

# Quality of Education Strategy

In Bourne Alliance Trust we believe that ‘everyone matters and everyone belongs’ and the documents in our Strategy library set out how this is achieved in our Trust. Our Trust values are Innovative – Inclusive – Individual and we embed this throughout all that we do in the Trust.

Bourne Alliance MAT is an outward facing Multi-Academy Trust (MAT) that believes in the power of teamwork. We value collaboration and learning from each other, both within the Trust and with our wider learning community partnerships, to share good practice and continue to develop and improve. Our culture celebrates the importance of working together at all levels. This is seen throughout the approaches that we have to delivering education to our pupils across the Trust.

## Quality of education Vision

The vision across our Trust is for ‘Consistent but not identical’. Our children deserve the best education and wider opportunities and this must be high quality and delivered consistently, but allowing for and celebrating the differences in our schools, pupils and staff.

Innovative

Inclusive

Individual

We achieve this in a number of ways:

- The curriculum subjects are led across the mainstream schools, enabling a wide team of class facing staff to drive and consistently shape the curriculum.
- Each group of subjects have a Curriculum Team Leader who holds oversight of the subject group. These are Understanding of the World team, STEAM, English and Personal Development. This brings a consistent approach to subject development.
- Subject teams and leaders from across the Trust meet together to share practice, develop the subjects, distribute workload and to support developing subject leadership. Each subject team includes teachers, HLTAs and TAs.
- In the mainstream schools, the year groups plan together each week. This distributes the workload, bring consistent approaches to planning, enabling discussions, supporting newer teachers and development and shaping the curriculum to fit the needs of each individual class and child
- In the mainstream schools, the teachers undertake regular mini moderations to bring a consistent approach to teacher assessment
- The Trust and local Gateway Alliance schools run regular moderations where teachers attend their own year group and/or the year groups their children are working in (such as children working significantly below in the mainstream schools, or those pathway 3 children in Aspire). This brings consistency in moderation of teacher assessment, yet allowing for individual differences for each child
- In Aspire school, teachers all take PPA together on a Friday afternoon. This supports planning, development and discussions across the classes and pathways so the individual needs of each child are planned for. TAs have bespoke training during this time.
- The curriculum teams have produced their own Essentials documents for their group of subjects which sets out how their subject/group of subjects are implemented consistently in the classroom
- There is an ‘Induction Essentials’ document which sets out the schemes, planning, subject leaders and logins for subjects to support teachers using consistent schemes and resources which are then adapted to the needs of the class and children
- Marking and feedback processes are consistent yet flexible within the approach agreed so as to be adaptable to the teacher and children. This could be ‘mark free’ for pupil work, or allow for acknowledgement marking depending on the age and stage of the pupils. All teachers consistently assess the work from the pupils and record this in an appropriate way to support and shape planning of future lessons and gap filling. This is shared on the ‘marking & feedback essentials’ document
- Aspire have Pathway Leaders who are experienced in working in their pathway and so can offer consistent, yet individualised approaches and suggestions for teachers across the school working in the pathway
- The Trust School Improvement Team work across the Trust schools and provide support in a consistent way which is adapted to each teacher, TA, year group and subject.

## Mainstream schools curriculum intent

The mainstream schools have an overall intent which drives the subject intents as a whole. This was collaborated on with all main stream class facing staff. This intent supports the construction of the curriculum subject intents, the implementation (and wider links to pupil recognition and rewards) and the positive impact on outcomes.

The mainstream schools use Class DoJo to recognise and promote a positive behaviour culture and class 'Learning Ladders' which are used to identify individual pupils achievements for their learning. The positive behaviour culture values are [Safe – Ready – Respect](#).



Wider character development	Linked positive behaviour values
Our curriculum will develop independent, curious and collaborative learners who are critical thinkers to enable them to develop and adapt to the ever changing world	✓ Safe ✓ Ready ✓ Respect
To provide opportunities for our children to take risks safely, to build confidence and valuable life skills so they develop their critical thinking skills and can develop confidence in challenging situations	✓ Safe ✓ Ready ✓ Respect
Our children will be well mannered, respectful and inclusive of all	✓ Safe ✓ Ready ✓ Respect
For all children to be environmentally aware for the benefit of our society and the planet	✓ Safe ✓ Ready ✓ Respect
For our children to learn how to use technology and social media safely, so they can be safe online in our ever changing technological world	✓ Safe ✓ Ready ✓ Respect
<b>Curriculum intent</b>	
For our children to be fluent readers who enjoy reading for pleasure and continually develop their vocabulary so that all children can access all areas of the curriculum	
To provide opportunities to engage and involve parents to support and develop their children, both in school and at home to drive a love for learning	
To ensure all aspects of the curriculum and wider opportunities demonstrate our commitment to Diversity and Equality	
To develop STEAM (Science Technology Engineering Arts and Maths) in our curriculum to make links in learning, inspire and engage children and allow them to express themselves in different ways	
Ensure the curriculum is mastery and knowledge based, providing opportunities to revisit and embed knowledge and make links in learning to support remembering.	

## Aspire curriculum intent

Aspire School offers a Pathway model to the curriculum which means all pupils have a broad, balanced and relevant curriculum across three pathways. All children, regardless of pathway, will follow a personal development curriculum linked to their individual starting points.



### PATHWAY 1

Pathway 1 offers a bespoke curriculum that is formed around the engagement model.

The curriculum focuses on texts, topic drivers and therapeutic approaches to develop the pupils' focus and engagement, in order to provide the foundations for learning in other areas. The primary intent for learning is around:

- Learning to communicate using a range of tools, as appropriate
- Sharing attention
- Recognising feelings
- Preparing for the next stages in life

## PATHWAY 2

Pathway 2 offers a unique blend of therapeutic content and academic opportunities designed to support and extend cognitive understanding.

The primary intent for learning is around:

- Functional aspects of learning, including independence and communication
- Linking learning together
- Developing an awareness of own feelings
- Being aware of and learning alongside others
- Accessing elements of the National Curriculum as appropriate to developmental stages and interests
- Preparing for the next stages in life

## PATHWAY 3

Pathway 3 offers full access to a relevant and appropriate academic curriculum across any and all subjects, at a pace which suits the child. Pupils on this pathway will also have access to therapeutic services, as required. The primary intent for learning is around:

- Being independent communicators
- Taking part in more formal learning activities
- Working collaboratively with others, with support if needed
- Accessing an adapted National Curriculum, according to starting points
- Developing understanding of own feelings and those of others
- Accessing National Testing if and when relevant
- Preparing for the next stages of life

## School Improvement team for teaching, learning and curriculum

The Trust is committed to the ongoing development in teaching, learning and curriculum. To achieve this, the Trust has a School Improvement Team (SIT) who work across the Trust schools. Their work is varied and includes:

- Undertaking deep dives in areas of the school or subjects such as year groups, EYFS and all curriculum subjects.
- Leading and support subject leaders in lesson visits, pupil voice, assessment and reviewing pupil learning.
- Supporting subject leaders in leading their subjects including progression documents, cultural capital, scaffolding, vocabulary and retrieval opportunities
- Leading the Curriculum teams as a whole through their work with the Curriculum Team Leaders.
- Meeting with the Heads and Trust Leaders to provide a school/Trust wide view of teaching, learning and curriculum.
- Leading Pupil Progress Meetings in the mainstream schools to support and drive outcomes for all pupils
- Leading CPD in pedagogical approaches, subject leadership and liaising with subject leaders for 'subjects under the lens' to give these a high focus whilst in active development
- Supporting teachers and ECTs to continuously develop practice
- Liaising with TA & HLTA Lead to support practice; sharing development points from lesson visits to identify CPD and support mechanisms