


Buckler's Mead Academy



Statement of Curriculum Policy 2020-21

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Curriculum Policy Buckler's Mead Academy

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1. Curriculum Statement of Intent



At Buckler's Mead Academy, we are committed to delivering an inclusive and exciting curriculum that will inspire a determination within our students to achieve excellence. Each subject's curriculum is planned by a specialist and is deliberately sequenced to challenge all students and inspire a thirst for knowledge. Our students will be resilient and self-motivated learners. Exposure to a range of subjects through personalised learning experiences will help raise the attainment of all students, regardless of starting points, and overcome barriers for learning of our disadvantaged and SEND students. Our intention is that all students are exposed to the range of possible pathways and receive guidance on how to prepare for their post 16 aspirations and make well-informed personal choices.

Our curriculum will provide learners with a depth of powerful knowledge and a rich understanding of a broad range of subjects. The curriculum is an inclusive spiral model delivered through a consistent learning cycle, which builds through a five year learning journey to outstanding levels of achievement for all students which will develop expertise over time and embed a core knowledge that will maximise cognitive development and long term memory.

Central to the design of the curriculum is a breadth of experience through dedicated time for enrichment and personal development underpinned by the Buckler's Mead Academy values that excellence can be achieved by all of our learners.

Our assessments provide opportunity to influence the future planning, check progress, intervene and celebrate success. It also provides an opportunity to produce

“exemplary work” that is of the highest quality and has real purpose.

2. Curriculum Outcomes

Our students will have high aspirations and will know that by achieving excellent outcomes, they will be able to make informed choices about their future destinations. Our students, regardless of starting point, will have a broad understanding of a wide range of areas and will be equipped with the powerful knowledge and skills to continue their learning beyond the academy. Our students will feel engaged in learning and will take responsibility for their learning within a culture of success. Our curriculum will produce industrious, enterprising, and self-sufficient citizens with enquiring minds. Outstanding progress for all students will be evidenced by excellent outcomes and destination measures. Students developed knowledge and skills, will be evidenced through internal assessment data, student work and student voice. Engagement in lessons with positive attitudes and resilience will be evidenced in learning walks and student voice. Holistic personal development will be evidenced in student work, displays, student voice and wider student achievements.

3. Delivery of the curriculum through remote learning

We are committed to safeguarding the learning opportunities of all students. Learners who are unable attend school will still receive a broad and balanced curriculum through our remote learning platform.

Staff and students have received training, and will be provided with ongoing CPD, in how to effectively deliver and access our curriculum through Google Classroom. All lesson resources are uploaded digitally and follow the abridged version of the Learning Cycle format below:

Quiz on previous learning. (CONNECT)
Explanation/Modelling of new knowledge or skill (DESCRIBE & NEW LEARNING)
Student Task(s) (DEMONSTRATE & CHALLENGE)
Student response to teacher feedback (DIRT)

In the case of an entire year group having self-isolate, PowerPoints will include pre-recorded or live task explanation and modelling.

Teachers will provide marking and written feedback via Google Classroom for any “demonstrate tasks” or assessments.

We also provide Teachers with the opportunity to host Google Teams forums to provide verbal feedback to students. Teachers must adhere to online safeguarding responsibilities.

Community
Inclusive, collaborative, cohesive, opportunities for all.

Opportunity
Personal growth, culture, character, talents, curriculum.

Buckler's Mead Academy Curriculum Statement of Intent

'Inspiring Education for All'

Enjoyment
Engaging, inspiring, exciting.

Success
Personal growth, culture, character, talents, curriculum.

Intent

At Buckler's Mead Academy, we are committed to delivering an **inclusive** and **exciting** curriculum that will **inspire a determination** within our students to **achieve excellence**. Each subject's curriculum is planned by a specialist and is deliberately sequenced to **challenge** all students and **inspire a thirst for knowledge**. Our students will be **resilient** and **self-motivated** learners. Exposure to a **range of subjects** through personalised learning experiences will help raise the attainment of all students and overcome barriers for learning of our **disadvantaged** and **SEND** students. Our intention is that all students are exposed to the range of possible **pathways** and receive guidance on how to prepare for their post 16 **aspirations** and make well informed **personal choices**.

Every subject area, in conjunction with our extra-curricular programme, values the importance of **personal enrichment** to ensure the students develop their **talents and interests** and become **independent** citizens able to make positive contributions to our **cohesive community** and society in line with British values of democracy, rule of law, individual liberty and mutual **respect** for those with different faiths and beliefs.

Our curriculum and PSHE programme foster a culture of respect and tolerance, and nurtures our learners into **empathetic** young adults who are **politically** astute with a **critical** appreciation for **political, socio-economic** and **environmental** current affairs.

The above curriculum intent is implemented across a wide range of subjects over a two week timetable, structured as follows:

Year 7-9	Year 10 + 11
English/Maths/Science/MFL/PE/Art/Music/Technology/IT/Drama/Geography/History/B&V and Citizenship	Maths/English/Science/Geography/History/Computer science/B&V/Citizenship/History/Engineering/Music/Art/Drama/Photography/Food Tech/Business/French/German/Media/PE/Textiles

Implementation

Our curriculum will provide learners with a **depth of knowledge** and a rich understanding of a **broad range of subjects**. The curriculum is an **inclusive spiral model** delivered through a **consistent learning cycle**, which builds through a 5 year learning journey to outstanding levels of achievement for all pupils which will **develop expertise** over time and embed a **core knowledge** that will maximise **cognitive development** and long **term memory**.

Central to the design of the curriculum is a breadth of experience through dedicated time for **enrichment** and **personal development** underpinned by the BMA value that **excellence** can be achieved by all of our learners. Subjects will explicitly teach tier 2 and 3 words through the study of etymology in a unified approach to reduce the vocabulary gap. Wider reading will be promoted within "Read to Succeed" as the OECD report 'Reading for Change' found a high correlation between reading enjoyment and educational success.

Our assessments provide opportunity to influence the future planning, check progress, intervene and celebrate success. It also provides an opportunity to produce "exemplary work" that is of the highest quality and has real purpose.

Impact

Our students will have aspirations and know that by achieving **excellent outcomes**, they will have a choice of destinations. Our students, regardless of starting point, will have a broad understanding of a wide range of areas to continue their learning beyond school because with a **core knowledge** it will be easier to build on this and continue to learn more. Our students will feel **engaged** in learning and will take **responsibility** for their learning within a **culture of success**. We are confident that our curriculum will produce **industrious** and **enterprising** and **self-sufficient** citizens with **enquiring minds**. Outstanding progress for all students will be evidenced by **excellent outcomes** and destination measures. Students with **developed knowledge and skills** across a broad range of subject areas, will be evidenced through internal assessment data, student work and student voice. Engagement in lessons with positive attitudes and resilience will be evidenced in learning walks and student voice. Holistic personal development will be evidenced in student work, displays, student voice and wider student achievements.

4. Implementation of the Curriculum – Teaching and Learning Expectations

At Buckler's Mead Academy, we believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support; we ensure that it is of a consistently high quality.

The Learning Cycle is the vehicle for delivering our curriculum. To ensure that our pedagogical approach to high quality learning is consistent, all periods of learning will follow the fundamental principles outlined in our Buckler's Mead Academy Learning Cycle. The CONNECT task explicitly retrieval of prior knowledge. The learning, knowledge and key vocabulary is explicitly contextualised and modelled through the DESCRIBE and NEW LEARNING section of the lesson. Students are given the opportunity to apply their knowledge through the CHALLENGE tasks. Teachers can assess for learning when students have DEMONSTRATE and provide feedback for students to respond to during Directed Independent Reflection Time (DIRT).

DIRT:
EEF – Effective Feedback can accelerate progress by 8+ months (Hattie effect size 0.70)

When an assessment or extensive demonstrate task has been completed, and teacher has provided feedback in the form of ebi/www, students respond to the comments through Directed Independent Response Time.

DEMONSTRATE: formative assessment ensuring progression (William 2010).

Independent student work. This should replicate how students will be assessed in their exams e.g. an exam style question, completed in silence.

CHALLENGE: solving problems brings pleasure (Willingham 2010)
(Hattie effect size - Meta cognitive skills/problem solving 0.60 scaffolding/discussion 0.82)

Individual, paired or group work to allow students to discuss and work through the 'New Learning' together. Personalisation and differentiation is key here.



A consistent pedagogical approach to learning



CONNECTING to prior learning allows students to have necessary knowledge to build from in **NEW LEARNING** (Hattie 2017 – effect size 0.93)

Task that links to prior knowledge or skills.

DESCRIBING the learning journey and explaining the purpose places the lesson into context and makes intentions clear (Willingham 2010) through Learning Goals (Hattie effect size 0.68)
Closing the Vocabulary Gap (Quigley 2016)

Ensure that one Learning Goal is displayed throughout the lesson either on PPT or Board. Explicitly contextualise learning. Students are in silence.

Introduce Key Words and display them throughout lesson. Where appropriate Explore the root, etymology, and cross-curricular links of this key vocabulary.

NEW LEARNING: Applying appropriate teacher instruction (Hattie 2017 effect size 0.82, teacher strategy/clarity 0.75)

Introduce the 'New Learning'. This could be a new concept, skill, knowledge or process etc. This can be modelled by teacher or investigated by students.

At Buckler's Mead Academy, our staff:

- Support and challenge students to achieve their best
- Demonstrate subject knowledge, including their ability to understand how pupils think about a subject within the context of our curriculum, and identify common misconceptions
- Ensure lessons are planned and delivered through the Buckler's Mead Academy Learning Cycle
- Ensure Lessons are reviewed/updated to ensure they are still relevant.
- Use ClassCharts to identify learners within key target groups (Disadvantaged, SEND, Male and HA learners)
- Make reasonable adjustments to the curriculum to differentiate and personalise learning for SEND, Disadvantaged learners and underperforming students where appropriate
- Provide high quality, dynamic and stimulating lessons
- Employ strategies that stimulates and promotes profundity of thought that retains learning over time
- Evaluate and reflect on their practice
- Provide regular and meaningful home learning
- Provide opportunities and guidance to apply and develop literacy, numeracy and other skills
- Provide high quality feedback
- Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum.

Our Students will:

- Participate fully in lessons
- Strive for continual improvement
- Support each other (and their teachers) so that all learn effectively
- Take an active part in learning within and beyond the classroom
- Take pride in developing and applying their literacy, oracy and numeracy skills across the curriculum
- Be enthusiastic, resilient and responsible in learning and improving skills
- Respond positively to feedback and improve their work as a result of effective feedback
- Rise to challenges, working collaboratively and supportively.

At Buckler's Mead Academy, Teachers:

- Use assessment to inform learning strategies for target groups or individual students;
- Are guided by scheme of learning, but have the flexibility and subject knowledge to continually adapt and review to suit learning needs of class, groups and individuals;
- Plan sequences of lessons which use Assessment for Learning, identifying pre-knowledge, learning during lessons and assess the effectiveness of learning at the end;
- Use the information provided to plan for individual learning needs e.g. data, passports learning strategies;
- Plan learning objectives with learning activities that support students in achieving the learning objective;
- Identify expectations of students' progress from entry to departure;
- Identify groups of learners and evaluate their progress against targets ;
- Share best practice regarding possible intervention strategies;
- Plan and implement appropriate interventions for identified students/groups of learners;
- Evaluate the impact of intervention given/received;
- Subject leader to know students targets and current predictions for cohorts, classes and groups of learners;
- Plan and implement appropriate interventions for identified students/groups of learners;
- Evaluate the impact of intervention given/received;
- Plan group and individual interventions to address learning needs;
- Deploy teaching assistants effectively to support students learning;
- Evaluate the impact of intervention given/received.

5. Character Development and Curriculum Enrichment

At Buckler's Mead Academy, we value the importance of developing the whole student, so they are fully prepared with the skills, knowledge and understanding for life after school. We are fully committed to developing students' character through the

curriculum and wider opportunities outside of the core curriculum. Every subject area, in conjunction with our extra-curricular programme, values the importance of personal enrichment to ensure the students develop their talents and interests and become independent citizens, able to make positive contributions to our cohesive community and society in line with British values of democracy, rule of law, individual liberty and mutual respect for those with different faiths and beliefs.

Our curriculum and PSHE programme, Personal Development, foster a culture of respect and tolerance, and nurtures our learners into empathetic young adults who are politically astute with a critical appreciation for political, socio-economic and environmental current affairs both globally and within the local community.

Character Education at Buckler's Mead Academy

At Buckler's Mead Academy, we encourage students to develop the following character traits and attributes:



Positive

To remain constructive, optimistic and confident. To seek the positives in a situation. To see the best in yourself and others.



Self Motivated

To be motivated to do or achieve something, because of your own interest or enthusiasm, without needing pressure from others.



Resilient

To be able to withstand or recover quickly from difficult or disappointing situations. To adopt and develop a growth mindset.



Determined

To hold high aspirations and make firm decisions, and to be strong enough not to change them.



Reflective

To consider, think about and review situations. To think about your own actions and honestly reflect on them. To learn from mistakes.

6. Roles and Responsibilities

The Headteacher will ensure that:

- All stakeholders fully understand the academy's mission and aims of the Curriculum.
- All statutory elements of the curriculum and subjects are planned, implemented, and assessed in accordance with the stage and age of students and the curriculum fully meets the equalities act (2010) and the code of conduct (2014)
- The time allocation is adequate for each subject and course
- This policy is implemented, monitored and evaluated with regular reports back to directors

The Directors will

- Ensure they play an active role in reviewing and challenging leaders about the impact of the curriculum
- Ensure that the academy is meeting its statutory obligations and that the curriculum meets the needs of all students and the obligations of the equalities act 2010
- Receive a termly report from the Headteacher on the standards achieved in each subject and comparison to national benchmarks where appropriate alongside how well the curriculum has met the needs of all students.
- Challenge and support leaders in evaluating effectiveness and impact of the academy's curriculum informing any policy changes annually

The Deputy Headteacher and Assistant Headteacher will

- Have oversight of the curriculum structure and delivery advising the Headteacher of up to date guidance and legislation about curriculum matters.
- Quality assure the effectiveness and impact of the policy.
- Direct and support heads of departments in implementing the curriculum, curriculum planning.
- Ensure that SOL are in place and are continually updated or adjusted accordingly for all subjects.
- Ensure all teachers have the appropriate training and support to implement the policy.

Heads of Department, Heads of Year and the SENCO will ensure that

- A common agreed curriculum plan is in place with clear intent, well planned and sequenced to build well on what students have learned before
- That within their subject/year that the curriculum meets both statutory requirements and students needs
- That there are common and consistent SOL in place for each subject and these are continually reviewed, refined and adjusted where appropriate
- The teachers in their team have the skills and subject knowledge to be able to implement the curriculum and make reasonable adjustments where necessary to meet the needs of all students
- Quality Assurance the effectiveness and impact of the intent, implementation and impact of the curriculum

- Keep abreast of best practice and changes within their subject area advising leaders and teachers where appropriate

Teachers and support staff will:

- Ensure that the academy planned curriculum is implemented consistently
- Keep themselves up to date with the latest guidance, best practice and subject knowledge
- Consistently plan and deliver exciting, engaging and inclusive teaching episodes in-line with the academy's learning cycle and subject intent guidance
- Ensure all students have a clear understanding of key concepts and knowledge that is appropriate for their age and stage and prepares them well for the next stage of their learning.
- Adjust their planning to ensure that ALL students make good progress in their knowledge, skills and understanding relevant to their starting points.
- Mark and feedback to students about their work in accordance with the academy Feedback and Marking Policy.
- Identify any professional development needs they need to implement the curriculum most effectively and efficiently
- Share best practice, engage in discussion and contribute to team meetings and discussions around the curriculum

7. LINKS TO OTHER POLICIES

- Marking and Feedback Policy
- Assessment and Reporting Policy
- Home Learning Policy
- Teacher Appraisal Policy
- Sex Relationships Education Policy