

Bassingbourn is a small secondary school which takes students from a 10 mile radius, with a mostly rural background. The average prior attainment of students on entry is broadly in line with the national average. Attendance is above the national average with behaviour being very good. NEET figures are consistently low. There is an established teaching team, with strong teaching and learning. Relationships are prioritised through the pastoral system.

Curriculum Context



- 5% increase in pupil numbers over the past four years
- PP – 17.4% (27.4% National Average)
- SEND – 8.2% (12.3% National Average)
- EAL – 2.5%
- Male/Female ratio – 52.1 /47.9
- Outcomes are good

Values and Aims



RESPECT

To develop a personalised curriculum and support through effective teaching and learning implementation

- Personalised Curriculum:**
- Coherently planned 5 year curriculum, driven by feedback from formative and summative assessments
 - Mapped against National Curriculum
 - 3 year KS4
 - Enhanced with careers, SMSC, trips and visits, enrichment
 - Effective QA feeding into planning and revisiting strategies

Effective Teaching and Learning
 Questioning for understanding
 Feedback for impact
 Revisiting of key concepts
 Low stakes testing
 Cumulative assessment used to further understanding
 Inclusive classrooms
 Knowledge of and relationships with students

- Strengths**
- 5+ Attainment
 - Balance between vocational and academic courses
 - Knowing the students to personalise curriculum
 - Extremely low NEET figures



RESILIENCE

To nurture individuals to have high aspirations, a love of learning and to become confident, responsible, respectful, resilient, healthy and independent members of society prepared for the 21st Century.

- 3 year GCSE**
- Allows option subjects the opportunity to develop a wider range of skills in a knowledge rich curriculum
 - Increases flexibility in learning opportunities
 - Deepens learning and use of memory with a systematic approach to revisiting
 - Explore non-examined topics to promote a greater love of the subject
 - Promotes opportunities for SMSC and Careers work to be embedded
 - Gives students the opportunity to be focused on the subjects that meet their needs

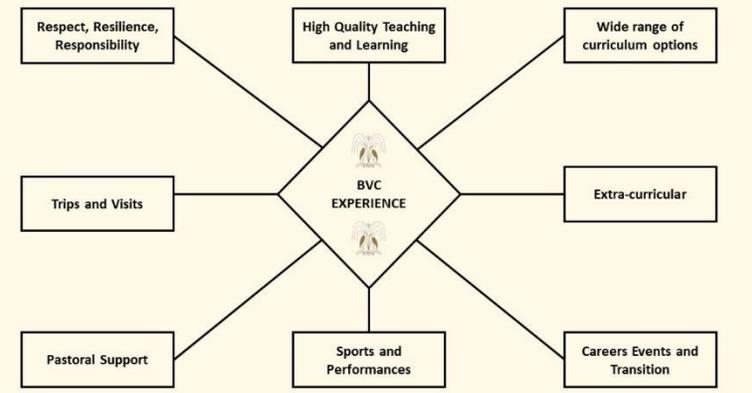
- 100 minute lessons**
- Allows for extended periods of learning
 - Greater depth of teaching
 - Wider variety of practical activity
 - Allows for more consolidation of key ideas and revisiting
 - Enhances use of metacognition techniques



RESPONSIBILITY

To establish a kind, caring community environment by developing leadership at all levels through the shared values and culture of the school

- Timetabled PSHE lessons
- Use of MyConcern and student surveys
- Embedded RSHE and careers education
- Use of mentor time and assemblies
- Student leadership, such as Sports & Dance Captains, Subject Ambassadors, College Captions
- Development of internal self discipline
- Therapeutic approach towards behaviour



Key Priorities

Application of key T&L strategies
 Embedding revisiting and memory strategies
Curriculum planning, sequencing and mapping of key concepts

Focused learning culture for students and staff
 Student leadership development
Use of technology

Literacy and reading, including ICT literacy and access
 Enrichment and Cultural Capital
Supporting all learners, inc SEND and PP, overcome barriers

**Respect, Resilience,
Responsibility**

**High Quality Teaching
and Learning**

**Wide range of
curriculum options**

Trips and Visits



Extra-curricular

Pastoral Support

**Sports and
Performances**

**Careers Events and
Transition**



Assessment



The assessment model used at BVC is designed to:

- Know the impact of teaching and learning and to inform curriculum design and lesson planning
- Enable students to understand and take responsibility for their own learning
- Develop, implement and maintain a clear system, understood by staff, students and parents, which aims to provide high quality information about students
- Maximise students' progress
- Ensure that assessment for learning is an integral part of teaching and learning
- Provide feedback that allows students to recognise the gaps in their learning and work to reduce these gaps

Formative assessment

Should happen in all lessons in some format

Examples could include:

- Questioning
- Concept maps
- Exit tickets
- Home learning
- In class discussions
- Low stakes testing
- Surveys
- Textbook questions
- Use of whiteboards
- Modelling

Used to adapt teaching, intervention, revisiting, and curriculum plans

Summative assessment

Subject specific
 At least once a term
 Cumulative in nature
 Clearly linked to curriculum objectives
 Age appropriate
 Assesses skills and knowledge proportionally

Examples could include:

- End of Unit Tests
- Formal GCSE/Vocational exams
- NEA (Non-Examined Assessment)
- Practical Performances
- Trial Exams

Used to adapt future teaching, intervention, revisiting, and curriculum plans

Effective assessment raises standards by:

- Determining what students know and understand
- Identifying the skills that students have acquired
- Diagnosing learning problems and identifying student learning needs
- Diagnosing the success of curriculum implementation
- Informing curriculum development
- Monitoring standards and focusing intervention strategies
- Providing challenge for all students
- Checking learning objectives against learning outcomes
- Identifying common misconceptions

Effective assessment allows students to:

- Experience successful learning
- Access curriculum related criteria that are known and understood in advance
- Analyse their own learning and understand what needs to be improved
- Synthesise and apply their learning in addition to recalling facts
- Understand what they need to do to improve
- Improve their learning
- Express different points of view and interpretations
- Be responsible for their own learning
- Perform at a higher level when challenged

Feedback

Style and regularity of feedback is subject and cohort specific.

Subject QA ensures feedback happens regularly

Should identify how further progress can be made, including the development of revision skills, and can be on formative as well as summative work

Provided in a manner best suited to the learning experience

Feedback can be to all individually, the whole class or some of the students, depending on the activity. Examples could include:

- Spoken feedback given in the lesson or recorded and posted onto GC
- Written feedback recorded in books, on work or posted on GC
- Peer feedback that could be either spoken or written

Year	Trial Exams
7*	May
8*	April
9	March
10	December
11	January

*Core subjects only

