



Teaching, Learning, and Assessment Policy (2026-2027)

Bromley Technical School (BTS)

This model policy for **Bromley Technical School (BTS)** is designed to comply with the **Independent School Standards (Part 1: Quality of Education)** and the **September 2025 Independent Schools Inspectorate (ISI) Framework**, which emphasizes "pupil progress over time" and "intellectual challenge."

Academic Year: 2026-2027 | **Effective From:** 1st September 2026 | **Next Review:** August 2027

1. Statement of Intent

Bromley Technical School (BTS) provides a curriculum that promotes high academic standards while specializing in technical and vocational excellence. This policy ensures that teaching is planned and effectively delivered so that pupils of all ages and abilities—including those with **Special Educational Needs and Disabilities (SEND)**—make progress that is at least in line with, or exceeds, national expectations.

2. Principles of High-Quality Teaching (2025 Standards)

To meet the 2025 ISI Framework, teaching at BTS must demonstrate:

- **Adaptive Teaching:** Teachers must adapt their delivery to respond to the strengths and needs of all pupils. We move away from simple "differentiation by task" to "adaptive instruction," ensuring high expectations for all.
- **Cognitive Science Integration:** Lessons are designed using "spaced practice" and "retrieval cues" to move knowledge from short-term to long-term memory.
- **Subject Mastery:** Teachers maintain up-to-date industry knowledge for technical RQF qualifications, ensuring learning is linked to modern Labor Market Information (LMI).
- **Fundamental British Values:** Teaching must actively promote democracy, the rule of law, individual liberty, and mutual respect/tolerance, as required by the **Independent School Standards**.

3. Assessment Strategy (The "BTS Framework")

Assessment is not merely a measurement but a tool for learning.

3.1 Formative Assessment (Assessment for Learning)

- **Retrieval Practice:** Every lesson begins with a "Do Now" activity to recall prior learning.
- **Live Marking:** Teachers provide verbal or written feedback during lessons to allow for immediate correction.
- **Check for Understanding:** Use of "no-hands-up" questioning and mini-whiteboards to gauge whole-class comprehension before moving on.

3.2 Summative Assessment (Assessment of Learning)

- **Standardized Assessments:** In 2025, BTS uses standardized benchmarking (e.g., CAT4 or NGRT) to track potential against actual attainment.
- **Formal Windows:** Three formal assessment points per year (Autumn 2, Spring 2, Summer 2).
- **Vocational Verification:** For RQF Levels 2-3, assessment adheres strictly to the Lead Internal Verifier (LIV) protocols of the awarding body (e.g., Pearson/BTEC).

4. Support for SEND and EAL Pupils

In line with the Equality Act 2010, teaching must be accessible.

- **Learning Support Plans (LSPs):** Every pupil with SEND has a digital LSP accessible to all teachers, outlining "reasonable adjustments" (e.g., assistive technology, colored overlays).
- **English as an Additional Language (EAL):** Teaching incorporates scaffolding and visual aids to ensure EAL pupils can access the full technical curriculum.

5. Tracking, Monitoring, and Reporting

- **Management Information System (MIS):** All progress data is logged in real-time.
- **Intervention Thresholds:** Any pupil falling 0.5 grades below their target in two or more subjects is automatically flagged for a "Rapid Progress Intervention" meeting.
- **Reporting:** Parents receive three **Full Reports** and three **Interim Progress Checks** per year via the School Portal.

6. Professional Development (CPD)

To ensure compliance with the **2025 Teaching Standards**, all staff participate in:

- **Peer Observations:** Termly sessions focused on adaptive teaching.
- **Digital Literacy:** Training on the safe and ethical use of **Generative AI** in lesson planning and feedback.

7. Evaluation of Impact

The Headteacher and Proprietor evaluate the success of this policy through:

1. **Work Samples:** Reviewing pupil books/digital portfolios to see progress over time.

2. **Lesson Visits:** Focus on pupil engagement and the "challenge" level.
3. **External Results:** Analysis of GCSE, A-Level, and Technical qualification outcomes.

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