



BiggleswadeAcademy

Learning, Teaching and Curriculum Policy

Document Detail	
Type of Document (Stat Policy/Policy/Procedure)	Policy
Category of Document (Trust HR-Fin-FM-Gen/Academy)	Academy
Index reference number	ACA-01-PO
Approved	26/04/2018
Approved by	Trust Board
Next Review date	26/04/2020
Version	V1

Rationale:

At Biggleswade Academy we believe in the concept of lifelong learning for both adults and children. We maintain that learning should be a rewarding and enjoyable experience for everyone and that it should inspire all to want to continue to learn and develop long after they have moved on from the school environment. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices and lead happy and rewarding lives.

We believe that pupils need a curriculum that prepares them for a rapidly changing world where technological innovation and society as a whole alter at a staggering rate. We recognise that our children come from a rich variety of backgrounds and have an even richer variety of strengths and areas for development, which we believe the Academy has a duty to nurture and motivate through forward thinking approaches and strategies and dedicated teaching.

We believe that all pupils should:



Aims:

Biggleswade Academy aims to provide children with the opportunities needed to develop towards and beyond their full potential; academically, emotionally and socially.

We aim to provide the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.

We promote an ethos of care, mutual respect and support, where effort is valued and success is celebrated.

To enable children to become active, responsible, and caring citizens.

Roles and responsibilities

Academy Governors

The Academy Governors determine, support, monitor and review the Academy policies on teaching and learning. In particular they;

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the Academy buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are impacting on raising pupil progress and attainment.
- Ensure staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the Academy's teaching and learning policy through the Academy self-review process. These include reports from the Curriculum Leaders and the annual Principal's report to governors as well as a review of the in-service CPD sessions.

Teaching Staff

Teachers endeavour to:

- Provide a challenging and stimulating curriculum and environment designed to encourage all children to reach the highest standard of achievement
- Recognise, be aware of, and respond appropriately to the needs of each individual child according to ability, aptitude and background.
- Ensure that learning is progressive and continuous.
- Have a secure subject and pedagogical knowledge and understanding.
- Deliver lessons that demonstrate key elements of AFL practice.
- Deliver lessons that are planned and use high quality resources.
- Assess and provide feedback in line with Academy policies.
- Monitor progress and achievement and use the data that is generated to inform planning and support for all groups of pupils.
- To report to parent/carers at regular intervals and when concerns arise.
- Be good role models that are punctual, well organised, prepared, positive and enthusiastic.
- Keep up to date with educational issues

Parents

The Academy recognises the vital contribution that parents/carers have in their children's education and therefore expects parents to support pupils' learning by:

- Ensuring that their child attends school regularly, punctually, well rested and in good health.
- Ensuring their child arrives in school in the appropriate school uniform and with the correct equipment.
- Promote a positive attitude towards school and learning.
- Providing support for their children's behaviour.
- Participating in discussions concerning their child's progress and attainment.
- Informing the Academy of any matters that may affect their child's happiness, progress or behaviour.
- Allowing their child to become increasingly independent.
- Supporting their child with homework and ensuring that it is completed to a high standard and on time.

Pupils

Pupils are expected to:

- Attend school regularly and to be punctual throughout the school day.
- To arrive in school dressed in the correct school uniform and properly equipped for the day.
- Conduct themselves in an orderly manner and not disrupt the learning of themselves or others; to respond positively to staff and to allow lessons to proceed without interruption.
- Provide high levels of engagement, commitment and co-operation within learning time.
- Respond readily to the challenge of tasks set, show a willingness to focus and make good progress.
- To participate appropriately with self and peer assessment and respond to feedback when required.
- To take increased responsibility for their own learning.

Learning and Teaching

At Biggleswade Academy learning is recognised as an active process which is most effective when:

- Pupils are encouraged to form positive relationships with their teachers, peers and other members of the school community.
- It is pupil focussed.
- It has Assessment for Learning principles embedded throughout.
- Pupils have clear direction and are praised for the good things that they do.
- It is enjoyable and has a clear purpose.
- It is personalised, taking into account a range of factors; when pupils are actively involved in their learning at an appropriate level to match their learning needs.
- Pupils are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging.
- It is linked to a bigger picture of skills development both across a subject and across the curriculum as a whole.
- Pupils are encouraged to become increasingly autonomous learners.

Lesson Structure and Delivery

- Lessons will start promptly and end on time.
- High quality resources will have been prepared and organised in advance.
- The lesson will be linked to previous learning or teaching.
- I Cans will be displayed and explained.
- Pupils will be exposed to a variety of different activities that address different learning styles and outcomes. These will have been carefully planned to add interest and enjoyment and to sustain concentration, engagement, motivation and application.
- Teacher talk will be kept to a minimum and pupils will be actively involved in tasks.
- Pupils will experience individual, pair and small group work.
- Throughout lessons pupils' will be exposed to 'mini plenaries to address misconceptions, check and develop understanding and assess learning.
- Time will be left at the end of lessons to summarise and recap on the learning that has taken place.

Set up	Children reflect on previous learning and feedback.	AFL Strategies used throughout
	Introduce I can	
	Interactive strategies (TPS/Rehearse/Reflect)	
	Direct teaching of new learning and modelling	
	Set out expectation for end of the session	
Main Activities	If not completed earlier - Children reflect on previous learning and feedback.	AFL Strategies used throughout
	Focused activities	
	Mini-plenaries to make connections / address misconceptions/ refine & rehearse	
Session summary	Address success criteria and learning – as a class /in groups/in pairs/ individually.	AFL Strategies used throughout
	Demonstrate depth when appropriate using application questions.	
	Learning evaluation – Where do we go from here?	

Assessment

Assessment for Learning

Assessment for Learning is seen by the Academy as the foundation for good learning and teaching. It exists to help the teacher support each child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they are at in the learning process. It helps to inform future planning and teaching strategies. It also helps us to recognise and move on from success. For greater detail on the way we use this and other forms of assessment across the Academy please see our 'Feedback and Marking' policy.

Planning for excellent outcomes – what we teach...

At the Academy there are three layers of planning which together must enable the delivery of high quality learning experiences and secure high quality outcomes:

Long Term Planning (LTP) 🔗 Medium Term Planning (MTP) 🔗 Short Term Planning (STP)

The Foundation Stage

The foundation stage is a distinct phase in education, which begins when children enter preschool and continues until the end of the Reception year. The curriculum for the foundation stage is important in its own right as well as underpinning all future learning by supporting and fostering children's personal, social and emotional wellbeing and establish positive attitudes and dispositions towards learning.

Our school fully supports the four guiding principles from the EYFS framework of every child is a **unique child**, children learn through **positive relationships**, children develop well in **enabling environments**, and the children **develop and learn in different ways and at different rates**. These principles will ensure a continuity of practice through the Foundation Stage that will enable all children to be competent and confident independent learners.

All early years practitioners observe and assess the children and record this as part of an ongoing learning journey. The practitioner's record their evidence on an online journal called 'Tapestry' which enables the staff to communicate with parents regularly their child's development.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Further information on the revised 2017 statutory framework and other information relation to the Early Years provision can be found by following the following link:

<https://www.foundationyears.org.uk/eyfs-statutory-framework/>

Essential core

Years 1-8

All pupils at all stages of their education within the Academy experience a rigorous core programme which includes English, with explicit teaching of both Reading and Writing, and Maths (numeracy and problem solving) and an increasing focus on the use of technology and computer studies as children progress through the age range.

Wider Curriculum

Yrs 1 - 6

Our wider curriculum is broad and balanced, focusing on depth of learning and mastery of content. While it is taught as discrete subjects in order to ensure that pupils have full access to the Primary National Curriculum of 2014, children benefit from a progressive, primary-centred approach which ensures that the majority of pupil's time is still spent with one teacher who understands their ability and develops their learning.

This work is then supplemented by access to our specialist areas and a number of specialist subject learning opportunities throughout the year.

Wider Curriculum - Years 7 & 8

When pupils move into KS3 they follow a programme of increasing specialism which is fast paced and where pupils are challenged to learn with even greater independence. Increasingly this is designed to prepare them for their transition to upper school which occurs at the end of Y8.

The KS3 curriculum is also enhanced by the innovative range of AQA accredited options in specialist areas. These provide even greater stimulus for pupils to engage into discovering and nurturing their passions and gain critical experience to help them prepare for their move into Year 9.

Technology is taught through the provision of STEM. This involves solving real world problems through the use of Science, Technology, Engineering and Maths.

Wider Provision

In order to achieve these aims, we consider the weekly timetabled curriculum to be but one part of our overall provision; all aspects of a child's school experience contribute to their learning. As part of this and, in order to maximise their Academy experience, we actively encourage pupils to involve themselves in our wide range of:

- Educational trips and visits
- Charity events
- Extra-curricular activities, which take place before school, during lunchtimes and after school.
- Special events such as Academy concerts and performances.
- The annual Languages, Humanities and Science days.

'Out of hours learning' (Homework)

As an Academy, we believe strongly that positive 'out of hours learning' (Homework) opportunities play a significant role in developing independence and self-discipline. However, there is ever increasing evidence that, approached in the wrong manner, 'homework' can have a demotivational and negative effect on pupil achievement and engagement. Therefore we recognise that homework should not be set just for homework's sake, but that it should consist of purposeful, quality tasks that reinforce and enhance learning.

The amount of time that pupils spend on homework increases as they move through the Academy and is revised by the SLT on an annual basis. This is outlined for parents and pupils on the Academy Website.

Pupils are expected to complete homework in line with everyday class work expectations and to hand it in on time. A record will be kept by staff so that the correct responses are made in line with the Academy Behaviour Policy.

Staff are required to mark homework and feedback in line with the Marking and feedback policy.

Classroom Environments

At Biggleswade Academy we recognise that a high quality learning environment has a direct impact on the standards and attitudes of all pupils, and that successful classrooms are calm, welcoming, stimulating and safe environments where high value is placed on learning.

Individual teachers are responsible for the learning environment within their own classroom and designated areas. They are expected to ensure that classrooms are tidy and organised.

Each classroom displays an up to date copy of:

- The Academy Presentation Policy
- A Uniform Poster
- A copy of the Academy Rewards and Sanctions Ladders
- A copy of the Academy Marking Codes
- A Growth Mindset Display
- A Academy Charter

Displays

We believe that displays have many purposes and should therefore vary in their content and style. They should be used for:

1. Engaging pupils in learning (e.g. interactive displays, success criteria, big picture mind maps)
2. Enabling learning to take place (e.g. connectives, key words, number lines)
3. Celebrating success (e.g. displaying work demonstrating high levels of effort, exemplar work, merit charts)
4. Raising expectations (e.g. code of conduct, teacher expectations, targets, routines)

All staff are expected to ensure that displays are kept tidy, are of a high quality, are relevant and are changed on a regular basis.