



Teaching for Learning Policy

Principles of the Policy:

We recognise that all students/children possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of teaching and learning styles which allow them to achieve their full potential. The British Embassy School Ankara aims, through successful teaching for learning, to enable children to become independent, responsible, confident, life-long learners in a secure and welcoming environment; where cultures meet and diversity is celebrated.

Aims

This policy will:

- ensure high quality learning experiences for students of all abilities and aptitudes;
- provide a framework for teaching for learning within which there is flexibility and scope for creativity;
- provide a coherent framework for progression and a consistency of expectation; it includes practical guidance and clear procedures;
- make explicit the entitlement of all students;
- identify specific areas of responsibility at whole school, milepost and individual staff level.

This Policy also seeks to:

- promote our core values embodied in the Personal Goals;
- promote our commitment to providing learning environments and activities that embody our definition of International Mindedness;
- raise attainment by increasing levels of student motivation, participation and independence;
- promote reflection on, and sharing of, good practice;
- promote an understanding of how learning takes place;
- provide a focus for the future development of learning at BESA.

Legislation and Guidance

This policy complies with our articles of association.

BESA is committed to providing an inclusive quality education through a broad and balanced curriculum which encourages respect for everyone regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation.

This curriculum policy reflects the requirements of provision of quality of education as stated in the *Standards for British Schools Overseas 2016*. This policy also reflects requirements for inclusion and equality as set out in the *Special Educational Needs and Disabilities Code of Practice 2014* and the *Equality Act 2010*.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the *Early Years Foundation Stage (EYFS) statutory framework*.



Our Definition of Learning

Learning is a transformative process by which individuals make sense of new experiences.

Learning takes place when new information is internalised and combined with prior experience – changing what we know and building on what we can already do. Successful learning enables more successful learning to take place in the future.

We believe learning will most effectively take place when it is appropriate, sufficient and engaging.

It will take place:

- in environments that are secure, stable and stimulating;
- When relationships between teachers and students/children model the Personal Goal of being respectful;
- When students/children' self-esteem is high;
- When students/children understand the purpose of the learning and see the relevance to their own experience;
- When students/children understand the ways in which learning takes place;
- When the learning builds on prior knowledge and understanding;
- When success criteria are explicit and models are provided;
- When the learning is active and collaborative, students/children are encouraged to see their peers as collaborators and are not as competitors in learning;
- When student questioning, reflection, and discussion are encouraged to extend and guide learning;
- When independent learning and thinking is facilitated and encouraged;
- When there are opportunities for creativity;
- When students/children can self-assess, know what they need to do to improve and are able to set appropriate targets;
- When students/children have opportunities to transfer skills, knowledge and understanding to other contexts.
- When students/children exhibit intrinsic motivation toward a wide variety of knowledge and skills development



Roles and responsibilities

1.1 Governing Body

To ensure the effective and rigorous implementation and monitoring of the policy.

1.2 Senior Leadership Team

- To provide appropriate support, training and resources for mileposts, subject areas and individual staff;
- To monitor and evaluate the delivery and impact of the policy;
- To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.
- To support and evaluate the impact of Leaders of Learning in their respective departments

1.3 Leaders of Learning

- To ensure there is a coherence of approach, progression and a consistency of expectation in long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of the policy;
- To monitor and evaluate consistent delivery of the policy as detailed in the monitoring learning policy at milepost and subject level;
- To provide appropriate support to team members by providing training materials or advice and guidance;
- Support staff to take risks in applying new teaching methods.

1.4 Teaching staff

- To ensure that their own teaching meets the agreed school standards (See more detail in subject/department specific appendices); action points for development are used as indicators for professional development and growth;
- To implement this policy by planning and delivering high quality learning experiences;
- To have a growth mind set, be willing to take risks;
- Actively seek to reflect on their practice;
- Work collaboratively with colleagues to share best practice and improve teaching.
- To ensure that the needs of all students/children are considered when planning learning experiences.

1.5 Students/children

- To exhibit the Personal Goals, working positively within lessons to enable staff to implement the policy effectively;
- To engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as home learning.

1.6 Those with parental responsibility

- To support the policy of the school, in line with the Home-School Agreement, by providing support for students/children at home, allowing them to continue to develop their learning effectively.



Curriculum Organisation

The school is divided into 4 stages determined by the age of students. The term 'Milepost' references the language and the learning framework of the IEYC and IPC.

EYFS		Nursery and Reception	Ages 3 – 5
Primary	Milepost 1	Years 1 and 2	Ages 5 – 7
	Milepost 2	Years 3 and 4	Ages 7 – 9
	Milepost 3	Year 5	Ages 9 – 10
Middle Years		Years 6 – 9	Ages 10 – 14

4.12 Primary Years

The primary day contains approximately 5 teaching hours, thus 25 teaching hours within the school week. Hour allocations and directed time percentages, as listed below, exclude assemblies and Golden Time which form part of BESA's behavioural and pastoral systems.

Subject Area	BESA Hours	Percentage of directed teaching time (%)	
English / Phonics	5:00	20	
Mathematics	5:00	20	
IPC	6.00 – 8.00	24 - 32	
P.E.	2:00	8	
Library	1:00	4	
MFL	Turkish	1:00	4
	French (Y2 +)	1:00	4
Music	1.00	4	
Computing	1.00	4	
PSHE	1:00	4	
Forest School (Nursery – Y1)	2:00	8	

4.13 Middle Years

The Middle Years day consists of 30, 55 minutes learning session per week. The Middle Years timetable recognises research on cognitive load and the differing learning needs of different subjects. The curriculum timetable therefore balances learning sessions where more frequent shorter, learning (e.g. English or Maths) benefit pupils learning needs with longer learning sessions where learning processes require more time (e.g. Technology or Art).

Subject Area	Number of learning sessions	Percentage of directed teaching time (%)
Art	2	7
Directed Time	2	7
English	4	13



Humanities (Inc. JMUN)	4	13
Computing	1	3
Mathematics	4	13
MFL (French or Turkish)	3	10
Music (Inc. Band)	2	7
PE	2	7
Science	4	13
Design and Technology	2	7

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND and EAL policies.

Links to other policies

This policy establishes a vision for learning at BESA which is developed further in the following policies:

- Assessment Policy
- Marking and feedback policy
- Monitoring learning policy
- EYFS
- Relationships and health education (primary schools)
- Relationships and sex education, and health education (secondary schools)
- Spiritual, moral, social and cultural development
- British values



- Careers guidance (secondary schools only)

Monitoring and Evaluation

Monitoring of the impact of this policy is conducted by the Head Teacher, SLT, Leaders of Learning and through staff self-reflection.

The processes involved are detailed in the Monitoring Learning Policy 2018

A discussion of exemplary learning will feature on the agenda of all SLT meetings.

Andrew Ryan March 2021

Policy to be reviewed May 2022

List of Appendices with subject specific guidance (to be created by Leaders of Learning):

		EYFS	Primary	MY
Appendix 1	English	✓	✓	✓
Appendix 2	Mathematics	✓	✓	✓
Appendix 3	IEYC	✓		
Appendix 4	IPC		✓	✓
Appendix 5	IMYC			✓
Appendix 6	Science			✓
Appendix 8	Enrichment	✓	✓	✓
Appendix 9	MFL	✓	✓	✓
Appendix 10	Library	✓	✓	
Appendix 11	Careers		✓	✓
Glossary				



Appendix 1

Primary English

The contribution of English to the school's curriculum

The National Curriculum states:

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

The English National Curriculum focuses on the following literacy skills and knowledge: **spoken language**, which underpins all aspects of spoken language; **reading** (word reading and comprehension) and **writing** – *transcription* (spelling and handwriting) and *composition* (articulating ideas and structuring them in speech and writing).

At BESA we strive to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At BESA, where possible, we make links to the IPC curriculum through English.

Curriculum Delivery

Phonics	At BESA we use the Letters and Sounds Phonics programme which is supplemented by the use of Jolly Phonics learning resources.
Guided Reading	In Year 1 children have small-group guided reading sessions using their reading Scheme Books The 'Reading Explorers Guided Reading Scheme' is used from Years 2-5 as a core text



	All children will receive at least one guided reading session per two-week cycle delivered by a teacher and / or a teaching assistant.
Shared Reading	At BESA we use the Reading Rocketeers Programme as a core text for shared reading. In Years Nursery to Y1 these are small group sessions. In Years 2*-5 these are whole class sessions <i>*transitional readers in Y2 should have these in a smaller group</i> All children will receive at least one shared reading session per two-week cycle
1:1 Reading	Each child should have an opportunity to read for pleasure in class over the course of the week Children read daily at home for a minimum of: Y1 10 minutes a day; Y2 10, Y3:15 mins, Y4 20 mins, Y5 30 mins a day minutes. Children read to a teacher/TA as often as possible
Reading Intervention	Children who require reading intervention will use the Reading Rocketeers reading intervention and may, in consultation with Student Support, receive additional, other intensive intervention sessions outside of classroom lessons. Phonics support for children who require further support will be given using the materials identified in the section on phonics, plus additional resources identified by Student Support.
Non-fiction writing	Consistency of language is key for the teaching and learning of English. For non-fiction writing we use: <i>Improving Non-Fiction Writing at Key Stages 1&2: the success approach*</i> as a core text. This book provides teachers and learners with a consistent language for each text type in addition to a suggested sequence of lessons. For persuasive writing we use: <i>'How to Teach Outstanding Persuasive Writing'</i> as a core text
Fiction Writing Narrative	Consistency of language is key for narrative: <i>Setting, build-up, dilemma, resolution, ending</i> An overview of narrative types and their features are available in the BESA writing file Suggested texts to support the teaching and learning of narrative: <i>Improving Story Writing at Key Stages 1 and 2 (Alan Peat)</i> <i>Jump Start Story making (Pie Corbett)</i> <i>Narrative Therapy (KS1, LKS2)</i> <i>Descriptosaurus</i>
Fiction Writing Poetry	The features of different poetry types are included in the BESA writing files. At least one poetry unit should be taught in each year group. Each year BESA holds a whole-school poetry week. Suggested Texts for teaching poetry: <i>Jumpstart Poetry (Pie Corbett) Each milepost has a copy of this book</i> <i>Teaching Poetry with 4-8 year olds (Alan Peat) in the MP1/MP2 Poetry Week Folder</i> <i>Teaching Poetry with 7-12 Year Olds (Alan Peat) in the MP3 Poetry Week Folder</i> <i>There are additional resources which are saved in the 'Poetry Week' folder of the Google Classroom and staff are welcome to add to these</i>



Grammar and Punctuation	<p>Grammar and punctuation is taught using a little and often approach. Suggestions for which grammar / punctuation objectives complement non-fiction text types can be found in the Success Approach to the Teaching of Non-Fiction</p> <p><i>Suggested texts to support the teaching and learning of narrative:</i> <i>Alan Peat sentence types - training will be given on Alan Peat's sentence types later on in the academic year (2021/2022)</i> <i>Pie Corbett: Jumpstart Literacy, Jumpstart Grammar</i></p>
Spelling	<p>At BESA we use the Spelling Shed Scheme from Y2-Y5. The scheme is intended as a guide and should be adapted for the needs of each class. It is important to address common spelling misconceptions even if they do not appear in the scheme. Likewise, it is important not to rush ahead if children require consolidation. Spelling homework is assigned using Spelling Shed</p>
Handwriting	<p>At BESA we use the Nelson Handwriting Scheme to teach letter formation and joins. Children are encouraged to use their learned handwriting in all learning and for errors to be addressed in lessons. Books with handwriting lines are available for children to use across the curriculum and smaller handwriting books are available (red cover for younger children; purple cover for older children). Display lettering and teachers' modelling should use the Nelson Letters.</p>
Whole Class Reading	<p><u>Teachers should read to children for a minimum of 10 minutes per day.</u></p> <p>We need to enthuse a love for reading and the best way to do so is for teachers to read books which they have a passion for. Teachers should talk with passion about books they are reading and display what they are reading outside the classroom (both in their own time and also to the class)</p> <p>Good quality texts should be read.</p> <p>Poetry should also be read to the children, in addition to narrative and non-fiction</p>
Reading for Pleasure	<p>Children are encouraged to read for pleasure. Books should be chosen by, and of interest, to the children. If children need help choosing books they can use:</p> <ul style="list-style-type: none"> • The school library and the knowledge from our school librarian • Useful websites to source suitable books for reading for pleasure: • https://www.thereaderteacher.com/ • https://www.booksfortopics.com/
Writing for Pleasure	<p>Morning Journals are available to be used throughout the classes to encourage writing for pleasure and to enable the children to write about topics they know about.</p> <p>These can be found in the Shared Drive</p> <p>Year 1 to complete these daily</p> <p>Y2-Y5 as an option in English lessons and also in Golden Time</p>
Assessment of reading and writing	<p>Both reading and writing are assessed using the Oxford Assessment Criteria. Assessment criteria sheets are stored on BESA's Information Board and also Google Classroom. These need to be updated on Classroom Monitor (half-termly using a 'best-fit approach'.)</p>



	Yearly assessments in reading and English skills are assessed using GL Assessments Two yearly reading assessments are given using the NGRT reading tests
Homework	Children are expected to read at home every night and this is to be recorded in a home-school reading record: Year 1: to read with their carers every night Year 2: to read with their carers every night Year 3: 15 minutes per night Year 4: 20 minutes per night Year 5: 30 minutes per night Children who are not reading at home should not lose Golden Time . In this instance parents should be contacted. Spelling homework should be related to the spellings which the children are learning in class . This can be assigned using Spelling Shed.

Long Term Planning

A document which maps the long-term progression of English skills is available in the Google Drive. Documents for writing, reading and speaking and listening are provided. Genres which are being studied over the course of the year should also be mapped out and linked to the IPC where possible. This is also available in the Google Drive.

Medium Term Planning

Medium term planning should be mapped out drawing objectives from the Progression in Writing / Reading documents and be linked to the IPC where possible. Where resources, such as the Reading Explorers or Nelson Handwriting schemes are being used, reference to the unit is sufficient in the medium-term planning.

Weekly Planning

This planning should identify:

Learning Objectives

Success Criteria linked to concepts (NC Statements/CM) and assessment opportunities

Sequence of learning activities (including needs of MA and LA children)

New vocabulary

Resources

Staff roles

Assessment



Children's learning in English is marked in accordance with the school's Marking and Feedback Policy.

Writing: Y1: Writing assessment will use the Morning Journal pieces. One piece of writing should be assessed monthly and recorded on the assessment sheet on the shared Google Drive (monthly) and onto Classroom Monitor (half termly*.)

Writing Y2-5: Writing assessment should take place monthly in a 'Once-a-Month' writing session and be assessed monthly and recorded on the assessment sheet on the shared Google Drive (monthly) and recorded onto Classroom Monitor half termly*.

** Evidence from a pupil's wider writing can be used as supporting evidence, but must be independent.*

Reading: Reading assessment should be an on-going process during guided and shared reading sessions and uploaded onto Classroom Monitor half-termly.

Resources and Displays

Each classroom should have a display board which reflects and supports the English learning taking place (both at text, sentence and word level). This may have a text-type 'WAGOLL', a punctuation triangle, key vocabulary and Alan Peat's 'Exciting Sentences'. An example of an English 'Working Wall' is provided in the English Writing File (*The Writing's on the Wall*). An alphabet frieze should be visible in all classrooms (Nelson format). Children who require support with their handwriting might also be provided with a personal letter formation sheet (using the Nelson Handwriting format) and other visual prompts (e.g. 'bed' display for letters b and d – also available in the Writing File for your year group). Table-top tips and learning support materials (e.g. synonyms for overused words, conjunctions, punctuation guides) should also be used to support the children's learning. A selection of such resources are in the back of the Writing File. Outside classrooms teachers should display the book that they are reading at home (at the children's eye level) and also display the books which have been read in class sessions.

Julie Male, May 2021



Middle Years English

The contribution of English to the school's curriculum

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

At BESA, we strive to ensure that all pupils:

- read easily, fluently and with good understanding, develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language, appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Subject Content in Middle Years

Cross Curricular Links in Middle Years : Through the study of the English units covered in Middle Years, students' learning of historical, social and cultural contexts links with learning in other subject areas PSHE and Careers.

Reading for Pleasure: All Middle Years students are expected to read for at least 30 minutes from a range of text types and genres. Guidance and book recommendations are provided during weekly library visits during form time.

Year 6 Spelling Scheme: The 'Spelling Shed Scheme' is used in Year 6. It offers a range of supporting activities for students to develop the skills needed to spell with confidence. Spellings are assigned as homework and there is a weekly test.

Year 6 Reading Comprehension:

Weekly comprehension lessons from 'Reading Explorers: A Guided Skills Based Journey Year 6' by John Murray focus on one of the following skill areas:

- Inference
- Deduction
- Literal
- Evaluative assessment of texts

These texts offer a wide variety of genres, both fiction and non-fiction, which allow children to access, interpret and understand what they are reading



Units				
	Year 6	Year 7	Year 8	Year 9
Autumn 1	<p>Movement & Migration <i>The Arrival - Shaun Tan</i></p> <p>This unit explores the issue of immigration and the reasons why people have to flee countries and seek asylum. Children explore characters, emotions, different points of view and the challenges faced by the main character and some of the other characters that have made their way to the New World. The students write a diary of the little girl. There are also opportunities to write short scripts for scenes and narrative passages to describe what is happening at certain points in the book. The unit focuses on grammar activities throughout, as well as including drama techniques, such as thought tapping.</p>	<p>Pre-1914 English Literature <i>A Midsummer Night's Dream - Shakespeare</i></p> <p>This unit offers students an introduction to Shakespearean, his life, his language and the themes broached. They develop their analytical skills and knowledge of historical and social context. They learn how to write analytical paragraphs and to select evidence to support their ideas from across the text.</p>	<p>Contemporary English Literature <i>Gothic Literature</i></p> <p>In this unit, students learn about the recurrent themes and features of Gothic fiction through analysis and investigation of key genre texts. They have the opportunity to develop their own Gothic extracts and learn more about the techniques used to build tension and suspense in a piece of writing.</p>	<p>Contemporary English Literature <i>Of Mice and Men - John Steinbeck</i></p> <p>In this unit, learn about life in 1930's America at the time of the Great Depression and the American Dream. Students interpret and analyse language and grammar choices, understand varying opinions on a text and write analytical essays.</p>
Autumn 2	<p>Evolution & Inheritance <i>The Promise - Nicola Davies</i></p> <p>On a mean street in a mean city, a thief tries to snatch an old woman's bag. But she finds she can't have it without promising something in return - to "plant them all". When it turns out the bag is full of acorns, the young thief embarks on a journey that changes her own life and the lives of others for generations to come. Inspired by the belief that a relationship with nature is essential to every human being, and that now, more than ever, we need to renew that relationship. Children explore the</p>	<p>Pre-1914 English Literature <i>A Christmas Carol - Charles Dickens</i></p> <p>In this unit, we consider the theme of celebration, what it means to different people and the importance of it. Students continue to build on their analytical skills and their ability to select relevant evidence to support their ideas.</p>	<p>English Language <i>Travel Writing</i></p> <p>During this unit, students study a range of fiction and non-fiction travel writing and use them as models to create their own texts. They use research skills and their own personal experiences of destinations to write descriptively, creatively and persuasively for a range of audiences. Students deepen their understanding of the devices and techniques used by writers to achieve their aims.</p>	<p>English Language <i>Non-Fiction Reading and Writing</i></p> <p>This unit introduces students to a range of non-fiction text types (newspapers, leaflets, summaries and speeches). Students learn to identify and write for different purposes and audiences. They develop their analytical and inferential skills when unpicking and comparing texts. They also gain a deeper awareness and appreciation of the importance of language techniques and tone.</p>



	language of the text in order to create a sequel using a synonym of 'promise'. They are encouraged to embed the figurative language in the book within their own narratives about nature.			
Spring 1	<p>Entreprise and Activism <i>The Invention of Hugo Cabret - Brian Selznick</i></p> <p>Children learn and revise many of the key grammar requirements of Y6 and have the opportunity to apply them by writing a missing flashback chapter exploring Hugo's experience of living Uncle Claude, as well as researching the famous film director George Méliès and writing a biography about his life.</p>	<p>Contemporary English Literature <i>An Inspector Calls - JB Priestley</i></p> <p>In this unit, students focus on the theme of social structure at the time when the play is set and how it influences both the opinions of the characters and the outcome of the play.</p>	<p>Pre-1914 English Literature <i>Frankenstein - Mary Shelley</i> <i>(Philip Pullman adaptation)</i></p> <p>During this unit, students study a range of both fiction and non-fiction travel writing to create their own texts using their research skills and their own personal experiences of travel. This scheme of work aims to develop their reading, writing and speaking and listening skills.</p>	<p>Contemporary Poetry <i>Poetry From Across The World</i></p> <p>This unit explores poetry by writers from a range of backgrounds and contexts. It examines feelings of nostalgia, homesickness and isolation as well as culture clashes and the struggles of trying to find one's place in the world. Students learn to analyse poetry, consider the reasons behind a poet's choices and explain the impact of poetic devices on the reader.</p>
Spring 2	<p>Utopia vs. Dystopia <i>The Three Little Pigs - The Guardian</i></p> <p>Using the Guardian award winning 2012 'Three Little Pigs' advert, this unit gives the children opportunities to explore journalistic writing by identifying viewpoints and bias. It also looks at other writing which requires a 'stance' or point of view portrayed from a particular angle, such as a diary, a defence case for a lawyer and a balanced debate/discussion text. There are be opportunities for embedded grammar work throughout focusing in particular on the active and passive voice and the role these play in reported events.</p>	<p>Contemporary Poetry <i>War Poetry</i></p> <p>Students read a range of War Poetry which offer differing perspectives on war. Exploration of poetic techniques and contexts form a key focus of study in this unit.</p>	<p>Pre-1914 and Contemporary Poetry <i>Poisonous Poetry</i></p> <p>This unit of work covers poetry from Shakespeare through to the present day. Students explore different forms of poetry from a wide variety of poets, all of whom are unified by dark and disturbing themes. Students explore poetic techniques and contexts.</p>	<p>Pre-1914 English Literature <i>Romeo & Juliet - Shakespeare</i></p> <p>Romeo and Juliet is an exploration of the meaning of identity and the conflict between familial expectations and free will. Students continue to build upon the skills used in the first half term to develop their analytical essay writing. They become more familiar with Shakespearean English and will be able to comment on the effects of the literary devices and language choices present in the play.</p>
Summer	<p>Crossing Borders <i>A Beautiful Lie - Irfan Master</i></p>	<p>Contemporary English Literature <i>The Boy in the Striped Pyjamas - John Boyne</i></p>	<p>Seminal World Literature <i>Black Experiences in Literature</i></p>	<p>Contemporary English Literature <i>Face - Benjamin Zephaniah</i></p>



	<p>This unit is designed to provide a transition between Y6 and Y7. It allows children the opportunity to engage in a longer work of fiction and to create their own extended fiction writing, based on events that could have happened in "A Beautiful Lie".</p>	<p>In this unit, students explore Bruno's journey during World War 2. We examine how Boyne presents the characters and their relationships with each other. Analysis of the language used and its effects on the reader form a key area of study. Students have the opportunity to incorporate what they learn about style, structure and imagery in their own pieces of creative writing and dramatic interpretation.</p>	<p>This unit is based on four extracts from books about black oppression. Students develop an understanding of the historical positioning and cultural representation of Black Americans from the 19th century to the present day. They explore how social and historical context adds to our understanding of literature.</p>	<p>Challenge is something that people from all walks of life face. Students study the play 'Face', which tells the story of a popular and mischievous young man whose life is changed forever when he suffers severe burns and becomes facially disfigured. They write for a range of different purposes, develop their inferential and deductive skills and consider how register can be used to make fiction seem more authentic.</p>
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Long Term Planning

Annual plans which map the long-term progression of English skills within each unit are available on Google Drive.

Medium Term Planning

Medium term planning is mapped out according to the National Curriculum expectations for English. Reading, Writing and Vocabulary, Grammar and Punctuation coverage is clearly provided on each Medium Term Plan along with each lesson's objectives and differentiation opportunities. The Medium Term Plans for English can be found on Google Drive.

Assessment

Summative assessments are carried out at the end of each half-term to assess students' levels of progress in the skills they are expected to develop in each unit. Formative assessment is embedded into lesson activities. Students are also taught to use self- and peer-assessment to raise awareness of their strengths and as a means of target-setting.

Home Learning

In Middle Years, each year group receives two pieces of homework per week: at least one of which is set from the Century. All homework builds upon the themes covered in lessons to consolidate learning.

Amy Goodwin, December 2021



Appendix 2

Primary Mathematics (Year 1 to Year 6)

The contribution of Mathematics to the school's curriculum

The new National Curriculum states that's:

“Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”

At BESA we see Maths very much as a multi-discipline, cross curricular, interconnected subject which should encourage creativity. We want the children to see Mathematics as being relevant to their world and applicable to everyday life as well as being something that they will need as they move on through their school life and ultimately to the world of employment. To that end, a high-quality, inter-related and creative Maths experience should be one that develops the children's ability to think mathematically and one which allows them to apply the tools to which they have been exposed in a variety of ways.

During the academic year 2017-2018 the decision was taken to use the Rising Stars materials as a structure to ensure continuity and progression in planning for and assessing learning in Mathematics. Rising Stars is also supported by print and online resources which can provide a basis for learning activities.

Curriculum Delivery

Long Term Planning

Follow the sequence provided on the Planning Grids for each year group which can be found at the start of each Rising Stars Teacher's Guide. The long-term planning serves a guide as to what topics are to be taught over the course of the year. **If teachers deviate from the long-term plan, this should be highlighted on their medium-term planning.**

Medium Term Planning

This can be found in the following location for each year group:

BESA SCHOOL / Mathematics / 2020 – 21 Maths Learning / Year x

Weekly Planning

This planning should identify:

Learning Objectives

Success Criteria linked to concepts (NC Statements/CM) and assessment opportunities



Sequence of learning activities (including needs of MA and LA children)

New vocabulary

Resources

Staff roles

To aid with planning and consistency throughout the school, the calculation policy and maths vocabulary lists can be referred to.

Assessment

Progress in mathematics will be monitored through ongoing teacher assessments and children's work in maths is marked in accordance with the school's Marking and Feedback Policy. **Progress should be tracked using the Rising Stars Progression Framework for Mathematics.**

Resources and Displays

Each classroom will be resourced with materials to support the delivery of Maths; such items might include number lines, multiplication tables, 100 squares, multilink cubes, dice and other smaller items. Larger materials such as scales, trundle wheels and measuring cylinders will be held centrally in the Maths resource cupboards. Children should be encouraged to use whatever resources are available to them in the classroom and which they feel would be beneficial to help them when completing Maths work. Each classroom should have a display dedicated to Maths at the front of the classroom; this could be in the form of a working wall, strategy board or problem-solving area.

Sarah Tatal, May 2021



Middle Years Mathematics

The contribution of Mathematics to the school's curriculum

The KS3 Programme of Study from the DfE states

'Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.'

The national curriculum for mathematics aims to ensure that all pupils:

- *become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.*
- *reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language*
- *can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.*

At BESA we see Middle Years Maths very much as a multi-discipline, cross curricular, interconnected subject which encourages creativity. Year 6 students continue with the rising stars schemes of work with Years 7 to 9 using the mastery approach which has been introduced this academic year. The mastery approach rejects the idea that some students 'just can't do maths' but encourages the belief that by working hard at maths we can all succeed. Topics are introduced by allowing students to understand the concept through discussions, developing learning and then mastering the concept.

As per the KS3 programme of study, Year 9 students are introduced to a variety of KS4 content as well as GCSE exam style questions to ensure the needs of the more able is met by:

Pupils who grasp concepts rapidly 'are' challenged through being offered rich and sophisticated problems through new content in preparation for key stage 4.

These decisions about progression are based on the security of pupils' understanding and their readiness to progress to the next stage. Those who are not sufficiently fluent consolidate their understanding, including through additional practice, before moving on.

Subject Content in Middle Years

Cross Curricular Links in Middle Years : Maths is used in everyday life and therefore it is absolutely essential that students are able to make the cross curricular links at various stages through the different units covered. Whether this is looking at the PSHE careers them on 'working in the wider world' or the need for maths for personal use in the future such as financially being able to budget or designing a new living space, offices using knowledge and skills gained from shape, space and numbers.



Mental maths - Students are given regular mini mental maths tests to ensure the very basics of maths are learnt, retained and they are able to perform basic arithmetic rules at speed. Ultimately giving the students the confidence to approach maths with a positive outlook

Long Term Planning

Annual plans which map the long-term progression of Maths skills within each unit are available on Google Drive (or see below).

Medium Term Planning

Medium term planning is mapped out according to the National Curriculum expectations for Mathematics. Number, algebra, ratio, geometry, probability and statistics coverage is clearly provided on each Medium Term Plan along with each lesson's objectives and differentiation opportunities. The Medium Term Plans for Maths can be found on Google Drive.

Terms	Year 6		Year 7		Year 8		Year 9	
	IPC/IMYC	Maths	IMYC	Maths	IMYC	Maths	IMYC	Maths
Autumn 1 (7 weeks 2 days)	IPC: Space Explorers Astronomy and space	Number Sense Determine the place value of digits in numbers up to 10 000 000. Compare, order and round numbers. Compare, order and simplify fractions. Recognise equivalences between fractions, decimals and percentages. Additive Reasoning Perform mental calculations involving 3- and 4-digit numbers. Use the order of operations. Extra - Revision of standard algorithms for +, -, x and division Create simple algebraic formulae.	Creativity Innovative ideas can happen when existing or new concepts are brought together or expressed in a new way	Topic: Making generalisations about the number system (1) Big Learning Question: what is a number? Knowledge and skills covered: Unit 1 – numbers and numerals Unit 2 – axioms and arrays Unit 3 – factors and multiples Unit 4 – order of operations	Tradition Beliefs and customs from the past have a powerful effect on our lives today	Topic: Algebra BLQ: How do you solve an equation Knowledge and skills covered: Unit 1 Sequences Unit 2 Forming and solving equations	Renewal The end of a process is often the preparation for the beginning of something new	Topic: Coordinates, linear graphs, proportion and standard form BLQ: What's the point of a graph? Knowledge and skills covered: Unit 1 – coordinates Unit 2 – linear graphs Unit 3 – direct and indirect proportion Unit 4 – scales and standard form
Autumn 2 (7 weeks)	IPC: Going Global World trade and globalisation	Multiplicative Reasoning Perform multiplication calculations using formal written methods. Perform mental calculations with large numbers. Solve problems involving ratio and proportion. Geometric Reasoning Calculate area of triangles and parallelograms. Find missing angles. Describe 3-D shapes and make nets.	Celebration There is value in recognising and observing special events through ritual and with joy and happiness	Topic: Making generalisations about the number system (2) Big Learning Question: why do we use y? Knowledge and skills covered: Unit 5 – positive and negative numbers Unit 6 – introducing sequences, expressions and equations	Curiosity The desire to know more drives exploration and aspiration	Topic: Coordinates, linear graphs and inequalities BLQ: What's the point of a graph? Unit 3 Inequalities Unit 4 Linear graphs	Entrepreneurship The ability to make money through development of products and situations appropriate to different markets requires application of certain skills	Topic: Algebraic expressions BLQ: Why don't we change the subject? Knowledge and skills covered: Unit 5 – sequences Unit 6 – expanding and factorising brackets Unit 7 – changing the subject of a formula
Spring 1 (7 weeks)	IPC: What Price Progress? Invention and development	Additive Reasoning Perform mental calculations to solve problems. Solve multi-step problems and round numbers to solve problems. Solve multi-step problems and round numbers to solve problems. Number Sense Describe number sequences using algebraic formulae. Compare, order, add and subtract fractions. Determine fraction, decimal and percentage equivalences. Create algebraic formulae. Use algebra to describe missing number statements.	Risk Progress involves exposing ourselves to and considering the impact or forms of danger, harm, uncertainty or opportunity	Topic: 2D Geometry Big Learning Question: how do I find missing angles? Knowledge and skills covered: Unit 7 – angles Unit 8 – classifying 2D shapes Unit 9 – constructing triangles and quadrilaterals	Communication When information is shared accurately and clearly the end result is more effective	Topic: 2D geometry BLQ: How can you draw a perfect triangle? Knowledge and skills covered: Unit 5 – triangles and quadrilaterals Unit 6 – find missing angles Unit 7 Polygons Unit 8 Construction Unit 9 – area of parallelograms and trapezia	Interpretation Only a very few things are true for all people	Topic: 2D/3D geometry BLQ: What's the difference between congruence and similarity? Knowledge and skills covered: Unit 8 – constructions Unit 9 – congruence and similarity Unit 10 – triangles and quadrilaterals Unit 11 – angles in polygons Unit 12 - Surface area and volume



<p>Spring 2 (7 weeks)</p>	<p>IPC: They See The World Like This <i>Artists' impressions of the world</i></p>	<p>Multiplicative Reasoning Identify common factors, multiples and prime numbers. Multiply and divide decimal numbers. Solve problems involving percentages. Solve algebraic equations. Geometric Reasoning Investigate parts of circles and find missing angles and lengths in shapes. Investigate parts of circles and find missing angles and lengths in shapes. Translate shapes on coordinate grids, across all four quadrants.</p>	<p>Structures <i>Formal arrangements and relationships underpin or give organisation to complex issues</i></p>	<p>Topic: The Cartesian plane Big Learning Question: what is area? Knowledge and skills covered: Unit 10 – co-ordinates Unit 11 – area of 2D shapes Unit 12 – transforming 2D figures</p>	<p>Respect <i>It's important to honour behaviour and processes that have proven merit</i></p>	<p>Topic: 3D geometry BLQ: How does an architect use maths? Knowledge and skills covered: Unit 10 – rounding, significant figures and estimation Unit 11 – circumference and area of a circle Unit 12 – 3D shapes and their nets Unit 13 – surface area and volume of cuboids, prisms, cylinders and composite solids</p>	<p>Identity <i>Our sense of self, and that of others, is continually developing through our different interactions and impacts on how we exist in the world</i></p>	<p>Topic: Equations and inequalities BLQ: How can you solve simultaneous equations? BLQ: Who was Pythagoras? Knowledge and skills covered: Unit 12 – linear equations and inequalities Unit 13 – simultaneous equations Unit 14 – quadratic and other graphs Unit 15 – Pythagoras and Trigonometry</p>
<p>Summer</p>	<p>IMYC: Balance <i>Things are more stable when different elements are in the correct or best possible proportions</i></p>	<p>Number Sense Investigate algebraic formulae with two unknown variables. Describe linear relationships between variables, using formulae. Additive Reasoning Solve multi-step problems. Solve problems involving fractions. Find possible solutions for algebraic equations. Number Sense Determine equivalent fractions. Create algebraic formulae from number sequences. Express missing number problems and problems with two unknowns algebraically. Multiplicative Reasoning Divide 4-digit numbers using long division. Choose appropriate operations to solve problems. Multiply and divide simple fractions. Geometric Reasoning Make and measure 3-D shapes. Draw shapes and find angles. Reflect shapes in the axes of coordinate grids.</p>	<p>Resolution <i>Problems, disputes and contentious issues can sometimes be satisfactorily solved or resolved</i></p>	<p>Topic: Fractions Big Learning Question: what is a fraction? Knowledge and skills covered: Unit 13 – equivalent fractions Unit 14 – all operations acting on fractions Topic: Ratio and proportion Big Learning Question: what is ratio and when do I use them? Knowledge and skills covered: Unit 15 – ratio Unit 16 – percentages</p>	<p>Resilience <i>Success over time requires persistence</i></p>	<p>Topic: Proportional Reasoning BLQ: What has maths got to do with my life? Knowledge and skills covered: Unit 14 – percentage change Unit 15 – ratio and rate Topic: Statistics BLQ: How does a journalist use maths? Knowledge and skills covered: Unit 16 – collect and organise data Unit 17 – present data Unit 18 – interpret and compare statistical representations</p>	<p>Challenge <i>Facing up to or overcoming problems and barriers increases possibilities in our lives</i></p>	<p>Topic: Statistics BLQ: What's the average? Knowledge and skills covered: Unit 17 - probability Unit 18 – proof Unit 19 – mean from <u>grouped data</u> Unit 20 – comparing data distributions Unit 21 – scatter graphs</p>

Assessment

Summative assessments are carried out at the end of each half-term to assess students' levels of progress in the skills they are expected to develop in each unit. Formative assessment is embedded into lesson activities. Students are also taught to use self- and peer-assessment to raise awareness of their strengths and as a means of target-setting.

Home Learning

In Middle Years, each year group receives two pieces of Maths home learning work per week. All home learning builds upon the themes covered in lessons to consolidate learning.

Shakila Akbar, December 2021



Appendix 4

IEYC (Nursery and Reception)

Philosophy of the IEYC

Central to the IEYC is the belief in and commitment to, the holistic development of each child through enjoyable and playful personal, international and academic learning experiences that prepare children for opportunities and challenges now and in the future.

The IEYC's Seven Foundations for Improving Learning

The curriculum remains learning-focused and child-centred.

- 1. Child-focused Personal, International and Academic Dimensions of Learning and Development**
 - Children should experience every day a balance of child-initiated and adult-scaffolded experiences.
 - The tasks set should reflect the four Learning Strands, so that children can master the Learning Outcomes by the end of the two-year cycle. The strands tie in with the new Development Matters Early Learning Goals. Therefore, children in the EYFS should be assessed against both curricula on our online assessment system.
 - The Personal Goals should be referred to every day for children to develop a strong sense of self and understand how they impact on the world around them.
 - Through Inquiry tasks, children think beyond their own identity and environment and they can learn about other cultures and countries.
 - Whenever relevant to the unit taught, children should be made aware of the SDGs in an age-appropriate manner.

- 2. A progressive Pedagogy- assessing the EYFS and the IEYC.**
 - It is through strong relationships with their peers and adults that children learn and thrive. 'Talk' time and quality questions are essential to scaffold children's learning and ensure that they are progressing.
 - Every task in the IEYC units has two levels of depth and difficulty, Phase A and Phase B. While Phase A tasks are typically designed for the younger children, the Phase B tasks can also be completed by Nursery children if they need more of a challenge.
 - The assessments carried out in the indoor and outdoor learning environments should define next steps for every child and inform future planning.
 - Every child in the EYFS should be assessed twice a week against the EYFS and the IEYC. The assessments should be posted on Tapestry by the end of that week.

- 3. A process to facilitate learning for All**



- The indoor and outdoor provision should reflect the children's interests and offer appropriate challenge for children to be fully engaged.
- The role of the adult is to expand learning by supporting exploration and play without controlling it; children and adults co-construct learning experiences.

4. Globally competent learners

Young children have the capacity, motivation and opportunity to act on issues of global significance. They should be given the opportunity to explore and express these issues.

5. Knowledge, Skills and Understanding are taught, learned and assessed differently

Every day children should be given time to reflect on what they have learnt. They should be able to express new learning: 'I know', 'I am able to', 'I can tell my friend about'.

6. Connecting learning- The IEYC learning environment

- A knowledge harvest should take place at the beginning of each unit will to evaluate children's previous experiences and knowledge.
- As children progress through the unit, they are given opportunities to express what new learning they are experiencing.
- The IEYC units and philosophy should be reflected in the specialist lessons.
- The continuous provision indoors and outdoors should offer resources reflecting the IEYC units taught as well children's choices.
- The Literacy and Numeracy tasks that are either teacher-led or offered as part of the continuous provision should reflect the IEYC units taught.

7. Reflective practices for Improving Learning.

- Are all children learning? Is there evidence that learning is taking place?
- Are learning experiences developmentally-appropriate – do children need to revisit Phase A learning activities or extend to Phase B learning activities?
- Is the learning sufficiently engaging and challenging?
- Is anything helping learning to become secure?
- Is anything hindering learning to become secure?
- What types of learning experiences will further support children's progression?

IEYC planning

- A medium-term plan should be posted on the Information Board by the end of the first week of study of a new unit. This plan should reflect how the IEYC unit is going to be taught while incorporating and assessing the seven areas of learning of the EYFS.



- A weekly plan should pose an overarching learning question that will influence the learning intentions or questions in the seven areas of learning of the EYFS and the four learning strands of the IEYC.
- Opportunities for assessing the EYFS and the IEYC in all the seven areas of learning should be listed on the weekly plan.
- The weekly plan should be posted on the Information Board on Monday morning.

Freddie Henley, December 2021



Appendix 4 IPC (Year 1 to Year 6)

Philosophy of the IPC

Central to the International Primary Curriculum is a belief in, and a commitment to, the holistic development of learners through enjoyable academic, personal and interpersonal learning that prepares them for opportunities and challenges now and in the future.

The seven foundations of the IPC

The IPC is designed and driven by seven underpinning foundations that ensure the curriculum remains learning-focused and puts the goal of improving learning at the centre of what we do:

1. The learner-focused Personal, International and Subject Learning Goals are interconnected.

The subject learning goals cover the knowledge, skills and understanding that children should learn in all the subjects taught. The Personal Learning Goals/Qualities aim to develop character and attitudes rather than Knowledge, Skills and Understanding. Children should be encouraged in the course of the day to reflect on how they demonstrate those Personal Qualities and each week 'Goals and Values' certificates should be awarded based on their success in doing this. The International Learning Goals encourage thoughtful engagement with local and global issues. Children should be provided with learning opportunities that makes them feel empowered to enact meaningful change.

2. A Progressive Pedagogy:

This pedagogy is aligned with, and informs, our school definition of learning.

3. A process to facilitate learning for all

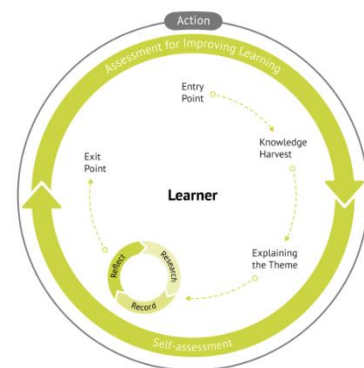
Entry Point: Designed to help learners reflect on their previous knowledge and get excited about the learning to come.

Knowledge Harvest: An opportunity for learners to share what they already know about the theme.

Explaining the Theme: Information is shared with learners to help them see how the unit will progress and which subject learning is connected to the theme.

Research, Record and Reflect: Each IPC unit has a number of activities that require learners to follow this process. This is a mini-cycle that should take place multiple times within the different subjects in the unit. Enquiry is a skill that is embedded within this process.

The Exit Point: To help learners synthesize and celebrate their learning. To strengthen connections between learning and the wider world which may include an invitation to take action. The Exit Point should not require extra work from the children; it should instead be a demonstration or exhibition of





the work that has already taken place in class. Staff and pupils should be conscious of how this will be organised throughout the unit and parents should be invited to a minimum of two of these a year.

4. Globally competent learners.

Through their IPC learning, children develop a strong interest in their own and other cultures and a deep understanding of multiple perspectives. Both in the classroom and beyond, the children should be given opportunities to help shape local and global communities through actions that impact positively on society.

The SDG end of year units and numerous International Tasks provide opportunities for children to develop understanding through connecting with local and global issues and potential actions learners can take.

5. Knowledge, Skills and Understanding are taught, learned and assessed differently.

- The Knowledge Learning Goals start with '**To know**', the skills LGs start with '**To be able to**' and the Understanding LGs start with '**To understand**'. Children should be encouraged to reflect on their learning every lesson by using the terms, '**I know**', '**I am able to**' and '**I understand**'. This should be displayed on the IPC learning board in each classroom.
- Tasks can be adapted **provided** that the listed LGs are still met.
- Teachers should check that the children are aware of the type of learning they are engaged in and discuss with them **what and how** they are learning.

6. Connecting learning

- Learning is relevant to children now and in the future.
- Learning should be interdependent, connecting ideas to subjects and between subjects and prior learning to current learning. Teachers should link the IPC unit to their Numeracy and Literacy lessons where this is relevant and should seek opportunities to do so.
- Displays should reflect the learning journey and processes that children undertake: They will include evidence of the Knowledge Harvest, the Entry Point, the tasks supporting children's learning and the reflections from the children on their learning.

7. Assessment for improving learning.

- The Teacher and pupil's rubrics are used to assess children's learning. They should be used for self and peer assessment.
- In each unit, Afl opportunities/ Key Skills have been agreed upon and children should only be assessed on those.
- Children are introduced to the pupil's rubrics at the beginning of the unit so that they understand what they are working towards. The rubrics are revisited at relevant stages of the children's learning to provide them with learning advice.
- It is important to give children opportunities to practise the Key Skills that they are not assessed on.



- Teachers need to write on their medium term plan which tasks the rubrics are going to be introduced with so that children know what they are working towards. The rubrics are then revisited and used for peer and self-assessment. The data is then entered into Classroom Monitor.

Planning

- The route planner for the following academic year should be in place by the end of the first half of the summer term.
- An overview (template on Information Board) should be written for each unit and each year group. It should:
 1. Show the number of weeks needed to teach the unit.
 2. Show when the knowledge harvest, the Entry and the Exit points are going to take place and say what tasks the children will be involved in.
 3. Show when the rubrics are introduced to children and when they are going to be used.
 4. Show the number of learning hours in each subject
 5. Show the learning objectives, the success criteria and the tasks for each lesson.

F. Henley, April 2021



Appendix 5

International Middle Years Curriculum (IMYC)

The IMYC contribution to the school curriculum

This appendix provides teaching staff implementing the IMYC with a unified approach to facilitating rigorous academic, personal, and international learning through a process that facilitates learning for all. The IMYC is an integral part of the school's curriculum which aims to provide a broad, stimulating and exciting learning environment for every student in which academic, physical, social, moral and cultural development is strengthened. It supports the learning and development of our middle school students, prepares them for opportunities and challenges now and in the future, and promote lifelong learning. It is designed to support the unique learning needs of adolescents and to realise the needs of students through a process that facilitates learning for all.

Curriculum Delivery

The Middle Years Curriculum begins with the International Primary Curriculum (IPC) for Year 6 and is delivered in the autumn and spring terms. IMYC units of learning are introduced at the beginning of the summer term for Year 6. Years 7 to 9 usually complete five IMYC units of learning throughout the year. For example, two units for each autumn and spring term and one unit in the summer term.

Teachers should ensure that all IMYC Learning Goals are met in each subject and in some cases are supplemented by the requirements of National Curriculum in England (Document Framework 2014).

BESA identifies six foundations that form the structure of IMYC.

1. Learner-focused Personal, International and Subject Learning Goals

The IMYC Learning Goals are central to the IMYC and are defined in three distinct but interrelated areas:

Personal Learning Goals

The curriculum makes a clear positive contribution to the personal development of all students through the use of personal Learning Goals. Personal Learning Goals aim to develop character and attitudes to thrive in a challenging global society. **BESA encourages and supports students to be creative, adaptable, a communicator, a collaborator, empathetic, ethical, resilient, respectful and a thinker.** These are dispositional qualities that teachers should pay special attention to and build into subject learning activities. **IMYC's Personal Learning Goals can be found at BESA's shared Google Drive.**

International Learning Goals

The uniqueness of the middle school curriculum is the international perspective it offers learners through the use of the international Learning Goals. These are aligned with the British Values of promoting mutual respect and tolerance for others. They increasingly support students to develop a national, international, global and intercultural view of the world around them. **The goals should be detailed in teachers' planning and are an integral part of delivering an international curriculum.** They



also promote international mindedness and global competence (see also the section on "Globally Competent Learners"). **IMYC's international Learning Goals can be found at BESA's shared Google Drive.**

Subject Learning Goals

The IMYC subject Learning Goals include knowledge, skills and understanding in Art and Design, Design, Technology and Innovation, Geography, History, Languages (French and Turkish), ICT and Computing, Music, PE and Science. **These should be identified in teacher planning and used to formulate lesson objectives, lesson outcomes and success criteria.** A full list of IMYC Learning Goals for each subject can be found at BESA's shared Google Drive. Please note that there is a difference between IMYC Learning Goals and lesson objectives and both should be included in teacher planning (see Glossary section).

Knowledge, skills and understanding

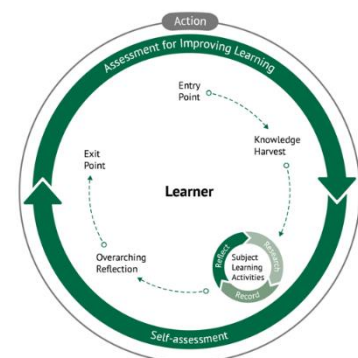
Lesson objectives should be clearly communicated with students and be appropriate in wording to their age and personal capabilities. **Lesson objectives should indicate what type of learning is taking place by using knowledge taught to begin with `know` or `to know more about`, lesson objectives for skills begin with `be able to` or `to get better at` and understanding lesson objectives begin with `understand`.** A recommended source for teachers to formulate meaningful instructional lesson objectives is Bloom's Taxonomy (B. Bloom, 1956).

2. Pedagogy

BESA recognises that middle year students are unique and are experiencing a time of transition and significant physical, cognitive, social, and emotional change. BESA aims to support students during this unique time and their specific needs. IMYC identifies six needs of adolescents that we consider as minimum requirements to support learning: interlinking learning, making meaning, peers, agency, risk taking, and transition. The six needs are further explored in the document '6 needs of the teenage brain'.

3. Process to facilitate learning for all

All IMYC units of learning follow a process that facilitates learning, with the learner at the heart of everything BESA does. Each subject follows the same process shown in Figure 1 (IMYC Curriculum Guide 2020-2024, Fieldwork, page 19) and described below.



Entry Point

A new Unit of Learning begins by fostering student curiosity with an Entry Point activity. This should promote a positive attitude toward learning by providing an exciting introduction to the new theme and an abstract conceptual Big Idea (see the section on abstract conceptual Big Ideas). It serves to prepare learners for the learning ahead.

Knowledge Harvest

A Knowledge Harvest activity takes place for each subject in the beginning of the Unit of Learning. It provides an opportunity for learners to share their existing knowledge of the subject matter. It



provides useful information for the teacher to help learners build on existing knowledge, skills and understanding. This can be done through activities in-class to elicit learners' prior knowledge and skills, e.g. a quiz, in-class questions, self-assessment, etc.

Learning activities

In each unit there are learning activities that require students to research, record and reflect on their learning. This mini cycle is repeated several times during the unit. Learning activities should spark interest and curiosity by being authentic and meaningful to students.

Student reflection is carried out during and at the end of a Unit of Learning that includes self- and peer-assessment. **It should also include the use of assessment rubrics (see assessment for improving learning section) when students are learning a key skill.**

Exit Point

Exit Points provide opportunities for students to share their learning with their peers and the school community. **Parents and guardians are invited to attend a minimum of two Exit Points in a year.** An Exit Point is primarily used to celebrate the personal learning that has taken place during the Unit of Learning. It is an opportunity for students to synthesise subject learning and communicate their understanding through a media project and/or presentation.

Students should demonstrate that they have learned key concepts and understand how learning in a subject relates to the Big Idea (see abstract conceptual Big Ideas) and the wider world around them. It includes overarching reflection questions, called Big Questions, prepared by teachers to formally support student reflection. An example of an art Big Question for the theme of renewal: does anything ever start completely new, without influence from the things that came before it?

IMYC learning displays

A display communicates that their work is valuable, relevant, and appreciated. It can inspire students to see their work and that of their classmates on display. A display should be seen as a learning map - where we started, where we want to go, and where we have been in our learning. **It should be an organic - living - growing display, added to as the unit progresses.**

There should be an IMYC learning display board in every classroom (Year 6, 7, 8, and 9). The displays should be at eye level for students in the classroom to see. They should be clear and refreshed at the beginning of each unit of learning. The boards should include the Big Idea for the year group, a collection of photographs, essays, writings, drawings, (videos if possible) artwork etc from each subject, showing links between subjects to the 'Big Idea' and the wider world around them. Work should be labeled with the name of the subject and a rationale as to why the work relates to the Big Idea and the world around them. Each student should have at least one piece of work on display and all subjects should be represented. Teachers and teaching assistants can use post-it notes to jot down new ideas students might have during Entry Points, Knowledge Harvests and Exit Points.

Teachers and teaching assistants should not always display the best work and from the same students. Celebrating effort, hard work and progress more than quality. Students should be encouraged to take ownership of the displays and that they do not only belong to the teachers and teaching assistants.



For example, students can bring in something from home that relates to their learning to show on the display. Classes will have opportunities to make their contributions to the displays during form times.

4. Globally competent learners

Students should engage as internationally minded and globally competent citizens who develop a strong interest in their own and other cultures, a deep understanding of different perspectives, and also a desire to contribute to shaping local and global communities. BESA aims to achieve this through the provision of Junior Model United Nations (JMUNESCO). Teachers should identify and take opportunities to develop international mindedness using the IMYC international Learning Goals and the UN SDGs within their subject lessons.

5. Connected learning

Teachers should promote interdependent learning by connecting ideas with subjects and between subjects, and prior learning with current learning. Teachers should encourage students to ask the question: How is this learning relevant to me now and in the future?

Teachers should also facilitate students to make connections to Big Ideas and the world around them.

Abstract conceptual Big Ideas

The Big Ideas are central to all learning activities and the teacher should provide opportunities for students in each subject to connect learning to the Big Idea. This provides learners the opportunity to develop an overarching understanding from multiple perspectives, between subjects and with the wider world around them. An example of a Big Idea in Year 7: things are more stable when different elements are in the correct or best possible proportions.

6. Assessment for improving learning

‘Assessment in education must, first and foremost, serve the purpose of supporting learning’ (Black and Wiliam, 2012 p.11).

Formative assessment takes place through self, peer and teacher assessment use IMYC descriptors known as 'rubrics'. The IMYC rubrics are also written in child-friendly language to allow students to self-assess and peer-assess. The IMYC rubrics are designed to support student learning and progress and allow students to work toward achieving their goals. Teachers should make it clear to students that if they are learning a skill, they should know that they need to practice it. Teachers should assess key skills and revisit them throughout the year so that students can practice improving. Key skills are identified in each of the IMYC subject Learning Goals and are highlighted in bold.

Summative assessment is formally carried out through a summer assessment week, usually in May, which is used to assess subject specific knowledge and key subject concepts. Teachers are also expected to use summative assessment as a tool for formative feedback.

T. Wilson, May 2021



Appendix 6

Middle Years Science

The contribution of Science to the school's curriculum

The new National Curriculum states that's:

“A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.”

At BESA, Science aims to foster the development of a scientific mindset and an understanding of the nature of science. The science curriculum is aligned with the learning objectives of IPC/IMYC and English national curriculum. Our programme nurtures curiosity about the natural world and include opportunities to engage in scientific practices. Students experience incorporated independent and cooperative group learning experiences. Our approach is multidisciplinary. Through theme-based learning, the development of critical thinking and communication skills are encouraged. Students are provided opportunities for critical thinking and decision-making activities for real life problems.

Curriculum Delivery

Long Term Planning

There is an annual overview for Science (BESA Cloud/BESA Planning/Middle Years Planning/Annual Plans) which identifies how National Curriculum topics and IPC/IMYC themes are taught throughout the year in each year group to ensure continuity and progression.

Medium Term Planning

This can be found in the BESA Planning folder for each year group: BESA Cloud / BESA Planning / Middle Years Planning / Term selected / Science

Weekly Planning

Science Medium Term Plans include weekly plans. This planning identifies Learning Objectives, Success Criteria linked to concepts (IPC/IMYC rubrics) and assessment opportunities. The sequence of learning activities is given with examples. The needs of MA, SEN and EAL are emphasized. The key vocabulary and resources are given.

The sequence of learning activities and LOs are revisited/highlighted for daily planning on Teacher Planner.

Assessment



Progress in science will be monitored through ongoing teacher assessments and students' work in science is marked in accordance with the school's Marking and Feedback Policy. Progress should be tracked using students' work and post-learning assessment given at the end of each term on the teacher's markbook.

Expectations of lab assistant

Lab assistant is expected to liaise with the science teacher to discuss timetables, equipment requirements and work plans. They are expected to run trials of experiments prior to classes and then help where necessary to demonstrate techniques for experiments. They prepare equipment and chemicals before the lessons. They maintain and repair equipment and laboratory apparatus. They ensure that equipment is properly cleaned and that chemicals are appropriately stored. They support the science teacher in classes and laboratory sessions and gives technical advice. They manage the stock control of chemicals and equipment in liaison with the science teacher. They ensure that all health and safety procedures are understood and followed correctly in liaison with the science teacher.

Sila Sagun, December 2021



Appendix 9

MFL

The contribution of MFL to the school's curriculum

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.'

At BESA we strive to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Subject content Middle Years:

Modern Foreign Language Teaching builds upon the foundations of language learning laid at Primary level, whether pupils continue with the same language or take up a new one.

Teaching focuses on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It enables pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils are taught:

- to identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.
- listen to a variety of forms of spoken language to obtain information and respond appropriately transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address express and develop ideas clearly and with increasing accuracy, both orally and in writing



- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

Curriculum Delivery

Listening – AO1

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy

Speaking – AO2

- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy.
- speak coherently and confidently, with increasingly accurate pronunciation and intonation

Reading – A03

- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture

Writing – A04

- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

Grammar – A05

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied



- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation

Long Term Planning

A document which maps the long-term progression of MFL (French and Turkish) skills is available in Google Drive in the 'Annual Plan' folder.

Medium Term Planning

Medium term planning is geared towards preparing pupils to successfully complete a topic area in which they can show their competence by completing a listening, reading, speaking or writing assessment or combination thereof. Weekly objectives are detailed on the MTP's which can be found on Google Drive and detailed lesson outlines can be found on the MFL Google Classrooms.

Assessment

Pupils' learning in MFL is marked on an individual assessment basis. Pupils will be awarded a level for written and spoken language (productive skills) and a percentage mark for reading and writing comprehension (receptive skills).

Cross-curricular / IMYC

Pupils are provided with questions that link to the IMYC Big Ideas (see MTP's) on a half-termly basis but teaching for MFL must follow its own tailored, stepped approach in order to build up knowledge of vocabulary and structures in a sequential and logical manner.

There are many opportunities for cross-curricular teaching and these are embedded into lessons due to the cultural content of learning a MFL (for example the French revolution - humanities) as well as the skills taught such as numeracy when learning numbers. Naturally, there are constant links to English through the weighty literacy and grammar content when learning a MFL.

Homework

Homework for MFL consolidates the language and structures learnt in lessons. There are 2 levels of challenge provided as well as an opportunity for extension.

Rebecca Hayward, December 2021



Appendix 11

Careers

Career guidance in its broadest sense means 'to include all those activities intended to assist young people in making decisions about future education, training and jobs ... good career guidance means linking different activities together to form a coherent whole' (John Holman, University of York, April 2014, Good Career Guidance, p.6 Gatsby).

BESA is committed to ensuring that all students have the right information about qualifications, university and career choices. BESA aims to ensure that students know more about the range of universities and careers open to them with the right qualifications so that they have a clearer idea of the pathways available to them. This will be achieved through their careers programme.

BESA provides personal guidance tailored to individual needs and, most importantly, teaching that gives students the knowledge, skills and attitudes to achieve their goals and aspirations for the future. It provides high quality advice and guidance to ensure that students are aware of the different options available to them at the key transition point in Year 9. Students are supported in making decisions about their transition from BESA to a range of destinations.

Our Careers Leader, Mr T Wilson, is committed to leading the provision, reviewing and evaluating careers guidance programme from Years 6 to 9. All teachers have a role in the delivery of the programme.

BESA aims to:

- Have an embedded career education and guidance programme that is known and understood by students, parents and teachers.
- Provide a sound career guidance programme that responds to the needs of each individual student
- Link curriculum learning to career choices
- Facilitate encounters with employers and employees
- Facilitate encounters with further and higher education
- Provide personal guidance

The BESA careers guidance programme is delivered through:

- PSHE lessons in Years 6 to 9 during Form Times.
- Seminars, workshops and special events such as careers fairs and guest speakers.

Addressing the needs of each student

Preparation for entrance exams

This is done through an entry examinations club through the leadership of middle years headteacher. If a school contacts BESA, we offer a place to administer the exams.

Practising for interviews



BESA provides support for interviews with common questions often used in such interviews and feedback on how well students answer them and how well they perform. We provide mock interviews on request.

Personal statements

If a school requires a personal statement, BESA provides support and guidance to students on what to include and feedback on any changes to the statement that may be required.

BESA will provide signed and stamped student testimonials, GL assessments, and full references upon request from the Headteacher or middle years assistant headteacher.

Learning for the world of work linked to the curriculum

English

In English, Year 9 students learn how to write CV and letters of application. They write job advertisements and consider what skills are needed and how best to use their experience. They find ways to showcase their talents and draw attention to their skills, the type of language and format in which application letters and CV should be presented.

Junior Model United Nations (JMUNESCO)

BESA understands the importance of students developing strong global competencies, communication and interpersonal skills.

Form Times9

Coverage of careers topics in PSHE programme, Form Time activities and subjects across the school. There is a focus and link to career development and employability learning in all subjects. This is co-ordinated with Careers Leader.

Examples of subjects covered on Form Times		
Year 7	Year 8	Year 9
Linking school subjects to real life by discovering how their favourite subject can lead to a related career. Exploring their interests and related careers. Learning how to manage their time and make the most of each day.	Discovering how their learning style can help them succeed in school and careers. Exploring training and educational opportunities for their future. Reduce prejudices and assumptions about careers.	Explore how their skills relate to careers that interest them. Explore their career aspirations and discover careers that fit with what they like to do. Learn about the transition to the next level of education. How to make a smooth transition from secondary school to their next school. Learn how to speak confidently and express what they need to succeed. Build the skills and habits to be successful in school.



Xello

Individual learning planning/portfolio activities are recorded in a career software package. Xello is an online career education programme used by students in grades 6 through 9. It prepares students for the future with a programme that builds knowledge, personalised plans, and life skills. **The sign in page can be accessed here: <https://cascaid.co.uk/xello/>.** It is primarily designed for students from Year 7 to 9 although Year 6 students are assigned activities.

Life skills

Presentations to familiar and unfamiliar audiences

Student presentations of media projects at the end of a unit of learning (see Appendix 5 Exit Points) provide an excellent opportunity for students to develop presentation skills to familiar audiences and to the school community in front of unfamiliar audiences.

Collaboration

Students often choose to work in a small group, so there is an opportunity to emphasise the life skill of collaboration.

Provide encounters with employers and employees

Links with employers who show students what the workplace is like and inspire them with the opportunities of work, through measures including direct experience of the workplace. Meeting employers and employees in person. Employers can give an authentic picture of work that schools alone can never convey.

Monitoring and tracking

Xello manages, tracks, and reports on BESA's progress against the Gatsby careers guidance benchmarks.

Review of all careers events by Careers Leader.

Lesson and Form Time observations within PSHE lessons.

Tim Wilson, May 2021



Glossary:

Agency: a person with agency can be defined as 'someone who acts and brings about change' (Sen, 1999, p.19).

Big Ideas: abstract, conceptual, overarching insights that relate to the Unit of Learning theme. For example, for the Year 6 summer term theme balance, Big Idea: things are more stable when different elements are in the correct or best possible proportions.

Big Questions: questions asked of students at the beginning of each Unit of Learning. They formally support student reflection and facilitate understanding of key subject concepts.

Entry Point: An activity carried out at the beginning of a Unit of Learning that serves to prime learners for new learning.

Exit Point: Provide a meaningful conclusion to a Unit of Learning by providing a platform for learners to celebrate what they have learned through a media project.

Key Skills: Are identified in the IMYC Learning Goals and begin with 'able to'. IMYC key skills are highlighted in bold.

Knowledge Harvest: Enables students to share what they already know about the upcoming learning so it can be tailored appropriately to their needs.

Learning Activities: Can also be referred to as learning tasks designed by the teacher or IMYC to create the conditions for learning. All activities should relate to IMYC Learning Goals, lesson objectives, success criteria, and lesson outcomes. IMYC activities may be adapted provided that the IMYC Learning Goals are still met.

Learning Goals - Personal, International and Subject: Set out by IMYC and are designed to be met over three years. Learning Goals covered can be viewed on a route map on the Fieldwork website (MyFieldwork).

Lesson Objectives: Overall Learning Goals for a lesson or lessons.

Lesson Outcomes: Statements that describe the knowledge, skills, or understanding that students are expected to acquire at the end of a lesson or series of lessons.

Metacognition: used to describe learning about learning, or what learning consists of (Outstanding Formative Assessment, Shirley Clarke, 2014).

Rubrics: Assessment descriptors for IMYC key skills.

Success Criteria: A list of features that the teacher wants students to include in their work during a lesson.

Themes: Typically, there are five themes for each year group in an academic year.



Units of Learning: IMYC provides teachers with units of learning for each age group that outline activities that connect to an overarching Big Idea. They are typically designed to last 6 weeks.