

Burnhaven School

Learning, Teaching and Assessment Statement 23/24

LEARNING AND ENGAGEMENT	QUALITY OF TEACHING
What statements are you currently focusing on?	What statements are you currently focusing on?
<p>As a Silver, Rights respecting school we are proud that our school is a respectful place where children are motivated to learn and enthusiastic. Children’s views are sought, valued and acted upon. We are now developing the following:</p> <ul style="list-style-type: none"> • Learners are increasingly responsible for and actively involved in planning and leading learning. • Pupils understand the purpose of their learning – good use made of AIFL strategies such as LI/SC (including co-construction) • Learners have an increasingly accurate understanding of their own and others’ learning and are encouraged to talk about strengths and identify next steps. 	<p>Teachers at Burnhaven know our learners well and provide appropriate support and challenge. They have high expectations and use a range of environments and creative approaches to meet the interests of the children. We are now continuing to improve the following:</p> <ul style="list-style-type: none"> • Teachers provide effectively organised and well managed learning experiences, clearly identifying the purpose of the learning and what is to be assessed. • Teachers ensure that their learners understand the purpose of their learning and are provided with ongoing opportunities to plan and lead. • Use of skilled questioning and engagement to promote curiosity, independence and confidence and to enable higher-order thinking skills in all learners • Teachers provide quality feedback that helps learners be clear about strengths and next steps in learning.
EFFECTIVE USE OF ASSESSMENT	PLANNING, TRACKING AND MONITORING
What statements are you currently focusing on?	What statements are you currently focusing on?
<p>At Burnhaven, assessment informs our planning. Planning and assessments are based on national benchmarks and a quality body of evidence supports our professional judgements. Assessment is increasingly reliable. We are now planning to ensure that:</p> <ul style="list-style-type: none"> • Outcomes from assessment are shared with learners to engage them in reflection and identification of strengths and areas for development. • Moderation processes and approaches are applied to all aspects of learning, teaching and assessment to improve the validity and reliability of judgements of progress and attainment within and beyond the school. (This has been continued from last session) 	<p>Whilst tracking systems have been in place for a number of years, in session 22-23 progress was made towards ensuring that these systems have impact on our planning. We feel that it needs further development this session.</p> <ul style="list-style-type: none"> • Robust approaches to tracking and monitoring provide teachers with regular up to date data on young people’s progress. Tracking and monitoring processes include analysis of data linked to any barriers to learning. This may include SIMD profiles or any identified additional support need. As a result, pupils’ needs are well identified across the school. • Analysis of data leads to appropriate interventions to address gaps in attainment and achievement. Data is also used to evaluate the effectiveness of interventions designed to improve outcomes for all learners.
<p>Themes arising from our areas of focus on which to concentrate this session:</p> <ul style="list-style-type: none"> - Involving pupils in understanding their learning and how they can improve. Supporting them to understand the purpose of their learning and what their strengths and areas for development are. Sharing their assessment results and setting targets. - Improving the direct teaching element of our lessons to have maximum impact. - Further developing moderation to ensure judgements continue to be robust. 	

Vision Values and Aims

VALUES	How is your learning and teaching offer shaped by your values?
Respect	Relationships are at the forefront what we do at Burnhaven and this includes how we teach our children and support them to learning, giving them feedback based on how we know them. Relationships are also important to how we, as a team, improve our practices.
Honesty	Honest feedback should be given regularly to pupils and, indeed staff, as part of our moderation model. See above - work is ongoing to ensure open and honest discussion with learners about progress and moderation of learning and teaching.
Trust	All stakeholders trust the data available and seek to adapt teaching and learning based on this. Our professional development and moderation model is based on trust in colleagues.
Kindness	
Effort	As we value effort, there is an expectation that staff and pupils apply this to teaching and learning, challenging ourselves and each other to do better.
VISION	How is your vision underpinning your learning and teaching offer?
<p>"A Haven where futures begin"</p> <p>Our vision is to create a haven or safe place where children can grow as individuals and a place where children feel prepared for a future in the 21st Century.</p> <p>For this reason, positive relationships exist between staff and learners. The school has an ethos of mutual respect exists which is conducive to learning and teaching. Learners have and understanding of their rights and respect the rights of others. Learners' wellbeing is a priority across all classes, teachers know learners well and plan interventions to support social, emotional and academic learning. Learners are offered experiences which are innovative and creative. They promote engagement and curiosity. Teaching approaches to meet the needs of our learners and offer the opportunity to develop skills which they can use in their futures, whatever that brings.</p>	
AIMS	How are your aims being achieved/realised through your learning and teaching offer?
<p>At Burnhaven we believe we are here to:</p> <ul style="list-style-type: none"> - Ensure that every member of our Burnhaven family is welcomed and heard – We are working to develop pupil voice to lead their learning. - Provide quality learning experiences which foster curiosity for life-long learning. – We seek innovative approaches to teaching and learning. We aim to use questioning which challenges thinking. - Encourage children to step out of their comfort zones and build their resilience. – We try to engage children in their learning and challenge them to set their own next steps. - Offer a nurturing environment where children are encouraged to work together and support each other, recognising and celebrating each other's unique qualities. – We are working to ensure learners understand their strengths and areas for development. 	

4 Capacities

How are the 4 capacities being developed through your learning, teaching and assessment?

Successful Learners

Teaching and learning opportunities at Burnhaven are innovative and creative, encouraging enthusiasm and motivation. Burnhaven learners value effort and aim high.

With the development of pupil voice, children will be able to make even more reasoned evaluations of their next steps.

Confident Individuals

Our approaches to teaching and learning allow children to assess risk themselves and make informed choices. They are aware of their own needs and the needs of others.

With the development of pupil voice in learning activities children will be able to express where they are with their learning and where they need to improve.

Responsible Citizens

Teaching and learning contexts help our children to understand the world around them and their place in it. They are developing informed opinions and are able to make decisions based on their values and beliefs.

Our children recognise the needs of others and how they can support each other.

Effective Contributors

Our approaches to teaching and learning encourage children to create and develop, to solve problems, take the initiative and lead learning. They show enterprising attitudes.

Development of their understanding of their strengths and areas for development will build their resilience.

Stakeholder Feedback

Our children say that they enjoy reading, adding, writing and practical experiments. They enjoy construction in the STEM classroom. Our children say they find reading and writing challenging, and they find it difficult if they don't know what to do and if they have to do lots of things in their head. They would like more challenge, more play, more creativity, more technology and some baking. They would like their learning to be clearer during play. They would like to help improve our learning and teaching by challenging themselves more, by sharing their strategies and by using more technology. The children recognise that different children have different approaches and supports to learning.

What are you children currently saying about learning, teaching and assessment?

Stakeholder Feedback

What are you staff currently saying about learning, teaching and assessment?

Our children have voice in the school and are engaged in their learning. We are proud of the respectful and purposeful atmosphere we have in school now. We know our children well and adapt for them. Differentiation and support is a strength. We have started using a range of environments for our learning and teaching.

We now need to work on purpose of learning, involving children in their own assessment and moderation of our judgements. We have started developing co-creation of success criteria and encouraging children to understand the purpose of their learning.

Our children have voice in the school and are engaged in their learning. We are proud of the respectful and purposeful atmosphere we have in school now. We know our children well and adapt for them. Differentiation

What are you parents currently saying about learning, teaching and assessment?

Our parents have recognised the benefits of using a range of environments for learning e.g increased school trips, the use of the prison museum gym, visits to Wyndwell Care home.

They have noted that the STEM classroom has supported children's practical skills. Children have had opportunities for music and sport. Parents have noted a calmer school and improvement behaviour and attitudes to learning.