

Oakhill Church School & Nursery

A community of learning, celebration and empowerment

Curriculum Policy – Draft January 2020



Curriculum Intent

Community of Learning:

To enable all our children to aspire to seek out challenging learning experiences together.

Celebration:

Children's unique identities and learning styles are celebrated and tailored to, enabling them to build a positive mind set towards their learning.

Empowerment:

To empower a strong sense of determination allowing all our children to flourish in all areas of our enriched curriculum creating positive school memories.

Approved by:

Date: 21-01-2020

Last reviewed on:

21-01-2020

Next review due by:

January 2021

School Vision:

A community of learning, celebration and empowerment.

To be a nurturing environment which fosters a love of learning at every stage of the journey. To be respectful members of a Christian community in which children are celebrated and embraced for their unique contribution and empowered to become the best they can be.

Working definition of the curriculum “The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement).” Ofsted

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#).

Roles and Responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Head Teacher

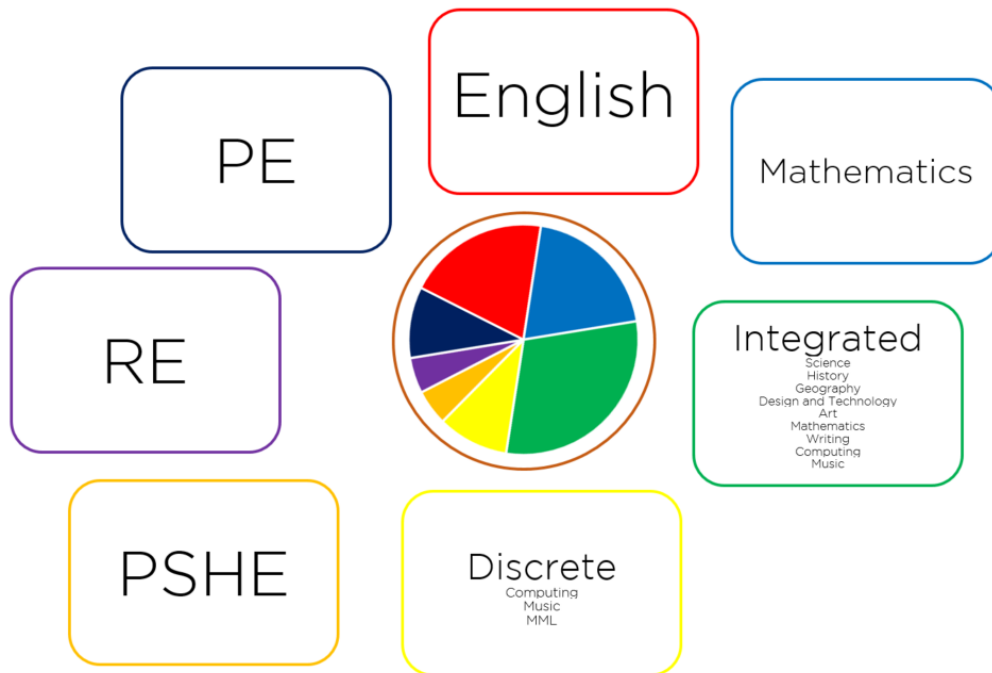
The Head Teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school’s procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Coverage, Content, Sequence and Structure:

Layer 1: Subject Grouping

Oakhill's Curriculum is broken into 7 distinct segments which each have their own policy outlining their Intent, Implementation and Impact (percentages represent the amount of curriculum time dedicated to each subject) **See Appendix 3 for Intent for each segment.**



- Mathematics (20%)
- English (20%)
- Religious Education (5%)
- Physical Education and Physical Well-being (10%)
- Integrated Subjects (30%)
 - Science
 - History
 - Geography
 - Design and Technology
 - Art
 - Mathematics
 - Writing
 - Computing
- Discrete Subjects (10%)
 - Modern Foreign Languages
 - Computing
 - Music
- PSHE and Relationship Education (5%)

Layer 2: Curriculum Skills Overview:

Each year group has an overview of the skills that the children are required to learn for each subject.

Layer 3: Phase planning, Unit Overviews and Individual Lesson plans

The skills that are identified in the Curriculum Skills Overview documents are used to create planning that enables the children to achieve the ideals and intent of our curriculum

Phase Planning documents are used to plan topics that Integrate subjects together and allow for cross-curricular links.

Unit plan and Individual Lesson plans are used to plan all other curriculum areas.

Curriculum Implementation

Uplift:

Uplift philosophy is a state of mind held by the teacher, focused on raising children's self-esteem, enabling them to pursue their dreams and flourish.

At Oakhill, we want to cultivate an environment by which children can have a **Tailored Learning Program** created for them. All children have the right to 'aspire to achieve'. It is the teacher's role to ensure they are challenged, they increase their productivity, and that they develop an intrinsic pursuit of achievement by understanding that 'failure → Success' so all children achieve National Expectations.

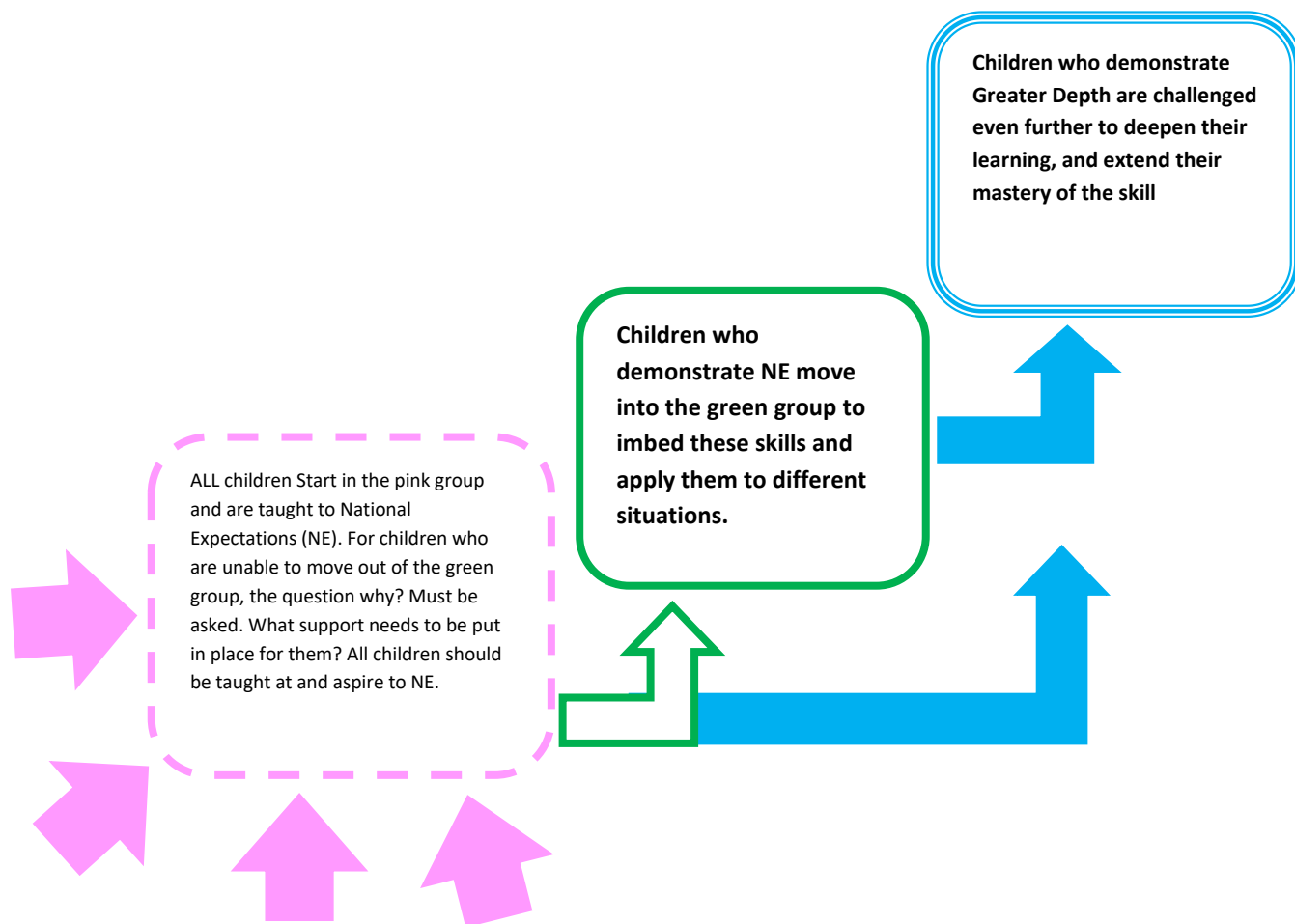
Embedded into all aspects of teaching is our Uplift principle:

The Uplift Principle is underpinned by ten core statements:

- **Aspiration Thinking** –A teacher must aspire to teach all their children meet their prior attainment and reach their potential. Children with SEN need to have the same aspirations to raise their attainment and fill gaps in their learning, so they can pursue national expectations.
- **Skills Based Success Criteria** - Central to the learning process is the creation of a learning goal. Underpinning this there needs to be clear, concise, skills-based success criteria that will allow Mastery of the learning goal. Clear success criteria provide the basis of effective feedback and a clear learning journey.
- **Quality, Responsive Feedback:** Quality, Responsive Feedback is the key to providing children with the skills to move their learning forward and building positive memory associations. Uplift uses a wide range of approaches that provide Quality, Responsive Feedback which is integral to Uplift. Quality, Responsive Feedback enables metacognitive thinking as children are given vast but assessable feedback on their learning to help them think about their strengths and weaknesses.
- **Open Differentiation:** Children have different learning rates and experiences that can be different in each subject. Each child will need different levels of support and challenge for each new learning experience, so they can achieve their prior attainment and potential. Open differentiation requires a teacher to provide learning opportunities during lessons and across lessons that enable them to extend or support their learning.
- **Active, Immersive Learning:** To maximise learning, children must be engaged and active participants, guiding the direction of lessons with the focus on the children doing rather than the teacher talking. For children to be productive and happy they must be active and stimulated, allowing them to immerse themselves in their learning. 'The brain registers under-stimulation as stress'. Children who are stressed are not able to learn effectively. Therefore, Uplift is continually seeking to make learning, fun, dynamic and challenging.
- **Learning Review:**
The Learning Review activities are built into lessons and provide a clear snap shot of the child's current understanding. The Learning Review activity provides an opportunity for reciprocal discussion and collaborative feedback between teacher and pupil.
- **Metacognition:** Children must have the opportunity to think about their thinking and understand that failure is a route towards building capacity for success, and mastery of skills.
- **Teacher/TA partnership** – It is the teacher's responsibility to teach the underachieving children, providing input on key skills through collaborative discussion. The Teaching Assistant, if available, is used overall to support and monitor the 'high learning rate children'. There needs to be a Teacher/TA partnership that is flexible and responsive.
- **Perfect Repetition and Attention to Detail:** The small details added together make a significant difference. Practice does not make perfect if you are practicing the wrong thing. Each child needs a different time frame when learning a new skill.
- **Failure Is The Route To Success:** It is essential that children learn that failure is ok, and that it is the greatest tool in becoming a successful learner.

The Uplift Learning Progression.

Uplift gives all children the right to take this route by demonstrating their **Mastery** of the taught skill. A teacher must aspire for every child to attain **Mastery**.



Uplift Algorithm – Tailored Learning

Every child is unique. They develop and grow mentally and physically at different rates. Therefore, for every child to fully exploit their learning potential, they must have a **Tailored Learning Program**. This program must be based on evidence from their current learning. Historical ‘closed’ streaming and making assumptions about children’s current knowledge and ability can have a significant, negative effect on children. Uplift uses current, contemporary evidence to place children in either a support group (pink) or enhancement group (green).

Central to the learning process is the creation of a learning goal. Underpinning this there needs to be clear, concise, skills-based success criteria that will allow **Mastery** of the learning goal. Clear success criteria provide the basis of effective feedback and a clear **learning journey**. The Uplift Algorithm (Fig 2) provides teachers with a set of rules and options for making decisions about children’s learning. The Algorithm allows for **Mastery** learning.

Marking and Feedback:

Integral to Uplift Teaching is high quality, consistent and timely feedback which enhances children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

Feedback should help pupils to improve their learning, identify and correct misconceptions and provide further challenge.

Feedback and Marking is integrated in our overarching school philosophy. Assessment informs feedback that should be rapid, immediate and reciprocal that secures next steps in learning. Feedback should provide children with the information they need to move their learning forward and can be delivered in several ways:

Learning Reviews

Visual Marking

Evidence Based Open Groupings

Visual Reference

Uncertain Rewards

Follow up Learning

Rapid, Immediate and Reciprocal Feedback

Open Differentiation

Learning Review:

A Learning Review must be carried out when the lesson for a success criterion is complete. The Learning Review provides a child with feedback of what is expected of them to achieve the required skill.

Visual Marking: Highlighters are used to provide children with visual feedback about their attainment. Visual Marking also significantly impacts teachers marking demands as the visual process linked with clear objectives and success criteria require no written comments.

A key aspect of successful learning is generating dopamine releases. Dopamine is released when you challenge yourself and achieve something. It makes you feel good and reinforces positive experiences. At Oakhill, we believe in a transferable skilled-based curriculum. Therefore, most of our marking will centre around providing the children feedback on this aspect. When a set of skills are learnt, the children will be asked to apply these skills and they will be judged against national expectations.

- Children's work can be marked in four ways:
 - Straight Blue – Greater Depth
 - Straight Green – National Expectations
 - Straight Pink – Working/Below Towards National Expectations
 - Dotted Green – Showing elements of National Expectations but not secure

Tailored Marking

At times, our use of standard visual marking is not appropriate for some children and will be adapted to suit their needs.

English Marking and Feedback in written work:

Detailed Marking: Teachers will use green, pink and blue highlighters to identify areas for growth and success.

a. Visual marking is used to identify:

i. Pink – Shows the child where they need to improve

ii. Green – Shows where they have been successful

iii. Blue – Shows the child they are working at a greater depth

When completing a detailed mark, teachers will identify spelling, punctuation and grammar errors.

When spellings are identified, a 'sp' will be put above or in the margin. For key words that the teacher wants the child to practice, the word will be written at the end of the work with a x3 next to it. Key words that will be identified:

Year 1: Tricky Words that are displayed in the classroom.

Year 2: Common exception words.

Year 3: Tricky words and common exception words for year 1 and 2.

Year 4: Tricky words, common exception words for year 1/2 and 3/4

Year 5 and 6: Common exception words, prefixes and suffixes as well as tailored words for a specific learning outcome.

Metacognition and child feedback: before and after a detailed mark, the children will be given the opportunity to review and enhance their work using either:

- i. Red Polishing – after marking.
- ii. Purple Polishing – pre-marking.

Next Step Marking: Teachers will read the work completed and use the Visual Marking approach to identify the success of the child's learning in relation to the learning goal or success criteria. Teachers will also identify using a green highlighter an aspect that is successful and a pink highlighter to identify an aspect of their work which could be improved further. The teacher will then use this feedback to provide follow up learning for the class or individual children.

As with detailed marking, the metacognition and child feedback approach is applied: before and after a next step mark, the children will be given the opportunity to review and enhance their work using either:

- i. Red Polishing – after marking.
- ii. Purple Polishing – pre-marking.

Mathematics Marking and Feedback of Review Sheets

2. Marking and Feedback

a. Visual marking is used to identify level of success when completing review sheet.

b. **Metacognition and child feedback** is represented through clear examples of:

- i. Red Polishing – after marking.
- ii. Purple Polishing – pre-marking.

• **Reflective marking:**

- Visual Marking and Learning Reviews will not be effective unless the teacher uses this information to inform the next steps for learning and provides the child with effective **feedback**. This information must be used to help direct the Follow up Learning.

Evidence Based Open groups:

By using the evidence from Learning Reviews a teacher can set up Evidence Based Open Groupings, providing the child with feedback on their success and level of mastery.

Open grouping consists of 2 main groups – The Pink (aspiring for ARE) and The Green (Aspiring for GD). This can be subdivided into 3 Evidence Based open groupings based on the children's outcomes:

- **Straight Blue – Greater Depth**
 - The children who demonstrated straight blue are showing exceptional mastery of the success criteria or are working at a greater depth.

- **Straight Green – National Expectations (NE)**
 - The children who demonstrated green are showing a mastery of the success criteria or are working at National Expectations.
- **Straight Pink – Below/Working Towards National Expectations (WNE)**
 - The children who demonstrated pink are working below or working towards national expectations.

Visual Reference

Colour is a powerful tool for providing feedback when linked with clear learning objects and success criteria. Colour provides instant feedback on their level of mastery.

Marking Grade Guidance

Mathematics:

- **Straight Blue – Greater Depth**
 - **Two GD questions, this would be a mixture of fluency and problem solving. must be present on the review sheet and be correct as well as all fluency questions being correct.**
- **Straight Green – Above National Expectations**
 - **All fluency questions and reasoning and problem-solving questions have been attempted and one may be correct. Also, evidence from class support professional judgement.**
- **Straight Pink – Working Towards National Expectations**
 - **Some questions have been answered correctly.**
- Dotted Line – some evidence of meeting National Expectations but not secure

Writing:

- **Straight Blue – Greater Depth**
 - **Evidence of GD interim statements expectations being used.**
- **Straight Green – Above National Expectations**
 - **Success Criteria expectations are clear, and work completed to a high standard.**
- **Straight Pink – Working Towards National Expectations**
 - **Some evidence of expectations being show, but there may be basic spelling and grammar expectations that are not being met.**
- Dotted Line – some evidence of meeting National Expectations but not secure

Uncertain Rewards

Neuroscience research has found that people are more motivated to achieve something when the reward is uncertain. Working for an uncertain reward makes the whole situation more like a game than work.

The human brain uses a process called: 'intrinsic reinforcement'. When you challenge yourself to do something and then you achieve, your brain secretes a neuron transmitter called dopamine. Dopamine makes you feel good and motivates you to achieve more and do that thing again:

- CHALLENGE – ACHIEVEMENT – DOPAMINE - CHALLENGE – ACHIEVEMENT – DOPAMINE
- Uplift: CHALLENGE – PINK GROUP – DOPAMINE - CHALLENGE – PINK GROUP – DOPAMINE

The Uplift principle utilizes the uncertain rewards by providing all children with challenge and the opportunity to achieve and attain GREEN group status.

Follow Up Learning:

It is vital for children to be given the time to think about their thinking - metacognition by polishing (correct and improve) their learning Review or applying their learning to new contexts. This should be an integrated and integral part of the lesson. Follow up learning provides feedback on the areas of weakness and strength. Follow up learning will also provide children with the time to see that failure builds the capacity for success. Follow up learning can be delivered in two ways:

Basic Follow up: This is a short lesson (5-15 minutes) that allows children to review their work allowing for metacognition, so children can make basic corrections. Teachers are also about to provide whole class feedback and individualised feedback if needed.

Full Follow up: This is when a full lesson (60 minutes) or more is used to follow up on learning. Children will be provided activities and learning opportunities that either support their learning, allowing them to correct misconceptions or children are extended allowing them to consolidate their learning or apply it to different contexts and situations enhancing their depth of learning.

Rapid, Immediate and Reciprocal Feedback

Verbal feedback is one of the most significant forms of feedback. Verbal feedback must be rapid, immediate and reciprocal. Feedback given at a one to one level may be identified on a child's work by a VF.

- **Rapid:** Feedback given needs to be clear and precise with the child allowed to put the feedback into action.
- **Immediate:** feedback provided at the point of a new skill being practiced is very powerful feedback.
- **Reciprocal:** Feedback is a two-way process that can be given to one person but may apply to many. Feedback can be shared with larger groups and learning can be further shared between learners.

Open Differentiation

Open differentiation is a process where a child or teacher challenges learning within the lesson. As children gain **mastery** of a skill, they are provided with a route to challenge themselves further. This can be self-selected, or teacher facilitated with **mastery** at the core. The Learning Review at the end of the lesson will affirm or challenge the decisions made during the learning process.

Other Marking Codes

We have a consistent approach to marking here at Oakhill, and this includes:

- ✓ The use of GREEN PEN by adults for all marking and annotations.
- ✓ Where children have used technology for working, appropriate marking will take place, sometimes using the technology itself.

Summative feedback

This usually consists of ticks and other symbols and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the teaching assistant, children, as a class, or in groups

Paired Marking

Where appropriate, children sometimes mark work in pairs. The following points are important:

- Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.
- Ground rules should be decided as a class and adhered to.
- Children should point out two things that they like first and then suggest a way to improve the piece but only against the learning intention.
- Encourage a dialogue between the children rather than one child being the 'teacher'.

Teaching and Planning:

Phase Planning and Individual Lesson Planning:

Phase Planning is only used for the integrated subjects and consists of the teacher identifying the subjects and skills that would integrate well into an overarching topic. An overarching Learning Goal that comprises of key skills and learning required is created. Each phase consists of a separate subject which is taught in isolation. Once all these skills have been taught they are then integrated into an application topic that provides an opportunity for the teacher to assess the impact of the teaching and learning.

Individual lesson planning is used for all other curriculum areas and consists of the teacher creating an overarching lesson goal with clear skills-based success criteria that are found in the curriculum overview documents.

Lesson Preparation:

- Lesson is prepared linking directly to the skill and that will enable children to learn the skills required.
- Open differentiation is carefully considered – what options are there to challenge and enhance **all** children’s depth of learning? How will this affect their pace of learning?
- Each lesson will have an individual lesson plan using the school’s format.

| | |
|---|--|
| Shallow Learning | Surface learning Temporary, often lost |
| Meeting expectations | With support being able to meet the objectives outlined in the national curriculum |
| Mastery and Working at Greater Depth | Learning is transferred and applied in different contexts Pupils can explain their understanding to others. |
| <p>Important note: What we do know for certain is that mastery is not:</p> <ul style="list-style-type: none"> • Mastery and greater depth – not working on content from the next year group. • Mastery and greater depth in mathematics – not practising the same concept with bigger numbers. • Mastery and greater depth in reading – not necessarily reading a more challenging text. | |

- How flexible does the learning duration need to be?
- How can the lesson be made positive, immersive and interesting?
- How can feedback be made to be rapid, immediate and reciprocal?

Lesson:

Children are taught the required skill using the most appropriate approach.

Open differentiation

Effective use of TAs

High levels of mental and physical productivity

Low levels of teacher talk (20/80)

High expectations by teacher

Learning Review:

At the end of the learning period, children complete a **Learning Review**.

Does the Learning Review allow the skill to be demonstrated?

Does the **Learning Review** allow a child to demonstrate their depth of learning?

Are there opportunities for independent purple polishing?

Marking and Analysis:

The Learning Review is Visually Marked. Analysis of evidence from the Learning Review and the formative assessment from lesson is used to decide on the type of follow up that is needed.

The outcomes of the children’s learning will be marked on the children’s names on the individual lesson plan using either Learning of skill or application of skill highlighting system depending on the information that the teacher wants to retain.

A learning Journey decision needs to be made:

- Have all children acquired skill and/or achieved their expected depth of learning?
 - Yes – Plan lesson for next LG/success criteria and complete basic follow up.
 - No – Plan follow up lesson for current LG/Success Criteria and complete full follow up.

Quality, responsive feedback

- Verbal – positive – how can negative outcomes be turned into positive outcomes?
- Extension or challenge
- Open Grouping

END OF UNIT REVIEW:

When LG/Success Criteria sequence is finished, children complete an end of unit **Learning Review**, testing them on their ability to apply the learning goal.

Curriculum Impact

Assessment into Learning

At Oakhill, we use the principles outlined by the Bath and Wells Multi Academy Trust:

Definition: Assessment is an integral part to all learning. Evidence is used to underpin a flexible and dynamic curriculum that raises outcomes for all children.

Key Principle 1

Assessment informs feedback that should be rapid, immediate and reciprocal that secures next steps in learning.

Key Principle 2

A variety of assessments are used to provide a picture of the whole child that informs a teacher's professional judgement.

Key Principle 3

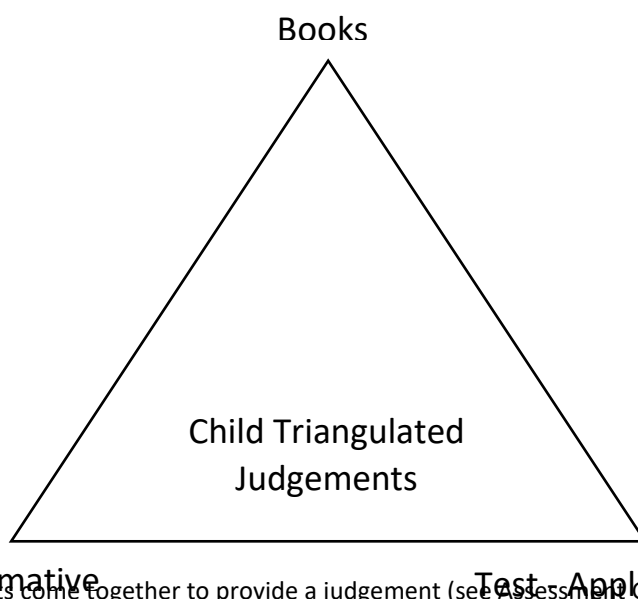
Schools provide different audiences with clear and accurate evidence of children's outcomes.

Key Principle 1: Assessment informs feedback that should be rapid, immediate and reciprocal that secures next steps in learning

The first principle is centred around the individual, singular formative moments that the teacher experiences with an individual child that helps to inform where they sit in comparison to national expectations. This principle is embedded into the Uplift approach and already outlined in this document.

Key Principle 2: A variety of assessments are used to provide a picture of the whole child that informs a teacher's professional judgement.

At Oakhill, we believe that we should use a variety of information and evidence to make our professional judgements of how a child compares to national expectations. To enable us to do this we use a triangulated approach.



These three elements come together to provide a judgement (see Assessment Guidelines V4.0 for detailed clarification). An example below shows how grades are recorded for a year 5 class throughout the year in to Scholar Pack. We also record data in our 'Data Packs' with teachers making scaled score predictions for every child.

| | Autumn | Spring | Summer |
|-----|--------|--------|--------|
| WTS | 4:6 | 5:2 | 5:4 |
| ARE | 5:2 | 5:4 | 5:6 |
| GD | 5:4 | 5:6 | 6:2 |

Below is a table that provided a basic over view of the criteria that allows scaled score judgements to be made.

| Scaled score | Level | Book | Test | Formative |
|-------------------|---------------------------|--|---|--|
| 103 105 | National Expectations | 67 – 100% of learning outcomes are of national expectations for specific year group. 0 – 10% GD outcomes. Interim Statements – Working Towards and National expectations achieved. | Test outcomes show some skills are retained 30 – 50% | Class observations are mostly at expectations. |
| 107 109 | Elements of Greater Depth | 67 – 100% of learning outcomes are of national expectations for specific year group. 10 – 49% GD outcomes. Interim Statements – Working Towards and National expectations achieved and some GD outcomes. | Test outcomes show more skills are retained 50 – 70% | Some aspects are GD outcomes |
| 113 115 118 | Greater Depth | 67 – 100% of learning outcomes are of national expectations for specific year group. 49% + GD outcomes. Interim Statements – Working Towards and National expectations achieved and all GD outcomes. | Test outcomes show many skills are retained 70% + | Clear evidence of skills being retained and applied to different contexts. |

We use an assessment cycle and moderation process to support us in making accurate judgements using our triangulated approach, which feed into our Pupil Progress meetings (see assessment cycle document).

Termly cycle:

1. Children's curriculum is implemented by teacher
2. Work is marked and formative observation feed into next steps and intervention support as needed.
3. At the end of the term, summative assessment week is completed.
4. Teachers then complete a moderation of their children's writing and data outcomes.
5. Head Teacher then reviews these outcomes and updates each classes' data pack, identifying any child falling behind.
6. Teacher and SLT meet to discuss children using an assessment, plan, do and review approach for SEN, Pupil Premium and below expected progress children.
7. Interventions are implemented in the next term.
8. Cycle repeats.

Key Principle 3: Schools provide different audiences with clear and accurate evidence of children's outcomes.

The final principle focusing on the information provided to stakeholders. At Oakhill, we provide a wide range of information that allows us to identify any trends or weaknesses. This data also allows other stake holders such as the Governors to BWMAT to scrutinise and challenge us.

What the School Measures:

- Reading, Writing and Maths outcomes
- Religious Education outcomes

Parents:

- Parent coffee mornings

- Book Look Afternoons
- Parent and teacher meetings
- Special learning Evenings
- Termly Learning Profiles
- Full end of year report
- Attendance Information

Website:

- National Assessment results

Governors:

- Whole school data
- Team data
- Year group data
- Vulnerable Group data
- National Data
- Attendance data

Staff:

- Whole school data
- Year group data
- Vulnerable Group data

Appendix 1

The Bath and Wells Multi Academy Trust approach to the curriculum is to support and enable all our schools to provide a curriculum that:

- Is tailored to meet the needs of the school, its context and its pupils
- Is rooted in the unique context of each school, drawing on its culture, heritage and community
- Provides experience of and connections to the world beyond the school in both time and place
- Provides a broad range of creative learning experiences to develop children's moral, spiritual, social, mental, physical and cultural understanding.
- Provides opportunities for pupils to understand and develop our five core Christian values – kindness, respect, perseverance, forgiveness, love.
- Is ambitious for all pupils
- Recognises, celebrates and welcomes each pupil as a unique individual.
- Secures pupils core skills, knowledge and understanding at least an age appropriate level and beyond and is adapted, designed and developed for pupils with learning needs or disabilities.
- Provides both coverage of the National Curriculum and appropriate progression from EYFS to Y6 and beyond.
- Provides enrichment opportunities to broaden and enhance the curriculum experience for pupils.
- Is flexible and responds to pupils' feedback, the evaluations of how well pupils learn and make progress and in pupils' performance in external and internal assessments.

All pupils in our Trust should:

- Enjoy learning and understand the importance of this for their growth and development.
- Understand and apply Christian values that enhance the experience and development of themselves and others.
- Demonstrate positive behaviour that reflects the core Christian values of the BWMAT
- Have a sense of belonging to their community
- Be confident, ambitious, aspirational, self-evaluative, learners who are engaged, excited and empowered by their learning experiences
- Have a sense of pride in who they are, where they live and the school they attend.
- Make a positive contribution to their community and wider society.
- Be well prepared for life in modern Britain.
- Achieve at least age-related expectations across the curriculum including in reading, writing and Mathematics unless pupils' disabilities or learning needs mean that this is not possible.

Appendix 2

| Curriculum Key Principles | | | | | | | | | |
|---------------------------|--|---|---|---|---|--|--|--|--|
| | 1. Knowledge, Skills & Understanding | 2. Project Based Learning | 3. Creative Learning Spaces | 4. Teachers as Learners | 5. Flexibility and Lengths of Lessons | 6. Pupils as Teachers | 7. Creative Use of Technology | 8. Assessment into Learning | 9. Families and Communities |
| KEY FOCUS | <i>Children are taught a creative, broad and balanced curriculum in which there is a progression of knowledge, skills and understanding.</i> | <i>There is a commitment to exciting, creative and innovative cross-curricular experiences that crosses the borders between subjects and both academic and vocational learning.</i> | <i>Environments are flexible and innovative, encouraging independent, curious learning, reflecting the culture and context of the school.</i> | <i>Teachers are open, observant and objective to developing their own practice that cultivates an exciting and relevant learning environment.</i> | <i>Curriculum design is flexible and responsive to the individual needs, interests and experiences of all children.</i> | <i>Children are enabled to play a more active part in shaping their own education and that of their peers.</i> | <i>Devices are used to engage, motivate and generate new outcomes and new learning opportunities.</i> | <i>Assessment is an integral part to all learning. Evidence is used to underpin a flexible and dynamic curriculum that raises outcomes for all children.</i> | <i>There is a positive engagement with local and wider communities to enhance relationships and opportunities that benefit everyone.</i> |
| KEY PRINCIPLE 1 | 1.1: The curriculum is designed creatively so that it is knowledge rich and ambitious for all pupils, considering the local context. | 2.1: Projects and themes are relevant to the children's specific interests and make meaningful links between subjects. Where these cannot be made, those aspects of the curriculum will be taught discretely. | 3.1: Learning journeys are clearly evidenced, promoting positive learning behaviours. | 4.1: Schools provide flexible approaches to staff organisation, learning opportunities and use of space that allows staff to develop in areas of their expertise and interests. | 5.1: Curriculum design and lesson structure are always created to consider and promote the best possible outcomes in terms of achievement and progress. | 6.1: Quality opportunities are facilitated that develop positive relationships, enable children to collaborate and to foster pride in themselves, their school and their Trust. | 7.1: Children will understand the safe and appropriate use of technology. They will be able to make informed choices of when to use it to ensure the best possible outcomes. | 8.1: Assessment informs feedback that should be rapid, immediate and reciprocal that secures next steps in learning. | 9.1: School provides opportunities for parents to deepen their understanding of their child's learning and achievement. |
| KEY PRINCIPLE 2 | 1.2: All pupils will have access to a wide range of subjects that are appropriate and sequenced progressively and cohesively. | 2.2: Children collaborate and work with others to plan and make decisions. They develop interpersonal skills and are enthused, motivated and empowered to unlock new potential. | 3.2: Children's learning is celebrated, creating an environment that reflects a culture of high standards and expectations. | 4.2: Quality performance and appraisal systems enable staff to reflect on their own priorities and further developmental needs that support the school development priorities. | 5.2: A culture is created where teachers are trusted to make brave and creative decisions, informed by their own professional judgement, when adapting units of work and lessons. | 6.2: Skills, talents, attributes and mind-sets of all members of our schools' communities are harnessed to develop emotional intelligences, responsible citizens and future leaders. | 7.2: Provision of devices should be a "mixed economy" to equip children with a broad base foundation to support lifelong learning. | 8.2: A variety of assessments are used to provide a picture of the whole child that informs a teacher's professional judgement. | 9.2: Pupils have access to a wide variety of experiences to deepen their understanding of community, their role in it, and their place in the world. |

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| <p>KEY PRINCIPLE 3</p> | <p>1.3: The curriculum will build all pupils' knowledge, skills and understanding so that they are ready for responsibilities and experiences in later life.</p> | <p>2.3: Teachers set clear, meaningful problems to enable real life learning and multi discipline learning. The teacher is the facilitator, able to ask appropriate questions and assess learning that is owned and driven by the pupils.</p> | <p>3.3: A wide variety of learning spaces are used, stimulating curiosity and excitement within learning.</p> | <p>4.3: CPD opportunities allow staff to share and learn from one another, creating a positive collaborative environment.</p> | <p>5.3: Positive and successful outcomes are always celebrated. Regular reflection and review are embedded as best practice.</p> | <p></p> | <p>7.3: Providing children with access to experiences that expand their knowledge and understanding of the relevance of technology in the 21st Century, furthering their aspirations for the future.</p> | <p>8.3: Schools provide different audiences with clear and accurate evidence of children's outcomes.</p> | <p>9.3: Vulnerable families are supported through targeted experiences in school and through community partnerships.</p> |
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