



BENGEWORTH CE ACADEMY

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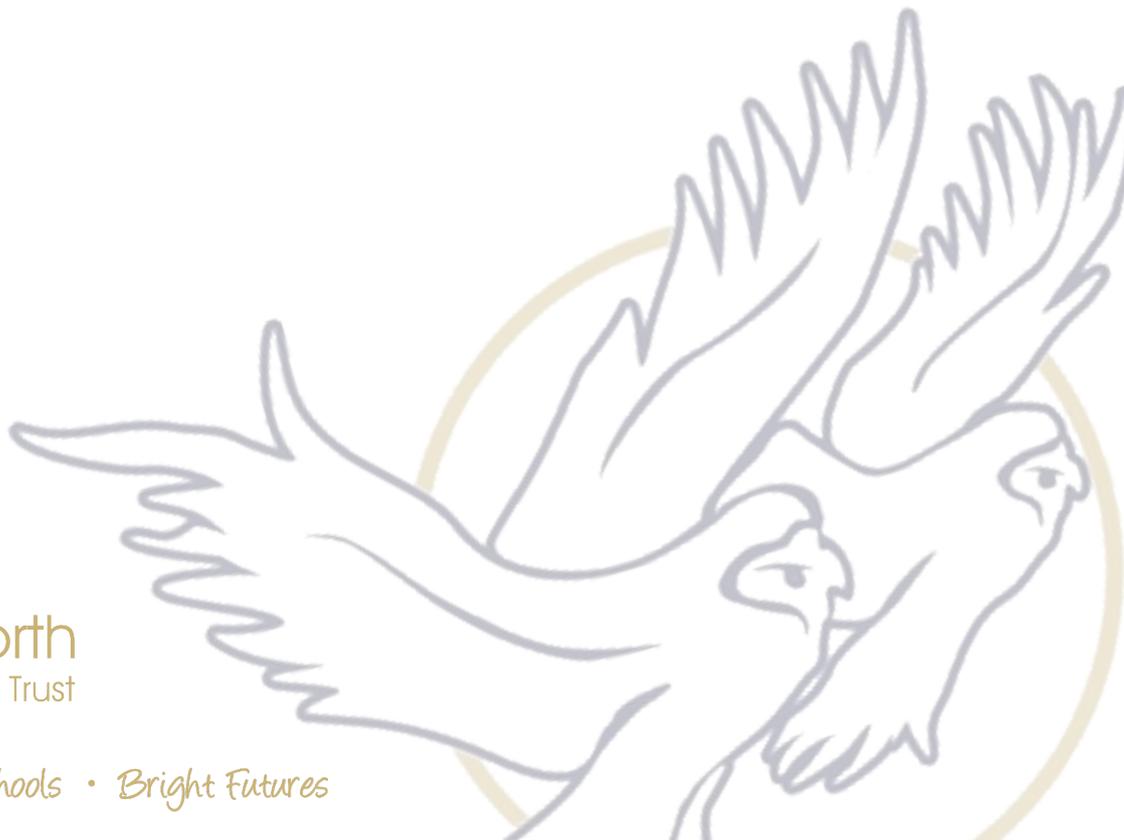
# ECO POLICY 2022 - 2023

September 2022



**Bengeworth**  
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



# CONTENTS

## **Statement of INTENT:**

- Curriculum
- Subject

## **Legal framework**

## **Linked Policies**

## **IMPLEMENTATION**

- Early Years Foundation Stage (EYFS)
- Key Stage 1 – Science
- Key Stage 2 – Science
- Cross Curricular links
- Roles and responsibilities

## **IMPACT**

- Equal opportunities
- Teaching and learning
- Planning
- Assessment and reporting
- Resources and equipment
- Monitoring and review

## **Appendices to support subject area including resources**

# STATEMENT OF INTENT

## 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.

## Subject Intent

Bengeworth Academy achieved the Bronze Eco Schools Award in 2016, Silver Award in September 2018 and Green Award in 2020. Through the determination of both the staff and children this award is now evident throughout the school. We are members of Eco Schools and frequently use this website to encourage lots of new ideas and activities across the school.

Our next goal is to maintain the Eco Green Flag Award and explore the different topics which best suit our school and how we can explore these weaving into our current LOtC, Science and eco topics.

Throughout the curriculum, Eco topics can now be seen and these now run alongside both Science and LOtC. Children can also be seen undertaking Eco activities in Forest School sessions and in specialist weeks planned around Eco and Science.

The children at Bengeworth have written an Eco code from their ideas and thoughts about how to promote this subject within school. This code can be found in every classroom in both the Kings Road and Burford Road Sites. The children adhere to this policy and the children of Eco club help to implement the themes across the school and remind children of the benefits of our school being an eco-friendly school.

The **ten topics** of Eco are as follows and are promoted across the school:

- Biodiversity
- Energy
- Litter
- Waste
- Water
- School Grounds
- Healthy Living
- Transport
- Global Citizenship
- Marine

As a school, we strive to embed these topics into our curriculum and this will become evident over time. These topics will run alongside Science and LOtC topics throughout the school.

## Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the Early Years Foundation Stage' 2021
- DfE 'Science' Programmes of Study: Key Stages 1 and 2' 2013

## Linked Policies

- Learning Outside the Classroom

# IMPLEMENTATION

## Early Years' Foundation Stage (2021): Understanding the World

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

## Key Stage 1 – Science Epiphany

### Plants:

- I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- I can identify and describe the basic structure of a variety of common flowering plants, including trees.

### Everyday Materials:

- I can distinguish between an object and the material from which it is made.
- I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock.
- I can describe the simple physical properties of a variety of everyday materials.
- I can compare and group together a variety of everyday materials on the basis of their simple physical properties.

### Animals including humans (link to Health and wellbeing PSHE):

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

## Key Stage 2 – Science Epiphany

### Electricity:

- I can identify common appliances that run on electricity.

### Living Things:

- I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- I can recognise that environments can change and that this can sometimes pose dangers to living things.

# ROLES AND RESPONSIBILITIES

## The subject leader is responsible for:

- Preparing policy documents, curriculum plans for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of eco and providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping develop colleagues' expertise in the subject.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Collating assessment data and setting new priorities for the development of Eco in subsequent years.

## The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' Eco skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an **annual** basis.
- Reporting any concerns regarding the teaching of the subjects to the **subject leader** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subjects.

## The Inclusion Lead is responsible for:

- Liaising with the subject leader in order to implement and develop specialist Eco-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of Eco objectives in pupils' individual education plans.
- Advising staff on the use of CSPs in order to meet pupils' needs.

# IMPACT

## Equal Opportunities

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the Eco curriculum is differentiated for these pupils.
- The planning and organising of teaching strategies for each subject will be reviewed on a **termly** basis by the **subject leader** to ensure no pupil is at a disadvantage.
- The school aims to maximise the use and benefits of Eco as one of many resources to enable all pupils to achieve their full potential.

## Teaching and Learning

The school uses a variety of teaching and learning styles in Eco lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

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.

The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising SPs to ensure that pupils are effectively supported.

## Planning

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/subject, 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.

## Assessment and Reporting

Pupils will be assessed and their progression recorded in line with the school's **Assessment Policy**.

In Reception the EYFS profile will be completed for each pupil in the final term. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
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Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

The progress of pupils with SEND will be monitored by the **Inclusion Lead and Class Teacher**.

## **Resources and Equipment**

The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.

The school library contains an array of resources and topic books to support pupils' research.

At the **start of every school year**, the **subject leader** will conduct an audit of the school's Eco resources to ensure there is sufficient equipment for pupils. This will be shared with the Head of School and funds will be allocated where necessary.

## **Monitoring and Review**

This policy will be reviewed annually by the subject leader and the Head of school.

Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with the teaching of Eco are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2023**.

# APPENDICES TO SUPPORT SUBJECT AREA INCLUDING RESOURCES



# Bengeworth

## Multi Academy Trust

*Brilliant People • Better Schools • Bright Futures*

**Bengeworth Multi Academy Trust**

King's Road, Evesham, WR11 3EU

[office@bengeworth.worcs.sch.uk](mailto:office@bengeworth.worcs.sch.uk)

[www.bengeworthtrust.co.uk](http://www.bengeworthtrust.co.uk)

Company Registration Number: 08943457

UID: 16942

UKPRN: 10060770

