

Delivering Our Vision

High Aspirations	We have great aspirations for all our students, and commit to high levels of stretch and challenge in all of our lessons. We promote independence and autonomy, supporting students in using their initiative and allowing for risk taking opportunities through leadership opportunities, independent working, project work and via a wide range of educational resources. Extension and enrichment activities run throughout the curriculum to inspire, enthuse and widen the horizons of our students.
Committed Subject Experts	We are blessed with an experienced, approachable and committed teaching team, and high quality teacher development is regularly provided for all our staff to ensure the highest standards of teaching and learning.
Quality Teaching and Learning	The Quality Assurance standards define the framework of excellent teaching and learning at The Buckingham School, supported by weekly briefings, staff updates and a robust programme of staff Continuing Professional Development (CPD). Our staff undertake CPD relevant to their needs and share best practice regularly through a programme called Walkthrus. Through ensuring schemes of learning are knowledge-rich, develop skills for life including our core choices, offer opportunities for lone and collaborative working and embrace technology, we are confident our students develop as well-rounded citizens.
High Academic Achievement	We have a specific policy to cater for the needs of those students who are achieved highly at primary school ("High Prior Attainers"), those we identify via other means ("More Able") and those we identify as having a specific strength in an individual subject. Starting from identifying these students, we aim to provide to meet their needs in lessons, as well as providing specific opportunities. We are members of NACE (National Association for Able Children in Education) and our staff access resources and training.
Meeting the needs of all learners	We understand the wide range of needs of our students, and are immensely proud of our highly-renowned SEND provision. We have four support hubs that students can access. Each has a unique purpose, providing support for students with cognition and learning needs, ADHD, ASC and an enhanced provision to facilitate extended transition from primary school. Our Higher Learning Teaching Assistants (HLTAs) provide support in the following areas, Literacy, Numeracy and Social, Emotional Mental Health and with the wider inclusion team support students to access education and thrive. We offer a variety of interventions outside the classroom, where we deliver bespoke programmes on developing a student's ability to develop strategies in managing conditions or barriers to learning, so they are equipped to manage further education and develop life skills to be active citizens in their communities. We provide a detailed assessment process assessing needs of the students and hugely value the voice of the parent, the expert on their child, in this process as we learn more about the needs of the student and develop support plans in collaboration with them. Regular staff training and programmes upskill the staff of the Buckingham School in supporting students in an ever changing landscape of learning. We endeavour to meet all the needs of our students, in a mainstream setting, whilst understanding the confinements of our provision for those who need more. Without hesitation, we understand, as a whole school approach, students need to feel understood, a sense of belonging, that they can and do enjoy learning and are entitled to the highest level of education in line with their peers. It is these principles that underpin our approach to SEND.
Robust Assessment of Student Progress	In Key Stage 3, our students follow a mastery curriculum where students are assessed regularly against a knowledge-rich framework. In Key Stage 4, we use prior data to set ambitious targets for our students that are also achievable.

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Robust Assessment of Student Progress – con’t	We monitor students’ attitudes to learning through our ATL system, ensuring that any issues are addressed in a timely manner to ensure students achieve their goals.
Personal Development as a key driver of achievement, challenge and enjoyment	Our personal development programme offers students the chance to develop the skills needed to be successful in the 21 st century. We focus on both performance and moral values so that students can be successful whilst being able to make informed choices in their lives. Our commitment to being a trauma-aware school ensures our pastoral support is personalised and as individual as our students. We build collaborative partnerships with our community, including our parents to ensure that students are supported as effectively as possible.
Behaviour for Learning	Students are expected to show respectful behaviours towards each other, adults and the school environment, modelling our core choices at all times. This is supported through our personal development programme where such values are explored. Staff follow the Code of Conduct at all times, modelling the positive behaviours we expect to see in our students, creating an environment of mutual respect. We ensure that positive behaviours are praised and celebrated whilst ensuring that any negative choices in behaviour are dealt with fairly and consistently, in line with school policy.
Attitudes to Learning	Our expectation is for all students to be at least committed in their attitude and engagement with school. We assess our students’ attitude through the following descriptors: Dedicated: The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated, is determined to master any areas of insecurity. Committed: The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn. Compliant: The student meets expectations in lessons and does as required. Tasks are completed well and the teacher does not need to intervene to ensure compliance and co-operation. Reluctant: The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade.
Above and beyond	We understand that a student’s education doesn’t stop at the school gates, and value the relationships we have with our families. We have dedicated time each day for all teachers to communicate with parents regarding academic successes or any additional support needed. We provide parental information evenings for all year groups to inform you of the year ahead and support that can be given at home. This is in addition to twice yearly school reports, a parent’s consultation evening and the live information provided by our Pupil Progress system.
Homework	Our homework is designed to enrich students’ classroom learning and to give teachers an additional means to assess the learning of their students. It is carefully planned to allow all students to develop their individual capabilities, develop the practice of independent study, time management, perseverance and self-discipline as well as a love of learning. We have reasonable expectations as students’ progress through school, all of which is communicated through Google Classrooms for easy access, reminders and clarity for parents. Whilst completion of homework is an expectation, we actively recognise and reward students for their efforts.