

# Bengeworth CE Academy



## Curriculum Policy

2021 – 2022

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## **Our Curriculum:**

## Dream. Believe. Achieve

### Our Ethos:

Bengeworth CE Academy is a dynamic and vibrant school where every child acquires a high quality education and an unforgettable childhood experience. We provide a happy, safe and caring environment where each person feels valued and excellence and enjoyment are embedded. We all choose to be here, children and staff alike, demonstrating mutual respect, a desire to learn and a zest for life through aspiration, determination and fulfilment.

We believe that education is a key factor in transforming the lives of children so that they can be whatever they aspire and choose to be. We believe that all pupils are entitled to an engaging and enriching curriculum, promoting Cultural Capital through opportunity and experience, which is accessible to all and enjoyed, resulting in children knowing and remembering more and progressing in the best way possible.

### Our Values:

Through our Christian values of respect, perseverance, **friendship**, responsibility, trust and forgiveness, we demonstrate our **love** for the world and everyone in it.



*Within our Curriculum and throughout their schooling, we teach children the fundamental British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.*

### Our Vision:

**Genesis c9 v16:** "When the rainbow appears in the clouds... I will remember the promise that continues forever. It is between me and every living thing on the earth."

At Bengeworth, we live out a promise to continually learn, improve our world and better ourselves by applying Christian values through our actions each and every day. Our values guide our choices as we learn and prepare us for the journey beyond our school, into our future.

'Be a rainbow in someone else's cloud'

Maya Angelou

### **Curriculum Intent:**

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider World ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/terms focus. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

## **Curriculum Implementation:**

All learning will start by revisiting prior knowledge and this will be scaffolded to support children to recall previous learning and make connections. Staff will demonstrate a strong pedagogy across a range of subjects modelling subject-specific vocabulary, knowledge and skills relevant to the learning to allow pupils to integrate new knowledge into wider concepts.

Teachers support children to practice new learning, utilise effective questioning for both understanding and also provide challenge to encourage children to think deeper and harder about their learning, check misconceptions and provide effective and swift, purposeful and impactful feedback. This allows all children to make progress at a pace appropriate for their needs whilst ensuring all children have full access to the curriculum and have challenged in their learning.

Learning Walls and displays are utilised effectively by all staff to provide constant and clear scaffolding for children and to also celebrate the fantastic work of the children and highlight their many successes. This may also be married with key vocabulary, key questions and facts to support the learning taking place in the classroom.

Assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning, lesson activities and differentiation. Summative assessments are completed as required e.g. Reading Tests, Phonics Checks etc. and formative assessment is used live in the classrooms to provide purposeful feedback leading to improved progress which the children remember and act upon.

At Bengeworth, we also believe that there is so much to teach the pupils that is outside the formal curriculum. We are teaching the citizens of the future and we aim to give them the tools they will need to succeed in all areas of their lives.

Learning Outside the Classroom (LOtC) can contribute to the development of the whole child and supplement and enrich the curriculum of our school by providing experiences which would otherwise be impossible. Spaces outside the classroom, including the outdoors, are vital, special and deeply engaging places for children and can provide learning opportunities that learning inside the classroom cannot.

LOtC encourages children to form positive relationships with each other and staff, to think creatively, to care for the environment and offers stimuli for learning across the curriculum. It gives children the chance to work in a different way, to make decisions about their learning, to use their social skills in a variety of ways and to explore learning opportunities that just cannot take place inside the classroom.

As such LOtC takes place throughout the curriculum, throughout the year and throughout the children's learning experiences.



### **Curriculum Impact:**

We believe that, although the learning environment, pupils' work and evidence within books may demonstrate how our pupils are exposed to our curriculum, the true impact of this can only be seen through the children; whereby the children talk passionately about their learning and the experiences and show that they know more than they did previously and can remember more and build upon this whilst developing personally, prepared for the wider World. We ensure that all pupils have opportunities to meet concepts and learning in a variety of ways and over an extended period so that knowledge, skills and understanding are embedded fully and deepened. We use half termly reviews of each key Phase (Years R/1, 2/3, 4/5), which take place over a week, and these include pupil voice, planning reviews and monitoring of the children's work seen in books to demonstrate that the curriculum has been and is being delivered in a well-sequenced, coherent manner, developing skills and knowledge and allowing children to experience and embed their new learning in an engaging way meeting the required objectives.

### **Global Themes Curriculum**

The Bengeworth CE Academy curriculum is underpinned by an education for global

citizenship and each term pupils will undertake a key topic in which diversity, community & global learning are linked using one (or more if deemed appropriate) of the six global themes: 1. Power and Governance, 2. Peace and Conflict, 3. Human Rights, 4. Sustainable Development, 5. Identity and Diversity, 6. Social Justice and Equity.

Our curriculum will now utilise these following Global Themes to bring relevance to our curriculum and encourage children to consider themselves as global citizens, consider the part they play in the wider world and the impact they can have as they move through and leave our school into later life.

The purpose of education has never held more significance. We strongly believe that the relationship between education and learning should not be shaped only by a narrow range of outcomes: to get a job, to pass a test; or even to reduce disadvantage gaps. We at Bengeworth understand that education has to serve another function. Perhaps, now is the time to reflect on what we truly value; a whole education, not defined solely by what is measured, but what is experienced, felt and used. Through our Global Themes Curriculum, we are providing students with the tools to 'meet the world' and are developing the inter-disciplinary skills that will equip 21st century learners with the ability to maximise conceptual thinking across domains of learning (Cognitive, Affective, and Psychomotor - Bloom's Taxonomy). At Bengeworth, we want to prepare our learners to understand, challenge and tackle the social, political and economic challenges that are moving rapidly towards us.



*"Too many schools focus on cramming information. In such a world, the last thing a teacher needs to give her pupils is more information. They already have far too much of it. Instead, people need the ability to make sense of information, to tell the difference between what is important and unimportant, and above all to combine many bits of information into a broad picture of the world"*

*Yuval Noah Harari - 21 Lessons for the 21st Century*

*The global think tank OECD, in their paper 'The Future of Jobs' argued that: "We need to champion a new kind of learning; one which values teamwork, creativity and the diversity of opinion held within our classrooms. We need to educate our children to think more critically, more ethically and become more geopolitically aware."*

## **Inclusion**

All pupils at Bengeworth CE Academy are entitled to a structured, balanced and challenging curriculum that is suited to their needs and ability. We recognise pupils as individuals with unique personalities, skills and abilities and we provide high quality

teaching, which makes learning challenging, engaging and enables all children to reach their full potential.

Through the policy, we aim to ensure that we:

- Recognise and support the abilities, personal qualities and talents of all pupils.
- Promote a sense of enjoyment and excitement in learning and a culture of high expectations for all pupils.
- Ensure that all pupils receive an education appropriately pitched to their abilities;
- Provide challenge for all employing a range of teaching methods which encourage pupils to take responsibility for their own learning;
- Provide opportunities for all pupils to develop their strengths through high quality extra-curricular activities and curriculum enrichment,
- Consider the personal, social and emotional needs of all pupils,
- Work in partnership with parents to maximise the opportunities for pupils' to reach their potential;
- Celebrate the achievements of all pupils;
- Have a school environment, which positively supports our pupils, actively encouraging questioning and challenge, as well as creativity and higher order thinking skills

*Wave 1 Provision: Quality First Teaching – whole class*

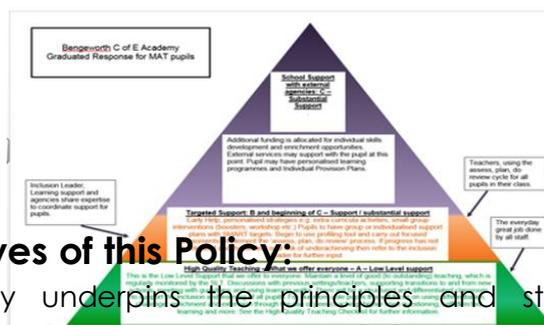
As an Academy, we strive to ensure that pupils receive high quality whole class teaching. Teaching and learning approaches, which are particularly appropriate for challenging able pupils, are used to benefit the whole class, whilst ensuring that the needs of all learners are met during whole class sessions.

*Wave 2 Provision: Adapted Group work and individual work*

All pupils benefit from regularly planned scaffolded, adapted group work as part of the curriculum. For pupils working with specific needs, this will include guided tasks with the class teacher, independent group work at an appropriate level and/or appropriately challenging COOL time tasks.

*Wave 3 Provision: Targeted Support*

Individual provision may be used on occasions for the small number of pupils who demonstrate specific need, or who require an individualised programme to support their needs.



**Aims and objectives of this Policy:**

The Curriculum Policy underpins the principles and strategies used for the development of the curriculum undertaken within Bengeworth CE Academy. The curriculum at Bengeworth encompasses much more than the day to day teaching. Details of which can be found in the curriculum vision document.

## 1. Key roles and responsibilities

- 1.1. The Governing Body has overall responsibility for the implementation of the Curriculum Policy of Bengeworth CE Academy.
- 1.2. The Governing Body has overall responsibility for ensuring that the Curriculum Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Governing Body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The Governing Body is responsible for publishing National Curriculum test and teacher assessment results.
- 1.5. The Headteacher will be responsible for the day-to-day implementation and management of the Curriculum Policy of Bengeworth CE Academy.
- 1.6. The Curriculum Leader is responsible for providing a strategic lead and direction for the school curriculum, in liaison with the subject leaders and the headteacher, in line with the Department for Education's statutory guidance.
- 1.7. The Curriculum Leader is responsible for providing efficient resource management and timetabling of subjects where applicable.
- 1.8. The subject leader is responsible for providing the Curriculum Leader with information about developments in their key area of learning at both a local and national level, and reviewing the curriculum across the school.
- 1.9. The subject leader is responsible for reviewing subject plans for their key areas and evaluating teaching, learning and assessment.
- 1.10. Class teachers are responsible for teaching the agreed curriculum and liaising with the subject leaders to review areas of the curriculum.

## 2. Key skills

- 2.1. The following skills are key to development, and we promote these through our creative, broad and balanced curriculum:
  - Communication.
  - Application.

- Information Technology.
- Working with others.
- Improving own learning and performance.
- Problem solving.
- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum
- Global, Social, Health, Environmental, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding.
- Deeper level Thinking and Learning Skills.
- Meaning and purpose to children in the here and now, and prepare them for the next phase of their education and for their future.
- Widening of horizons and raising aspirations about the world of work and further education through increased Cultural Capital. **Recognition that personal development is essential to wellbeing and success.**

### **3. Organisation and planning**

3.1. Our curriculum is planned and developed in line with the requirements of the National Curriculum and the Early Years Foundation Curriculum. Our curriculum is taught through a topic theme and also encompasses several other broad principles, including Global Themes:

- Personal, social and emotional development and Spiritual development through our values curriculum.
- Physical development.
- Creative development.
- Enterprise.
- Key focus within each topic e.g. key learning question, key area of history etc.
  
- Global Theme

As far as possible, we provide an experiential curriculum, enabling our pupils to be fully engaged with what they are learning. Our curriculum is designed to ensure our pupils develop the skills they need to develop into good citizens who can solve problems and challenges and work well with others.

Curriculum Maps are used to outline the learning journey of each year group over the year which identifies key texts, topics, learning objectives, enterprise opportunities, trips and visits and shows how skills and knowledge will be built upon from the previous year whilst providing an engaging and broad curriculum for the year.

Medium-term planning gives clear guidance on the skills and knowledge that we are developing within each topic, showing progression from the previous year. Regular reviews take place every term.

Short term weekly planning journals are then used to map the journey within each week of the children's learning outlining key learning objectives, activities and opportunities.

### **4. Learning promises**

4.1. The primary purpose of this policy is to guarantee a successful learning experience for every child. With this in mind, we make the following learning promises to ensure that every child is developed to their full potential:

- Every pupil will be educated at least to the minimum standard for their age, as defined by the Department for Education.
- Every pupil will be provided with opportunities to increase their self-esteem, motivation and aspirations.
- Every pupil will be encouraged to be enterprising and entrepreneurial in order that they may succeed in an ever-changing job market.
- Every pupil will be provided with opportunities to experience the wider world as a core part of their curriculum and increase their cultural capital.
- Every child will be challenged beyond their current level of ability in order that they may and can achieve their potential.

## **5. Assessment and reporting**

We consider accurate and focussed assessment to be the cornerstone of high quality teaching. The curriculum is assessed against the National Curriculum Learning Objectives and is based on the achievement of age related expectations. We want our children's learning to be secure and embedded so that they have a firm foundation upon which to build their future learning. At the end of Reception, Year 2 and Year 6 children are assessed according to statutory guidelines. In Reception this is known as the Foundation Stage profile and in Years 2 and 6, Statutory Assessment Tests. In addition, the Year 1 children take part in the national Phonics Check. We also utilise Epiphany which is a model of assessment for all year groups to assess progress, designed and created as a partnership between Benegworth and local schools.

### **5.1. Assessing progress in the Foundation Stage**

5.1.1. During the Early Years Foundation Stage, our teachers begin to record the skills of their pupils and assess progress from entry when a baseline is established.

5.1.2. Progress is reported to parents at regular intervals.

### **5.2. Assessing progress at Key Stage 1 and 2**

- 5.2.1. A pupil's progress throughout the subjects of English (reading and writing), Mathematics and Science are assessed by teachers throughout each year and tracked using Epiphany.
  - 5.2.2. Pupils' work is formally moderated via the National Curriculum tests, and reporting to parents takes place during the summer term of each school year.
  - 5.2.3. Pupil progress meetings are held half termly between class teachers and members of the school's leadership team. Class teachers are asked to analyse their own pupil data prior to the meeting through the use of a Pupil Progress proforma.
  - 5.2.4. Our assessment strategy for other subjects has been developed by subject leaders (progression snakes and grids) and will continually be reviewed and refined.
- 5.3. Assessing social, cultural, moral and spiritual (SCMC) development
- 5.3.1. Currently the school is implementing PSHE assessment through the use of an assessment grid developed by the PSHE leader.

## **6. The role of the Curriculum Leader**

6.1. The role of the Curriculum Leader is to:

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.
- Support and offer advice to colleagues on issues related to their subject.
- Monitor pupil progress.
- Provide efficient resource management.

## **7. The role of the subject teams**

7.1. Within the school's organisation each class teacher takes on the responsibility for leading on a subject area. It is the role of subject teams to:

- Keep up-to-date with developments in their key area of learning at both national and local levels.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught through monitoring the medium and short-term planning, ensuring that appropriate teaching strategies are used.

- Lead sustainable improvement through supporting colleagues and others.
- Review curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning, and assessment within their subjects.
- Audit, order and manage resources to enhance learning experiences for the pupils.

## **8. Curriculum monitoring and review**

8.1. Evaluation is essential for the planning and development of the curriculum. The Governing Body is responsible for monitoring the way the school curriculum is implemented.

8.2. The governors liaise with the Curriculum Leader, and monitor the way the school teaches subjects.

## **9. Planning Documents**

9.1. Curriculum overview. All year group teams are responsible for putting together a curriculum map for the whole year ready for September of any given academic year. Coverage will then be monitored by subject leaders. The curriculum map should be completed on the correct pro forma and contain the following information:

- Detail of coverage within each subject area
- Key texts for each half term
- Enterprise activity for each half term
- WOW opener activity for each half term
- Educational visits / visitors each half term

9.2. Medium Term Plan. The medium Term plan outlines the curriculum areas to be covered within the topic. It also lists possible learning experiences that will pull all of the subject areas together and how this could be mapped out into the weeks available. Teachers should ensure they use the correct proforma and provide enough detail for subject leaders to monitor progress. It will also clearly identify key topic enquiry/focus, Global Theme as well as key vocabulary required for specific year group and topic.

- 9.3. Weekly planning. Weekly planning should be completed on the correct pro forma. Planning should detail the activities / tasks to be completed each day and this should be in enough detail that if you are absent, a teacher can establish what you were intending to cover and how. It should also identify key pupils to target and key questions to promote deeper learning and provide information of support where needed to ensure all learners make progress.
- 9.4. All documents should be saved in the correctly labelled folder in the staff shared area or via the secure Google Drive folder.
- 9.5. Schemes of Work are not normally used except for subjects such as RE, PE, PSHE and Music. Instead teachers take ideas from a range of sources and adapt to meet the needs of their pupils.