

Broomfield House School
CURRICULUM: TEACHING AND LEARNING POLICY

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and on request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office upon request.

Legal Status:

- This is a Statutory Policy
- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care, the before school club, the afterschool clubs, the holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the proprietor, pupils on placement and volunteers working in the school.

Appendices to the Teaching and Learning - Curriculum Policy:

- Differentiation in the Curriculum
- Assessment, Recording and Reporting Policy
- Gifted and Talented Policy
- Special Educational Needs Policy
- Subject Policies including, where relevant, Schemes of Work (Programmes of study)

Other Related Documents Include:

- EYFS - Curriculum
- Homework Policy
- Educational Visits and Off-site Activities Policy
- Appropriate plans, schemes of work and/or programs of study.

Availability:

This policy is made available to parents, staff and pupils in the following ways: via the School website www.broomfieldhouse.com, and on request, a copy may be obtained from the Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Deputy Headteacher and Senior teachers, are responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all teachers, ensuring that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives.
- Deputy Headteacher and Senior Teachers observe the way subjects are taught throughout the school. They review long-term and medium-term planning, and ensure that appropriate teaching strategies are used.
- It is intended that the review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at Broomfield House School.
- The Headteacher undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Last reviewed: Dec 2019

Next review: Dec 2020

Policy Statement

Imagine the joy and excitement of learning in a vibrant, well-structured learning environment where each pupil's individual strengths, talents and aptitudes are nurtured and developed. It is the aim of Broomfield House School to provide a broadly based academic curriculum which will be delivered within the context of the School Ethos, Vision and Mission. The curriculum underpins the fundamental aims of the School. The curriculum must be seen as the major component of a pupil's education which, together with the pastoral care and the extra-curricular activities offered, help pupils to develop a wide range of key and transferable skills so that they leave the school equipped to become a valuable member of society. Our planned curriculum activities are organised in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth and development. The School provides an academically challenging environment which is vibrant, happy, creative and stimulating. Our teachers have high expectations but equally foster a nurturing environment in order to promote pupils' academic growth and to provide the support they need in order to make excellent progress in their studies. The educational journey at the School is organised into:

- the Early Years Foundation Stage (EYFS);
- Key Stages 1 and 2 which are formed of Year 1 to Year 6

For each year group in Key Stage One and Key Stage Two along with the Kindergarten and Pre-Kindergarten, please refer to their bespoke curriculum statement which encapsulates their Programmes of Study inclusive of their Schemes of Work for each subject. *Personal, Social, Health and Economic Education (PSHE)* and Citizenship is integrated into the subject areas and has its own overarching scheme of work covering each of the Key Stages along with the Kindergarten and pre Kindergarten. *Spiritual, Moral, Social and Cultural Education* is embedded into each lesson.

The school encourages its pupils to develop intellectual independence and an enduring love of learning for its own sake, equipping them for the challenges of a rapidly changing world. The programmes of study at Broomfield House School extend beyond the National Curriculum. They include not only the full range of academic subjects but also a wide variety of physical and creative experiences. Pupils benefit from opportunities to exercise initiative, develop team-working skills, and participate in visits beyond the classroom. The curriculum not only supports pupils' academic progress but also fosters in them awareness and understanding of a range of spiritual, moral, cultural and social issues. In this way, it promotes their development into compassionate, empathetic and confident individuals. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of pupils. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils 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. Above all, we believe in making learning fun and engendering in young people a love of lifelong learning. Broomfield House School ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Statement of Pedagogy

This Statement should be considered alongside the BHS Lesson Plan and Teacher Observation Checklist

Broomfield's Individual Learning Enhancement programme aims to maximise the individual potential and actual achievement of every child. In their classrooms, through their lessons and assessment, teachers set out to create a learning environment where pupils have the best possible opportunity to realise their potential.

Teachers:

(1) Show complete commitment to the education of children at Broomfield.

Take personal responsibility for maximising all children's progress and achievement ensuring they achieve to their potential by providing an effective package of individual learning for every child.

(2) Make knowledge and skills accessible to all.

Plan and differentiate lessons to accommodate the individual child by stretching the very able and supporting the less able to access the curriculum; be aware of, and cater for, differences in attainment according to gender, especially in maths; use clear and concise language; make good links to previous work. Carry out pre-assessments at the beginning of topics in core and non-core subjects to assess pupils' prior knowledge, inform subsequent lesson planning and assess pupil progress at the end of the topic.

(3) Establish the focus of learning, and how to achieve it, for each lesson.

Communicate the expected outcomes using the following terminology: EY and KS1 may use the WALT acronym for Lesson Objectives and they use "Recipe for Success" for the success criteria, while KS2 refer, in plain English, to the Lesson Objectives; specify the Success Criteria, which enable children to achieve the Lesson Objectives, and refer to them ensuring they are used during the lesson's Main Activity.

(4) Consolidate learning on an ongoing basis in the core subjects

Embed knowledge, skills and understanding in maths and English through regular weekly practice at the beginning of lessons (2-3 times a week).

(5) Acknowledge individual children's learning requirements and adjust their practices accordingly.

Demonstrate flexibility by intervening to ensure every child achieves the tasks set and reaches their full potential; use teaching assistants to help deliver appropriate individual support.

(6) Manage and monitor pupil learning through marking and assessment

Mark according to Broomfield's Marking Policy and give written and/ or verbal feedback which relates to lesson objectives, success criteria and/ or individual targets; use plenaries (and mini-plenaries) to review what the children know; monitor progress using on-the-spot feedback with ongoing formative assessment together with our regular summative assessments; run booster groups and/or initiate other strategies, as set out in Broomfield's ILE Programme, to support children's individual learning needs; set targets and adjust these according to progress; nominate able mathematicians to join the school's advanced problem-solving Maths Club; carry out 'low-stakes' testing to assess children's retention and understanding of the maths and English taught each week.

(7) Expect and maintain high, achievable standards.

Lead by example, encourage children to give of their best and achieve their potential at all times; encourage children to achieve their targets in all their work.

(8) Foster pupils' self esteem at all times.

Promote a 'can-do' attitude; praise and encourage children in recognition of individual effort and/or achievement; encourage them to take pride in all their work and to feel positive by meeting their targets and trying their best in all lessons.

(9) Foster a safe, secure and supportive learning atmosphere.

Ensure children feel confident to express themselves in front of others and participate orally in class without fear of making mistakes; encourage mutual respect for one another; expect, value and foster good behaviour.

(10) Encourage pupils to question, reason, recognise different views, be creative and be experimental.

Provide opportunities for children to reason, solve problems, discuss/debate issues, acknowledge diversity and respect cultural or religious differences; use appropriate, open-ended questions in these sessions to develop children's thinking skills.

(11) Demonstrate a thorough understanding of their subject.

Attend training courses and Inset days; all teachers are motivated to extend their own knowledge, to further themselves and to learn from other members of BHS staff through the sharing of good practice.

(12) Understand how to motivate pupils to learn and how to maintain that interest.

Encourage children to be active learners; establish a relationship with individual children and use this knowledge to encourage their interest; teach and present lessons in a lively, well-paced and stimulating way; ensure children are active participants for at least 50% of the lesson using paired and/or group work when appropriate; select interesting and appropriate resources; use a system of in-class and whole-school rewards in recognition of effort and / or achievement.

(13) Provide a well-organised, stimulating and educational classroom environment.

Ensure the classroom is an attractive, tidy and well-organised space with all equipment and resources readily available; create interactive and stimulating classroom wall displays based on children's work.

(14) Establish the practice of a homework routine.

Set regular homework which consolidates class work and/or is tailored to individual needs; encourage children to reflect on the quality of their work and aim always for high standards; liaise with parents when appropriate to ensure the child completes the homework to the best of their ability; higher up the school weekly homework should include reading comprehension, creative writing and maths exercises.

(15) Deliver high quality teaching and well-paced lessons.

Implement Broomfield's Statement of Pedagogy; adhere to the requirements of the school's lesson plan, paying careful attention to the correct balance of timing; use teaching assistants wisely; maximise children's opportunities for active learning and enable them to achieve to their potential.

(16) In summary, demonstrate the BHS approach to teaching and learning.

Show enthusiasm, commitment, imagination, bravery and appropriate risk-taking, excellent organisation, appropriate use of innovation and focus on friendly, but authoritative, teaching in order to foster a stimulating and successful learning environment for the pupils.

In addition, teachers:

- **Think systematically about their practice and learn from their own experience.**
Continually review their lessons, methods of delivery and knowledge.
- **Participate actively in the school community which works collaboratively for the good of the children.**
Attend regular staff meetings, year group meetings, away-days, hold discussions with colleagues and mentors and join in with staff social events; teachers work together with parents on both academic matters and school social events.

Working alongside Teaching Assistants

Teaching Assistants play a very important role in the life of the school and their contributions are highly valued. They are there to help and support class teachers achieve the best all-round outcomes for the children in their class. Their duties, with some variations between the key stages, will usually include the following:

- Help set up classroom at the beginning of term.
- Keep classroom resources, including class library, tidy and in good order.
- Take the register.
- Attend, when appropriate, to children's emotional and physical well-being.
- Along with the class teacher, select appropriate reading books, schemes and levels; hear children read, using the BHS reading guidelines; write appropriate comments (overseen by the class teacher) in children's Reading Record books and keep the Class Reading Record Book up to date.

- During lessons, work with small groups or individual children, as directed by the teacher; should this support take place in a different classroom, TAs should provide the teacher with written or verbal feedback.
- Mark spelling, tables, verbal / non-verbal reasoning tests and register scores; KS1 assistants may also mark worksheets, workbooks and handwriting books.
- Mark some of the maths work (following the BHS Marking Policy) which should then be overseen by the class teacher.
- Mark maths exam papers but only alongside the class teacher to ensure consistency of marking.
- Under direction, and when appropriate, help class teacher prepare resources for lessons.
- Photocopy worksheets and test papers.
- Help invigilate tests.
- Assist in planning and putting up displays.
- Accompany class to singing / drama lessons, rehearsals and workshops, as appropriate.
- Accompany class on trips.
- When necessary, teaching assistants may be required to accompany children to swimming and games lessons off-site; they might also be asked to cover games lessons occasionally.

In time, and with experience, teaching assistants will naturally be able to offer ideas, advice and suggestions to the class teacher, participate in some of the decision-making and take the initiative in promoting the efficiency and well-being of the class.

Some general guidance for class teachers:

- Teaching assistants do not lead class lessons, unless agreed with the Headteacher; in this case, the assistant would normally be supported by a teacher.
- Teaching assistants do not mark any work, other than that listed above, unless agreed with the Headteacher.
- Teaching assistants are asked to be in school by 8:30 am when class teachers should update them on the day's plans.
- Teachers should be aware of any other teaching commitments or duties their TA might have and then ensure their expectations are realistic so that the TA does not become overloaded.
- Teaching assistants may be expected to stay until the classroom is cleared and ready for the following day but, normally, not more than 30 minutes after the end of school.
- While teaching assistants are there to help and support, class teachers remain responsible overall for the children's education, their wellbeing and for maintaining a high standard in all teaching and marking.

At Broomfield House School we aim for all our children to be happy, confident learners who achieve their potential.

- **Happy** thoughtful, considerate self-motivated learners who enjoy coming to school.
- **Confident** independent, enquiring, articulate thinkers who are prepared to face new challenges.
- **Achieve Potential** children make very good progress as a result of excellent teaching, support and a broad creative curriculum.

Linguistic (including English and French): This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. Spanish is taught from the Nursery onwards by specialist staff. Spanish Club is offered for children who speak Spanish at home, in order to extend them further in this language.

Mathematical This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is to be developed in a variety of ways, including practical activity, problem solving, mental arithmetic, exploration and discussion.

Scientific (including aspects of biology, chemistry and physics): This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological (including Art, Woodwork and ICT): Technological skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce products which the pupils are proud of; and evaluating processes and products.

Human and Social (including Geography, History, and Religious Studies at a level appropriate to the child's development): This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

Physical (including PE and an extensive extra-curricular programme): This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative (including Art, Drama and Music): This area is concerned with the processes of making, performing, composing and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical, responses. We have specialist Music, Art and Drama teachers who teach from Nursery to Year 6. Pupils are encouraged to demonstrate their learning in a variety of ways. We have termly musical/ drama events such as a carol concert, a Key Stage Two productions (one each for Years 3 and 4 which focus on cross curricular links in history and French) and a Summer Years 4-6 major production) and a Spring term Concert. Performing and art exhibition activities off site to the general public are also a feature of our work.

Aims of the Policy

The aims of the curriculum at Broomfield House School are to enable pupils to:-

- develop lively, imaginative and enquiring minds with the ability to question, solve problems and argue rationally;
- develop a willingness to apply themselves and an aptitude for learning;
- acquire knowledge and skills relevant to adult life and employment in a world of rapid continuous change including technological change;
- develop sound English and Maths skills
- develop competence in the use of Information Technology;
- develop creativity, critical awareness, empathy and sensitivity;
- recognise their own and other's achievements and aspirations;
- develop self-esteem, self-worth and self-confidence;
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life;
- develop skills and ability to work independently and as a member of a group or team;
- develop personal, moral and spiritual values and tolerance of others, to value each individual and learn to live together in an atmosphere of mutual respect;
- develop an awareness of their place in society as informed, confident and responsible citizens with opportunities for service to each other and the community;
- become confident, resourceful, enquiring and independent learners;
- understand their community and help them feel valued as part of this community.

In accordance with best practice and where appropriate regulatory requirements, it is our school policy to ensure that we supply:

- full time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement.
- speaking, listening, literacy and numeracy skills;
- where a pupil has a statement, education which fulfils its requirements;

- personal, social and health education which reflects the school's aims and ethos;
- all pupils with the opportunity to learn and make progress;
- adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

Main Principles

All pupils, regardless of ability, race, cultural background or gender have a right and entitlement to the highest quality of education we can provide. This means that we strive to ensure that:-

- the curriculum has breadth, balance, relevance, differentiation, progression and continuity and coherence;
- the curriculum should promote knowledge and understanding and mastery of intellectual, physical, and interpersonal skills and personal qualities, values and attitudes;
- there is equality of access for all pupils to academic experiences;
- school must provide appropriate tasks and teaching techniques to support high expectations and appropriate challenges;
- all parents are provided with curriculum information relevant to their child and
- the curriculum is subject to planned evaluation and review.

We have a responsibility to adapt our teaching to ensure that all pupils are engaged in their learning, motivated and enabled to succeed. Teachers are expected to ensure that pupils who are experiencing difficulty or becoming demotivated are identified early and given necessary support, encouragement, guidance and, if necessary, different teaching styles and differentiated tasks. We do this through our ILE system for managing children's learning.

Values

Our school curriculum is underpinned by the values that we hold dear in our school. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The curriculum seeks to promote the reputation of Broomfield House School as a school with excellent standards of study, which prepares pupils for senior school and life-long involvement in learning. Its curriculum prepares pupils to contribute confidently to an ethnically pluralistic society.

- We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual pupil, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each pupil in our school for whom they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the pupils in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, sexual orientation, religion or belief. In accordance with statutory requirements the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has a policy for Special Educational Needs and Disabilities, and an Accessibility Plan which are available to parents on request. In order to achieve these values, the curriculum will seek to reinforce the following features of Broomfield House School:

- the confidence, talent and high aspirations of its pupils;
- the enquiring atmosphere and enjoyment of discourse which are a prominent feature of Broomfield House School;
- the support given to pupils in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.

The pupils are encouraged to:

- have confidence in who they are as individuals, identifying courage as a worthy attribute;
- stand up for the positive values that engender meaningful loyalties and strong communities including humility, dignity, compassion and integrity;
- promote supportive relationships, and a respect for diversity and difference;
- be self-disciplined, self-directed, and demonstrate self-control;

- participate in the transformation of their society through reflection, sensitivity and action.

Standards of attainment

We carry out data analysis each year and use the data provided to find out how well pupils in our school are achieving, compared with pupils in similar schools. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?
- Can we identify any groups of pupils who are gifted and talented?
- Comparing expectations and estimates with final results.

The Learning Environment

We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture will promote positive self-esteem and confidence. Organised resources, displays of pupil's work, stimulating materials and bright, colourful language enriched and interactive displays all help to provide the Optimal Learning Environment. We ensure that all tasks and activities that the pupils perform are safe. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: where applicable the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/guardians are informed, and their permission obtained before the visit takes place.

Teaching assistants and other adult helpers are deployed as effectively as possible. Sometimes they work with individual pupils and sometimes they work with small groups. Our school is an attractive learning environment. We ensure that all pupils have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes high-quality work by the pupils. All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

Effective learning

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- The teaching should build on previous learning.
- It should give pupils the 'big picture' of the lesson.
- The teacher should explain the lesson objectives, and why the lesson is important.
- It should allow opportunities for the pupils to build up their own understanding through various activities.
- It should allow opportunities for the pupils to review what has been learnt.
- It should have built-in opportunities for feedback to the pupils, celebrating success and reviewing learning strategies.
- The teaching should indicate what the next step in the learning will be.

We offer opportunities for pupils 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 ICT;
- fieldwork and visits to places of educational interest;
- the use of guest speakers and parents talking about current events, cultural or religious celebrations and their careers or interests
- watching television, film and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations (we have an annual speech competition for pupils in KS2);

We encourage pupils 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. Assessment and marking are an integral part of the teaching and learning process. As outlined in the Assessment and Marking Policy, informal formative assessment (Assessment for Learning or AfL) takes place continuously in the classroom and comprises of:

- effective teacher questioning;
- observations of learning;
- analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to pupils;
- individual target setting;
- pupils understanding how well they are doing and how they can improve.

Effective Ethos and Classroom Environment

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with pupils the school code of conduct. We expect all pupils to comply with these rules that promote the best learning opportunities for all. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We aim to provide a learning environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised and well-resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal access and inclusion;
- provides a professional working atmosphere.

Enrichment opportunities

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate after school and in Key Stage 2 on Friday afternoons in curriculum time. These reflect the talents and interests of the staff and pupils. The extra-curricular clubs range from drama and chess, to karate, drumming, woodwork, sewing, art, Spanish, and cookery as well as football and netball.

The Quality of Teaching

The Deputy Head (academic development) with other senior management staff carry out work scrutinies, whereby books are checked for consistency of marking and being up to date. Planning appraisals are carried out by the Deputy Head (academic development) who checks planning is up to date and evaluated. All teachers are observed working with classes at least once or twice a year, and Newly Qualified Teachers (NQTs) are observed each half term. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy, our pedagogy. The teacher and the observer follow-up the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Headteacher and Deputy Heads use the information gained from this monitoring process to help identify common development points which can be addressed in the school's training programme for continuing professional development.

Learning Walks are carried out throughout the school year to monitor different aspects of teaching and learning in all classes and in different subjects, including the implementation of new teaching initiatives. The deputy head (academic development) plans and coordinates these Learning Walks which are carried out with the support of other senior management staff. Teachers are notified in advance of these Learning Walks and their focus and are given constructive feedback, soon after the observation, designed to help them improve further the quality of teaching and learning in their classes.

The purpose of the teaching at Broomfield House School:

- enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time;
- shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- demonstrates appropriate knowledge and understanding of the subject-matter being taught;
- utilises effectively classroom resources of an adequate quality, quantity and range;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

Assessment (please refer to our Assessment Policy and Assessment Plan)

At Broomfield House School we have an effective framework in place to assess pupils' work both regularly and thoroughly. The assessment plan sets out the range of assessments taken within the school as a guide for teachers and parents as necessary. We use the information gathered through our range of assessment methods (both summative and formative) along with Granada Learning (GL) which provides what was previously known as National Foundation for Educational Research (NFER) Cognitive ability tests, including Progress in English, Progress in Maths, and tests in Verbal and Non-Verbal Reasoning. There are additional tests for reading, spelling and optional QCA and National Curriculum tests in English and maths used as additional forms of assessment. We also ensure that our framework for pupil performance is evaluated, by reference either to both our own school aims as provided to parents and with an ongoing analysis of historic averages by class, gender and in relation to Year 6 senior school pass and scholarship results.

Organisation and planning

We plan our curriculum in three phases. We agree a long and medium term plan (our curriculum) for each year group. This indicates what topics are to be taught in each term, and to which groups of pupils. We review our long and medium term plan (curriculum) on an annual basis. With our medium-term plans, we give clear guidance on the teaching strategies that we use when teaching each subject. Our short-term plans are those that our teachers write on a weekly basis for Maths and English. We use these to set out the lesson objectives for each session, and to identify what resources and activities we are going to use in the lesson. We plan the curriculum carefully, so that there is coherence in our coverage of the curriculum and the early learning goals, and there is planned progression in all curriculum areas. At Key Stage 2 the core and foundation subjects are taught separately.

Long and medium term planning

Our curriculum gives an annual overview of what will be taught by the teachers. The Headteacher and Deputy Head are responsible for ensuring that our long and medium term plan is in place as our agreed curriculum and this enables pupils' skills, knowledge and understanding to develop progressively. Assessment strategies are built in. All staff follow an agreed marking policy. Teachers plan individual lessons and include the learning intention; WALT and/or success criteria.

Short term planning Short term plans are on a weekly basis which detail the lesson objectives, strategies, activities and identify the resources we are going to use in the lesson. These plans may include individually planned lessons as well as a weekly overview and are concerned with HOW material is taught and with the details of delivery. There is a section for "Evaluation". Some year groups may additionally do daily planning.

When teaching we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement

We base our teaching on our knowledge of the pupils' level of attainment. Teachers make ongoing assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning work for pupils with special educational needs we give due regard to information and targets contained in the pupils' Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work here at Broomfield House School is of the highest possible standard.

The Early Years Foundation Stage (EYFS)

The Foundation Stage curriculum is organised into seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Physical Development
- Expressive Arts

We believe learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

Time allocation

- The timetable is constantly under review and is subject to changes in staff and in staff responsibility. The aims of our timetabling policy are to ensure that every pupil has access to all areas of the timetable.

Spiritual, Moral, Social and Cultural Development (SMSC)

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In doing so we positively promote British the core values. In addition our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and
- ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provide pupils with a broad general knowledge of public institutions and services in England; and
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

- encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- precludes the promotion of partisan political views in the teaching of any subject in the school;

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils-

- while they are in attendance at the school;
- while they are taking part an extra-curricular activities which are provided or organized by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- they are offered a balanced presentation of opposing views.

How our school actively promotes fundamental British Values

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities available to pupils through the curricular and extra-curricular programme, enables opportunities for their participation. We plan our, personal, social and health education and citizenship through, tutorials, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. Evidence of our commitment to promoting British values can be seen across the school, including our School website, Prospectus and other documentation.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE and religious education also make a strong contribution.

Personal, Social, Health, Economic Education (PSHEE) and Citizenship

Broomfield House School is committed to providing a comprehensive programme of PSHEE for all its pupils, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Headteacher. Each child's PSHEE and Citizenship education informs all aspects of the school day. The form this takes ranges from the way we treat each other to planning special lunch menus based on individual's cultural heritage. We have a cross-curricular approach to PSHEE, and its associated objectives may be addressed in RE, Circle Time, Drama, Assemblies or other curriculum areas. Our structured play sessions are specifically tailored to the needs of the group, from working with a child coping with parallel play to facilitating turn taking and initiation. We 'help pupils achieve more' by ensuring that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our, personal, social and health education and citizenship through, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. Broomfield House School seeks to:

- develop an ethos and environment which encourages a healthy lifestyle for pupils;
- use the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- ensure that food and drink available across the school day, reinforces the healthy lifestyle message;
- provide high quality Physical Education and sport to promote physical activity;

- promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our curriculum and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

The Role of the Headteacher and Deputy Headteacher in Curriculum Leadership:

Broomfield House School wishes to involve all staff in planning and developing all areas of the curriculum. The head and deputy headteachers, with the support of the class and specialist subject teachers, work together to:

- provide a strategic lead and direction;
- support and offer advice to colleagues;
- monitor child progress in that subject area;
- provide efficient resource management;
- reviewing planning;
- learning scrutiny: consider standards across all abilities and ages (with colleagues);
- resourcing: ensure resources are appropriate/suitable stored/labelled etc;
- identify shortfalls in resources: gaps in provision, ensuring resources in school are used;
- evaluate value for money when resources are purchased and deployed;
- informal monitoring during year – displays, use of resources, photographs, pupils interviews and feedback
- review and update the curriculum, if necessary;
- observe lessons;
- arrange school based training, or team teaching, if needed;
- attendance at local conferences and courses, if appropriate;
- dissemination from courses/action research/newsletters, where appropriate;
- provide articles for the school newsletter;
- manage professional development of staff to support the delivery of the curriculum;

Educational journeys

The curriculum offers a series of educational journeys that deepen the pupils' understanding of the world around them. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences. Two night residential trips take place for Year 6 children, who visit the Kingswood centre in Kent. Our Year 4 makes a special visit for one day to Lille in France.

Pupils with Special Educational Needs and Disabilities (SEND)

Our curriculum is designed to provide access and opportunity for all pupils in Broomfield House School. We comply with the Special Education Needs Code of Practice (2014). If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so only after parents have been consulted. If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher makes an assessment of this need and in most instances is able to provide resources and educational opportunities which meets the child's needs within the teaching group. If a child's need is more severe, consideration is given to involving appropriate external agencies. We always provide additional resources and support for pupils with learning difficulties and/or disabilities. This includes providing an individual learning programme (IEP) which is reviewed on a regular basis. The provision in this respect is coordinated by the SENCO within our ILE programme.

The school provides an Individual Educational Plan (IEP) for each of the pupils who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Where a pupil has an EHC Plan, the SENCo liaises with the child's teachers to ensure that the education the pupil receives fulfils the requirements of the EHC Plan along with enabling the pupil to participate fully in the annual review for the Local Authority. Should a pupil be in receipt of an EHC Plan of special educational needs, we will endeavour to give them an education which meets their needs as specified by their EHC Plan. We ensure that

our admissions, discipline and other procedures take account of pupils' additional needs. It is likely that some pupils in possession of an EHC plan cannot be accommodated at Broomfield House School due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

English as an Additional Language (EAL)

We are committed to providing pupils with the necessary support and teaching who require English as an additional language. Where this is required an appropriate programme will be implemented. This is also monitored by an EAL trained member of staff and within our ILE programme.

The Curriculum and Staff

Members of staff ensure that the learning outcomes required to achieve the goals in the foregoing paragraphs are embodied in the teaching that implements the curriculum. Teachers ensure that an appropriate level and standard of homework is regularly set and marked so that learning outcomes may be consolidated and the needs of individual pupils identified and met.

Our curriculum is well planned for each age group and key stage and ensures that pupils of all abilities, including those with special educational needs and/or disabilities are able to acquire knowledge and understanding, develop and practise new skills, and make progress in a range of areas of learning. Where a pupil has a statement of special educational needs we make provision to meet the requirements set out in the statement. We design our curriculum to ensure that it is broad, well balanced and covers all the required areas of learning. We modify our curriculum and teaching to meet the needs of individuals and groups of pupils including our gifted and talented and disabled pupils or those with a special educational need.

Auditing our curriculum: teaching and learning

When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to our school's ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well our curriculum builds systematically upon pupils' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities;
- the views of our pupils, parents and staff;

Expectations of Staff

Staff are expected to actively promote the curriculum aims by:-

- having high expectation of pupils;
- employing a variety of learning and teaching methods;
- Having appropriate knowledge and understanding of the subject matter being taught;
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful;
- having a good understanding of the aptitude, needs and prior attainments, of the pupils and ensuring that these are taken into account in the planning of these lessons;
- delivering lessons which build upon previous experience, providing continuity and progressions;
- providing learning opportunities which offer depth and challenge and motivate and inspire pupils;
- utilising effective classroom resources of a high quality, quantity and range appropriate to the learners needs;
- involving pupils in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging pupils to evaluate their personal achievements;
- developing pupil's skills to become independent learners;
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- working in partnership with pupils, staff and parents to achieve shared goals;
- keeping parents/carers regularly and fully informed about the progress and achievements of their pupils through reports and parents evenings.

In our school the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics ;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work;
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress;
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- setting appropriate homework ;
- using well-judged and effective planning and teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress;
- using effective strategies for managing behaviour and encouraging pupils to act responsibly.

We use lesson observations by the head, deputy head and our senior teachers to evaluate:

- how well challenging tasks are matched to pupils' learning needs and successfully engage all pupils in their learning;
- how well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning ;
- pupils' attitudes to learning, behaviour and relationships in the classroom;
- the promotion of pupils' spiritual, moral, social and cultural development.

Subjects offered

In Key Stage 1 and 2 the following subjects are offered:

English, Mathematics, Science, Information Communication Technology (ICT), Modern Foreign Languages (MFL) of French, History, Geography, (sometimes referred to as humanities), Religious Education (RE), Physical Education (PE), Art, Music and Drama.

Disapplication

In accordance with the law Broomfield House School has the right to respond to individual needs by modifying the curriculum programmes. It will allow a pupil to participate in extended work-related learning, allow a pupil with individual strengths to emphasise a particular curriculum area, allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum. Decisions will only be made after discussion with the parents.

Religious education

Religious Education is incorporated into distinct lessons available to all pupils. We also celebrate Christianity during our assemblies. Other religions are also taught, so pupils have a broader understanding of the diverse world that they are living in.

Cultural education and appreciation of diversity

Broomfield House School includes aspects of cultural education in many specific and cross-curricular ways. All pupils are encouraged to develop an awareness of equality of opportunity.

Sex and relationships education

Broomfield House School provides Sex and Relationships education in the basic curriculum in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the School's Sex and Relationships Education is available to parents, and focuses on puberty education.. It has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*. In accordance with the

law the biological aspects of human reproduction remain compulsory for all pupils, and parents may withdraw their pupils from any other part of the sex education provided without giving reasons.

Political education

The promotion of partisan political views in the teaching of any subject in Broomfield House School is forbidden by law. Political issues are introduced through current affairs, and are presented in a balanced manner.

PE and Swimming

All pupils are expected to take part in the school's Physical Education programme. Pupils can only be excused from PE and Swimming lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Extra-curricular activities

Broomfield House School has an extensive programme of activities that take place outside the formal curriculum.

Learning outside the classroom - educational visits/off-site activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. Broomfield House School curriculum offers a series of educational journeys and visits that deepen the pupils' understanding of the world around them. Trips extend pupils' knowledge of past and present. In Key Stage Two, pupils have the opportunity to go on a residential trip and an overseas trip. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences.

Homework and Inclusion (Please see our Homework Policy)

We recognise the importance and value of homework as an extension and consolidation of classwork and is given to pupils at different stages of their development. We have a separate Homework Policy and parents have access to a homework timetable. Homework assignments can be varied in line with the competency of the pupil.

Transition Support

We ensure all pupils are prepared for their transition from EYFS into Key Stage1, the next academic year and Key Stage 2. We have a transition afternoon each end of year, where pupils spend the afternoon with their new teacher and parents have the opportunity to meet with them after school.

Senior School guidance

Pupils at Broomfield House School are supported in their preparation for formal examinations at various stages of their education. The headteacher, deputy head and senior teachers provide parents with a series of guidance meetings both individually and in groups in order to support the preparation of their children for senior school examinations. A framework for predicting pupils' pass rate into senior schools is in place and this informs the school's guidance given to parents. This prediction framework has proven reliable over a period of more than a decade and is an essential tool for supporting the measured approach we take to preparing for Year 6 senior school examinations.

While we do not specifically instigate careers advice, we provide opportunities for pupils to understand the world of work, and the promotion of their economic wellbeing. In Year 4, children do a specific entrepreneurship project aimed at introducing them in practical way to the world of business. This project is led by the class teacher and is supported by the head and the chef as well as parents and enables children to begin their understanding of many aspects of business life and the demands and opportunities of gainful employment.

Pupils receive interview training prior to attending selection assessments at senior schools.

In our Year 6 curriculum there is an extensive Leavers' Programme which underpins our preparation of our pupils as they make their transition to senior school. This embraces a wide variety of activities and themes from self defence and puberty education, to citizenship and understanding the personal values they have learned at Broomfield. These are all ways in which they are prepared for the future beyond Broomfield House School.

Concerns

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the class teacher. If the issue is not resolved parents should contact the Headteacher.

Academic Excellence and Public Examinations

Whilst accepting the need to prepare its pupils for their Senior School education, we also strive to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy.

Communication with Parents and Guardians

We believe that parents and guardians have a fundamental role to play in helping pupils to learn. We do all we can to inform parents and guardians about what and how their pupils are learning by:

- holding class parents' evenings to explain our school strategies at the start of the Autumn term;
- holding a formal parents' evening in the Autumn term and Spring term, including a meeting with the headteacher as well as the class teacher;
- sending information to parents and guardians, through a weekly newsletter, in which we outline the main events happening in school and highlight particular themes or achievements of individuals or classes;
- sending regular reports to parents and guardians in which we explain the progress made by each child and indicate how the child can improve further through clearly articulated and regularly reviewed targets;
- explaining to parents and guardians how they can support their pupils with homework. We suggest support for older pupils with their projects and investigative work;
- being available - we have an open door policy.

We believe that parents and guardians have the responsibility to support their pupils and the school in implementing school policies. We would like parents and guardians to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school, staff and learning in general;
- support their children in their homework and reading.

In Summary

Broomfield House School is characterised by academic excellence, expert pastoral care and inspiring education. We enable pupils at a formative stage in their development to experience the joy and excitement of learning in an environment which celebrates individual strengths and talents and allow pupils to develop the confidence, motivation and ambition that are the hallmarks of our school, and to progress onto their senior schools with confidence.