our observation cycle, we have also adopted the triad lesson observation approach, which takes place once during our academic year. Teachers are placed into groups of three and will observe each other teach, giving timely and constructive feedback and support.

OVERVIEW

The triad lesson observation approach:

- Groups three teachers together from different subjects
- Encourages teachers to plan collaboratively
- Teachers can focus on their own personal areas of development, and advise each other on strategies for improvement
- Lesson observations are conducted as a supportive measure and are used to inform performance management

4. The Learning Environment

All classroom walls should include:

- Examples of student work – with written feedback / praise (to be referred to in teaching).
- Working walls
- Literacy and numeracy strategies e.g. lists of key words for your subject.
- Commonly used literacy words - appropriate to the learning (high frequency words, connectives, literary devices, grammatical terminology).
- Curriculum levels / Assessment Criteria (where appropriate e.g. for an exam syllabus)
- Displays that help to support the learning.
- Consider use of Assessment tracking, interclass competitions and/or subject rewards.

All corridors should include:

- Photographs of enrichment activities (trips / clubs etc.)
- Gifted and Talented provision – such as details of competitions
- Displays of famous graduates (famous authors for literacy, mathematicians, scientists etc. ideally figures which the children can relate to or recognise)
- Promotion of subject / rewards given and/or opportunity.
- Pathways of subject choice KS1 to KS5 and beyond.

Other good ideas include:

- An "Any Questions" wall (used in Science).
- Model answers (with teacher annotation).
- Class boards with the class name at the top and the class should help to display the work as well as create it – this is managed by the students with the support of adults.
- Inspirational quotes (subject specific or SEMH).

Avoid:

- Messy areas and random books left lying around
- Small unreadable messages for students
- Making it too complicated
- Clutter on radiators, desks or cupboards

5. The Curriculum

The whole curriculum should enable students to:

- Acquire knowledge, skills, understanding and practical abilities with the motivation to use them
- Develop qualities of mind, body, feeling and imagination
- Extend the effective use of language
- Develop the effective use of number
- Appreciate human achievement in all areas of activity including art, music, science, literature, mathematics and technology
- Acquire an understanding of the social, economic and political nature of society
- Help develop the full potential in individuals for their lives at home, at work, at leisure, in the community and as active empowered participants in society
- Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences amongst others
- Develop British Values within all our students
- Have access to and confidently use technology to extend their learning experiences and prepare them for the wider world. Technology should also be used to bridge the gap between disadvantaged and non-disadvantaged students and work towards removing barriers to learning.

With the help of the whole school community, Bromley Trust Academy offers a curriculum which is relevant, current, exciting and addresses the aims above. The vast curriculum we offer within our school gives the opportunity for all students to access a relevant, up to date and meaningful curriculum. It is skill based which aims to draw curriculum links in a meaningful way, takes into account the new national curriculum introduced in September 2014 and the possibility of students having gaps in their learning.

Curriculum

Subject Statements

English

Through the spoken and written word we learn and engage with the world around us; within the English Department at Bromley Trust Academy we foster the creativity and individuality of young people that goes hand in hand with the practical skills required to go out into that world as adults. All learning styles and individuals are catered for through the study of a wide range of topics including novels, drama and poetry.

At pre-GCSE level students will be following a SOW that will help to prepare them for their AQA English Language GCSE and Functional Skills qualifications. To ensure students have access to a wide breadth of creative texts, at KS3 level they will study a 19th Century text, two Shakespeare plays, poetry and non-fiction writing. The English course provides a broad and engaging range of topics and activities in order to scaffold the transition from KS3 to KS4 and helps to prepare students for their GCSEs. To further promote good

Literacy and reading diversity, students across all year groups also participate in the Accelerated Reader programme and DEAR (Drop Everything And Read): through consistent reading episodes of texts targeted specifically at their individual level, students can make steady and incremental progress in reading.

At KS4, students study the AQA English Language GCSE, which provides students with opportunities to improve their reading and comprehension skills, creative writing (fiction and transactional) and their ability to infer and deduce information from a text. All of our learners will also gain a certificate in Functional Skills reading, writing and speaking and listening which many employers and Higher Education providers accept if, for whatever reason, a student does not want to simply rely on their examination result.

Students are encouraged to explore, grow and pursue a life-long love of learning through being exposed to the diverse range of literature on offer at BTA.

Numeracy

Bromley Educational Trust is committed to raising the standards of numeracy for all its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and enable them to utilise the skills necessary to cope confidently with the demands of further education, employment and adult life.

At Bromley Trust Academy we see numeracy as a proficiency which involves confidence and competence with numbers and measures. It is more than an ability to do basic arithmetic. It requires understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

Through the teaching of numeracy, we promote the skills students need to access the whole school curriculum confidently and effectively to enable students to appreciate that there is a common expectation of these skills in all subject areas.

At BTA Hayes and Blenheim, students are tested using standardised baseline assessments upon entry. Our maths programme provides opportunities for students to develop key skills at KS3 which will help to facilitate a seamless progression to KS4. We complete the Edexcel GCSE (9-1) Maths qualification and, using data generated in KS3, mock exams and classwork, we enter students for either the higher or foundation tier.

This planning provides a clear structure of lessons with relevant lesson objectives, sequential tasks and plenary activities. PLCs are used in KS4, especially with year 11 students to improve planning and differentiation. This ensures that students are always working on skills that require development. The PLCs are linked to the 'I Can do statements' from Maths Framework (SoW) and it is used monitor students' progress in classroom.

Science

Scientists aim to make sense from what we observe within our Universe. Biology is generally the study of life, Chemistry is generally the study of the matter that makes up the Universe and Physics is the study of the way that the Universe works.

Through the teaching of science, we aim to incorporate scientific thinking and the application of Science to the world around us. The subject aims to equip students with the scientific skills and understanding necessary for their time, not only at school but also into their adult life.

There is an emphasis on learning science through experimental work, using specialist science equipment. Research and problem-solving tasks encourage students to be independent enquirers and innovative thinkers as well as team workers. Students are provided with the opportunity to share their ideas by presentation in various ways and, in doing so, to reflect on their learning.

At Bromley Trust Academy Hayes, we deliver the OCR Gateway Science Biology (9-1) J247 specification at GCSE level to selected target students. The content of this particular course of study is valued for its relevance for young people, with regard to the implications of science in the society in which they live. The course places strong emphasis on explanations, theories, mathematics and modelling in science, thus helping to develop very important and valuable transferable skills that are necessary for life in general.

Furthermore, all Years 10 and 11 students complete the Science Gateway qualification, achieving either an 'Award' or 'Certificate' in Science. For this qualification, students are required to produce a coursework portfolio, showcasing their knowledge in areas including practical tests and theory work. The nature of the course means that students have the confidence to work independently, taking responsibility and ownership of their portfolios and working towards achieving a well-recognised qualification in Science.

In Years 7 & 8 we deliver the New Programme of study from Oxford university press, applying the principles of Science through the, 'Activate' curriculum of study.

'Activate' is a brand new Key Stage 3 science course designed to spark students' interest in science and support them on their journey through KS3 to KS4 successfully. It's tailored to the 2017 new Science curriculum, with a comprehensive and flexible solution for effective differentiation and assessment.

'Activate' provides a sensible route to science education at Bromley Trust Academy through the content of *How Science Works* [HSW] drawing on key concepts, key processes and curriculum opportunities in the New Programme of Study [SOW] at KS3.

At BTA Blenheim, we deliver the OCR GCSE Biology curriculum to all students to ensure they all leave Year 11 with a GCSE science qualification.

SEN

Bromley Trust Academy Hayes and Blenheim make provisions for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties, hearing impairments and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently, in these instances we can access training and advice so that these kinds of needs can be met.

The academy also currently meets the needs of students with a statement of special educational need / Education, Health and Care plan on a short term basis where a child has been permanently excluded from a mainstream school. Students who have accessed the AP sometimes present with the following kinds of special educational need: SEMH; ASD; ADHD; Oppositional Disorder; Conduct Disorder. Decisions on the admission of students with a statement of special educational need / Education, Health and Care plan are made by the Headteacher in conjunction with the Local Authority on a short-term basis whilst a new school is identified. It is highly unusual for any student with an EHC Plan to access the AP as it is an expectation that schools should use the emergency annual review process appropriately rather than resort to permanent exclusion.

Life skills/post16

At Bromley Trust Academy Hayes and Blenheim we understand that students and parents may not have the resources to make the necessary arrangements for further education or training after Year 11. We therefore provide 1-1 sessions during the school day for Year 11 students.

These sessions provide guidance and impartial advice and aim to assist the young person in making applications for Colleges, Sixth forms, Apprenticeships and/or employment. In addition to the 1-1 sessions we also invite a variety of Colleges and Apprenticeship Organisations into School for a series of presentations and guidance.

Prior to national lockdown, and for the last three years, Year 11 students were taken to the London Skills Event at the Excel Centre; this event is patronised by the Military, Emergency Services, Colleges, Universities and Apprenticeship Organisations, this event is now a staple on the school calendar.

In addition, ICT, Business Studies, CMI and IFS are embedded in our curriculum; providing guidance and resources for students to prepare and print their Curriculum Vitae's, personal statements and letters of application.

NEET

- Throughout the Summer Term we encourage the Year 11 students to feedback on their College/Training Provider or Employment Interviews.
- Parents/Carers/Students are all reminded in writing and at our Spring Term Academic Review Day of the importance of prompt collection of examination results and attendance to their chosen College or Training Provider Enrolment Day.
- Any students that are permanently Absent/Refusing to attend and no Post 16 destinations are being sought are reported to the Bromley Targeted Youth Team as potential NEET.
- In the September of Year 12 letters with SAE are sent out to the previous cohort requesting information on the student's current education/employment status.
- A minimum of two telephone calls are made in addition to establish this information.
- Any data in the Unknown section of BTA NEET Data is there because we have been unable to establish the information.
- Those students are again reported to the Bromley Targeted Youth Team as NEET.

Assessment on Entry to BTA and Transition

In order to operate effectively, it is important that staff, students and parents work collaboratively to enable joined up thinking. We encourage students and parents to view Bromley Trust Academy Midfield and Hayes as both a fresh start and as an opportunity to achieve success. Working with parents, we aim to promote the student's sense of self-worth, personal responsibility and respect for others. Bromley Trust Academy is a primary and secondary Alternative Provision provider that supports students living in Bromley who have been permanently excluded from mainstream schools, are at risk of permanent exclusion or are students who have arrived in Borough due to un-assessed needs and require a period of assessment before moving to the most appropriate provision.

At Hayes Campus, the Assessment and Transition Centre assesses students using; New Group reading Test (NGRT); Star Reading Test (Accelerated Reader); Basic and Key Skill Builder (BKSB); PTM (Maths) and PTE (English) GL Assessments and online baseline skills assessments via Show my Homework. All results from the assessments gathered are used to complete students Individual education Plans (IEPs). We also provide SALT and dyslexia screening if required whereby teachers receive specific strategies on how best to support students in lessons.

Students are also given the opportunity to take part in dialogue about their long term and short term targets. We set SEMH targets whilst students are in the ATC and these are then reviewed during the three Academic review Days (ARD) throughout the year. Students also have a therapy taster session whereby they are able

to meet our on-site therapists and complete a Student Self Review allowing them to reflect on their past educational experiences, which enables them to move forward by setting targets.

Part of the work within the ATC is preparing students to return to mainstream/ further education/ college placements/ alternative provision through one-to-one meetings and discussions about the expectations of their new provision alongside relieving any anxieties and worried they may have. These Transition meetings take place in the run up to students moving on from BTAH. As part of this process we ensure parents and carers are kept informed and as such, as the bridge between BTAH and the new educational provision. Students returning to mainstream education are presented at the Fair Access Panel (FAP) once a school is allocated and parents are/carers are informed, students begin their placement for 12 weeks which is reviewed half way through, during this time they remain on dual registration with BTAH and the newly allocated school.

N .B - Further information regarding assessments at BTAH can be located in our assessment policy.