

INTENT – What do we want to achieve?

Teaching and Learning permeates every facet of school life. Our goal is to ensure that all our pupils' experience quality first teaching and teachers are able to foster an enjoyment for learning and facilitate progress for all through engaging learning experiences. We want to create the optimum learning environment for all pupils, regardless of their ability, individual starting points or previous educational experiences.

We aim to engage all pupils in education so that they see themselves as learners who have the potential to make progress and be successful. Our intent is to equip pupils with the knowledge and key, transferable skills which allow them to flourish in life beyond BOA and to support a transition and ensure readiness for the next phase of education.

Curriculum

Our curriculum is regularly reviewed and updated to ensure we are providing a holistic learning experience, we aim for our curriculum to be purposeful, appropriately challenging and provide opportunities for all to flourish. We want pupils to develop a deep understanding of the knowledge and skills which will support in future learning and build the confidence and self-esteem needed to gain success in education and life beyond. We know our pupils come with varied schooling experiences and with gaps in their learning; at BOA we know the value in identifying these gaps and ensuring pupils have opportunities to develop strong foundations for further learning by bridging these gaps and teaching pupils at the appropriate level so that nobody gets left behind.

Academic Success and the Importance of Relationships

At BOA, relationships are the key to success, we get to know our pupils exceptionally well and develop a culture of trust, resilience, nurture and challenge and this is the key to accessing our curriculum. We also foster positive and supportive relationships with parents and carers and see this as vital for the pupils' wellbeing and success and we communicate our curriculum plans with home on a half termly basis but also maintain daily communication. Our curriculum is designed to facilitate the learning of knowledge and skills and give pupils opportunities to develop their academic, creative and communicative skills. Furthermore, our intent is to ensure that all pupils leave with a broad range of transferable skills, are engaged in the learning process and feel that they can be successful in education and beyond.

Communication Skills

Our aim is to ensure that pupils are equipped with crucial skills in reading, communication and comprehension. The teaching of reading and developing opportunities for extended independent writing are a key focus across our curriculum and we believe that reading is the key to success and further learning. Our reading focus, whole school emphasis on phonics and personalised interventions and collaboration with speech and language approaches, create opportunities for pupils to develop a wealth of reading experiences and improve both their spoken and written communication which will impact on their progress across all subject areas.

IMPLEMENTATION – How do we get there?

We provide a holistic curriculum offer which supports pupils in both their academic and SEMH development. Our class timetables and expectations provide a consistent structure to each day and we provide a range of interventions to support progress and success, including 1:1, small group and class based opportunities. We also facilitate a robust teaching and learning CPD programme for all staff to support the best possible outcomes for pupils and professional development for all.

Consistency is key in the implementation of our curriculum. We have well-established timetables, consistent TA support and weekly teaching and learning focus through high quality CPD in order to create cohesion, consistency and high expectations across all areas of the curriculum.

Core Subjects

Phonics, Reading, English, Handwriting, Maths, Science, Computing, Art, Humanities and PSHE (inclusive of RSE)

Wider Curriculum

Social communication, Impact Day, enrichment days, diversity days, local community visits, Physical Education, Swimming, Cooking, Forest School and Careers Day. Pupils participate in weekly extra-curricular activities including cooking, arts and crafts, sport, photography and Bramley Woods.

Interventions

We pride ourselves on our entire provision being an intervention which can be adapted to suit the needs of all pupils due to the expertise, skills and adaptability of our staffing team and curriculum. We also offer a range of interventions including precision teaching, 1:1 maths intervention (gaps in learning), Additional phonics catch up, additional reading interventions, SALT, OT input and additional therapeutic interventions which all support pupil engagement in the curriculum.

Assessment

Pupils' expected progress flightpaths are set in September from baseline assessments in accordance with our assessment policy. Pupils engage in termly summative assessments in reading, phonics, maths and writing to ensure that the data is tracked accurately. This data is analysed and set targets for class intervention as well as targeted intervention sessions. In addition to this staff use formative assessment to identify gaps in learning and responsively adapt their teaching to ensure these gaps are filled.

CPD

Our teaching and learning CPD offer is designed to address areas for development based half termly school improvement cycle. This is monitored throughout the half term through internal monitoring processes and externally verified by our Trust Director for School Improvement. Working in partnership with OLEVI and hosting in-house facilitators, we enable staff to take part in teaching and learning, coaching and NPQ leadership programmes to ensure growth in all levels of leadership and professional development to create high performing people. We also work in collaboration with other local schools and provisions across the Trust to share best practice, build professional relationships and provide opportunities for observation and collaboration with other professionals and in different areas of leadership.

IMPACT – What do we want the outcome to be?

Our School Improvement Cycle and assessment systems provide opportunities to evaluate the impact of teaching and ensure we are facilitating the best possible progress. We aim to equip pupils with the skills and confidence to succeed in their academic journeys, whilst developing our staff's skills as inspirational teachers. Pupils leave Bramley Oak with positive learning experiences, a greater understanding and resilience for learning and challenge and with a greater skill set and knowledge base for learning.

The impact of our T/L and whole school processes and approaches, is that pupils feel supported, they enjoy learning, make progress in their academic abilities and SEMH regulation and take pride in all their achievements. Pupils gain a wealth of experiences, cultural capital and develop positive relationships.

Evaluating the impact of teaching

The quality and impact of our teaching and learning is monitored through

- Regular Learning walks
- Half termly Work Scrutiny
- 1-1 coaching session and target setting through performance management
- Formal learning walk with feedback

The impact of our School Improvement Cycle is to create a culture of support and personal development for all teaching staff. Our use of observations, collaborative work scrutiny's and learning walks provide staff with opportunities to develop, share their own ideas and best practice and work collaboratively to support all pupils in their learning.

Pupil outcomes

Pupils complete three assessment cycles per academic year. Pupil progress is determined after every data capture, and progress meetings are held with teaching teams to discuss progress and attainment, determine interventions suited to bridge gaps and promote challenge and progress. Taking into consideration contextual factors which may impact learning, we expect all pupils to make academic progress. Our teaching and learning systems and processes are designed to support pupils and give them plenty of opportunities to succeed academically, socially and emotionally.

Transitions

Pupils are prepared for the next phase in education and are carefully transitioned onto their next educational placement. The emphasis on our core values in all that we do means that pupils become effective and responsible members of society who contribute to their communities. Pupils have a secure understanding of their learning needs and have developed a repertoire of strategies to overcoming any barriers. When pupils move on from Bramley Oak, they continue to develop a hunger for learning and see an aspirational future for themselves.