Bourton Meadow Academy



Curriculum Implementation Policy

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1. **Aims of the Policy**

At Bourton Meadow Academy (BMA), we strive to ensure that we provide a curriculum that is engaging, relevant and challenging for our children. Our curriculum is driven by the fundamental belief that all children can succeed.

**This policy aims to:**

* Explain how we will create an environment where pupils learn best and love to do so
* Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school, underpinned by evidence-informed practice
* Promote high expectations and raise standards of achievement for all pupils in our school, regardless of their background or starting point
* Involve pupils, parents/carers and the wider school community in pupils’ learning and development
1. **Our Vision and Values**

At Bourton Meadow Academy, ***we nurture every child to fulfil their whole potential.***

We believe that positive and trusting relationships between staff, children and parents create the best environment for everyone to achieve their potential. These relationships allow us to know our children and families well and identify what our children need to succeed.

Our curriculum is designed with three areas of focus in mind:

***Who we are…***

***Where we are…***

***Where we are going…***

**Who we are…**

By understanding the community we serve, we identify the advantages and disadvantages that our children experience. This knowledge is used to shape our curriculum and personal development, to strengthen what the children do well and to focus on what they need to develop further. This ensures that our curriculum is relevant to the children at Bourton Meadow.

This approach has led us to identify six core values which are at the heart of all we do at BMA. By focusing on these values, we ensure that the children gain the key skills and knowledge that they need to excel in their next stage of education, whether this is the next lesson at BMA, the next year group or their secondary school and beyond.

**The six core values are:**

**Resilience**

**Independence**

**Curiosity**

**Respect**

**Compassion**

**Integrity**

**Where we are…**

It is important that we have a secure understanding of the children’s starting points upon entering our school and at regular points along their journey. We need to consider how our context nationally and geographically impacts on our children as well as their learning and achievement.

Our curriculum has been designed with these elements in mind, to ensure that our children are provided with rich and relevant learning experiences, which use our local area to strengthen their lived experiences, deepen their understanding and to develop a sense of belonging. It also provides them with the knowledge and skills they need to thrive in the wider world.

**Where are we going…**

By understanding the context of secondary education in our location, our curriculum is designed to meet the requirements of the National Curriculum so that children leave BMA ready to excel in the next stage of their education. Identifying our children’s needs and ensuring that our curriculum is relevant and successful in meeting these needs, also makes sure that children gain the knowledge, skills and attitudes to thrive on their journey and excel as individuals, both now and in the future.

1. **Our Curriculum Intent**

The intent of our curriculum is to ensure that children leave BMA with the knowledge, skills and attitudes to lead successful lives. Whether that is readiness for the next step in their learning, in a specific subject in Year 7 or the attitudes they need to overcome adversity when they are in their 30’s. We aim to provide the foundations to shape them as learners, leaders, employees, employers, parents and people.

Our curriculum sets out the knowledge and skills that children will learn at each stage of their journey. It is carefully structured and sequenced so that knowledge and skills are built gradually, enabling children to make links in their learning and grasp fundamental knowledge before learning more complex ideas. Our curriculum is ambitious: we set high-expectations for all children, regardless of their starting points, and encourage them to embrace challenges, take risks and to learn from their mistakes.

However, our curriculum offer does not end there; it extends beyond the academic content of lessons, providing children with a broad range of experiences as they move through the school, helping them to also develop socially, emotionally, spiritually and culturally. We are confident that the bespoke curriculum we offer equips pupils with the knowledge, qualities and attributes that will enable them to fulfil their whole potential and thrive as individuals, as family members and as members of society.

Our curriculum is regularly reviewed to ensure it remains relevant, challenging and provides children with key knowledge and understanding in an ever-changing world.

**The National Curriculum**

We use the objectives in the national curriculum to ensure our children are given the universal knowledge and skills to access secondary school. Our context means that our children attend a range of different secondary school settings and the National Curriculum ensures that the knowledge and skills they learn with us can be built on in the next stage of their education.

**Setting End Points**

While the National Curriculum provides us with key knowledge and skills to be acquired in primary school, within it we make choices on specific areas and context of learning. Taking into account the values developed from our knowledge of who we are, where we are and where we are going, we ensure that our planning is relevant to our children and bespoke to their strengths and needs.

For each area of the curriculum, we identified the key skills and knowledge required to be an expert in this area. High expectations and aspiration for our children led us to use the knowledge and key skills required at A-Level in each of these subjects. We then identified how we can begin to develop these in the children, giving them a strong start to their learning which will enable them to become experts in the subjects they pursue at secondary school and beyond.

**Sequential and Progressive Learning**

Starting in Early Years, we carefully sequence learning so that children are building on previous knowledge which allows them to make links in their learning and ensures that knowledge and skills are learnt and long-term memory is altered.

For each subject area, learning progression is mapped from Nursery to Year 6 so that knowledge is cumulative. Where appropriate, meaningful links between subjects are also exploited. Each block of learning details where the children have come from (prior learning). This ensures that all staff have a clear picture of how the learning is cumulatively developed and sequenced and it enables them to link new knowledge to existing knowledge. All teachers are expected to plan learning from these documents unless prior consent is gained from the headteacher/subject leader to meet a specific need – this ensures that no gaps in the learning schema are developed.

**Equal Access**

Teachers are expected to adapt teaching and resources to ensure that all children, irrespective of need, have equal access to our curriculum and can enjoy learning the intended knowledge and skills.

Where children are required to have specific interventions e.g. to fulfil the requirements of their Educational Health Care Plan (EHCP) or support plan, teachers are expected to schedule these so that, where possible, interventions take place outside of structured lesson time. Where this is not possible, timetables are managed so that interventions take place at different times each week, to ensure all children have access to a broad and balanced curriculum.

Adaptations to curriculum breadth are occasionally made for particular pupils, in consultation with parents/carers and/or external professionals. In these cases, there is always a clear rationale for the adaptations, taking into account the pupils’ best interests and specific educational needs.

1. **Teaching and Learning - How We Implement Our Curriculum**

**Planning**

All teachers are expected to plan from the learning blocks, which are based on the curriculum maps. These provide the key learning objectives, knowledge, skills and vocabulary which need to be delivered to the children. English and maths should be planned on a weekly basis, with adaptations being made on a daily basis in response to the teachers’ assessment of children’s learning and their readiness to move on. For other curriculum subjects, learning can be planned per half term as long as this medium-term planning is detailed enough for all staff, including Early Career Teachers (ECTs), to access. The planning for reading varies, depending on children’s age and stage of development. Teachers will either follow the *Little Wandle* phonics scheme or plan reading through the bespoke reading booklets, linked to the *Big Cat Collins* scheme, which follows on from the *Little Wandle* phonicsscheme. The reading booklets are planned every 2-3 weeks, depending on the length and complexity of the text being studied.

All planning should identify:

* Prior learning relevant to the lesson (retrieval practice, which we refer to as a ‘memory dive’)
* Learning objective for the lesson (‘We are Learning to…’)
* Key knowledge, skills and vocabulary which need to be learnt, with new learning being broken down into small steps
* Key questions
* AFL opportunities (within each step/stage of the lesson)
* Independent activity (with appropriate scaffolds/challenges) which allow all learners to practise what they have learnt and/or show and apply the knowledge gained.

**Delivery**

When planning and delivering our curriculum, our key message is **children should leave a lesson with more than they had when they walked in.**

We recognise that for learning to have taken place, something needs to have altered in children’s long-term memory.

Teachers know their children best and are therefore best-placed to make decisions on the delivery of lessons to ensure the children are actively engaged with their learning. The decisions they make will vary depending on the subject, age of the learners and the particularly needs of their cohort.

However, in discussion with the whole teaching staff, and drawing on the evidence relating to metacognition and memory, we have an agreed set of non-negotiables that should be included in every lesson to ensure that all children *learn and remember more.*

These non-negotiables are informed by the evidence underpinning Rosenshine’s Principles of Instruction (2012). These principles focus on clear organisation, direct instruction and frequent pupil engagement, providing a research-backed framework for effective teaching.

***Please refer to Appendix 1 for a summary of Rosenshine’s Principles.***

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| **Memory Dive****(retrieval practice)** | Recapping previously linked learning and retrieving knowledge from previous lessons, either those taught recently or in a previous month or year, helps children to retain knowledge which frees up space in their working memory, avoiding cognitive overload when learning new material. It also helps children make useful links in their learning. |
| **Clear Learning Objective** **(We are learning to….)** | The intended learning is clearly explained to children and focused on the specific knowledge and skill to be learnt, rather than the activity. |
| **Learning Journey** | Children are provided with a clear explanation of how this learning fits into their journey: how it is linked to what they already know, how it will prepare them for future learning, its relevance in the wider world and its links to the school’s values. Research indicates that providing new information to pupils by linking it to their previous knowledge allows a quicker understanding, deeper retention and enhances their memory.  |
| **Vocabulary** | Key vocabulary, identified within the learning block, is explicitly taught to children. It is regularly revisited during the lesson, with the teacher modelling it verbally and supporting children with their own use of subject-specific vocabulary, both verbally and in their writing.  |
| **Small steps** | Learning should be broken down into small steps. This reduces cognitive overload (which happens when children are trying to hold too much information within their short-term, working memory). It also enables more specific, effective modelling from the teacher and provides opportunities for children to practise each small step, helping them to master material before moving on, with fewer misconceptions.  |
| **Modelling** | Children should be shown and not just told. Teachers use a range of modelling strategies, such as demonstrating, thinking aloud and diagrams/models to support explanations of more complex ideas. When modelling, teachers use an ‘I do - we do - you do’ approach.High-quality modelling also sets high expectations in relation to the presentation of work. Teachers should consistently demonstrate the school’s handwriting policy in their own written work. |
| **Checks for Understanding (Assessment for Learning – AFL)** | Within each small step of learning, teachers use questioning, activities and their own observations to regularly check children’s understanding, identify misconceptions and explain things they are still struggling with. This assessment also helps teachers to identify when pupils are ready for the next step in their learning.  |
| **Active Participation from the children** | Children are actively involved in learning in all stages of the lesson, through discussions, answering different types of questions and carrying out guided and independent practice, as this has been shown to enhance pupils’ learning. |
| **Scaffold and Challenge** | We have high expectations for all children but we recognise that some pupils will require greater scaffolding or more time to practise fundamental skills whereas others may be ready to move their learning on by applying their knowledge or being introduced to more complex ideas. Teachers plan to meet the needs of all learners in their class through scaffolds and challenge. This enables children to access the curriculum and make good progress. It also encourages independence, which helps pupils to improve their educational performance and stay motivated. Scaffolds are reduced and eventually removed as pupils gain proficiency and independence in completing tasks.  |
| **Marking and Feedback** | Teachers and other adults check children’s progress throughout the lesson and, where possible, provide verbal feedback at the point of learning, enabling children to respond to this feedback, enhancing their learning and increasing their chance of success. Sometimes written feedback is provided after the lesson and children are given time to read and respond to this feedback in the next lesson, or at another appropriate time. |
| **Review of Learning** | Time is set aside for teachers and children to review learning. This review may take place at the end of the lesson or throughout the lesson, as required, and provides opportunities to identify and address misconceptions, summarise learning and consider the next step in their learning journey.  |

**Effective Learning Strategies**

Although these are not non-negotiables as they may not be appropriate for every lesson, they are highly effective and should be used where appropriate.

**Split input** – split inputs can provide focused teaching to different groups of children and cater more specifically for their needs. This can be done by splitting the children into groups and using other adults in the room to support. Teachers should ensure they are giving equal time to the children.

**Self-Reflection** - children use purple pens to self-mark, peer mark and respond to teacher feedback. They also use purple pen to edit their work following additional teacher input and feedback and also to answer marking questions which support and challenge.

**Success Criteria/Toolkits** – well developed success criteria can give the children a guide as how to successfully implement their new knowledge and skills in independent activity. These provide useful scaffolds to the children.

**Knowing More and Remembering More**

To truly learn something is to commit it to long term memory and be able recall at will. Whether knowledge or skill, we ensure all children truly learn the curriculum using different strategies to embed knowledge and skills:

* **Sequential Curriculum –** through ensuring our curriculum is progressive and sequential, knowledge is built systematically and links are made more easily, helping children to build schema.
* **Memory Makers** – developing cultural capital so that children are fascinated in learning and new learning is impactful.
* **Morning Work** – work which takes place during registration time which involves practice from previous lessons can help to consolidate learning

**Grouping and Setting**

As a large school, we have the option of setting or streaming children into groups across the year group for particular subjects. This should be done in discussion with the Year Group Leader, Headteacher and Subject Leaders. Historically, children have been grouped across their year group for maths (from Year 2) as this allows for more targeted teaching based on the needs of the children.

There is no set format for setting. If the decision is made that grouping in this way would be in the best interest of the children, there are a number of different arrangements which can be considered depending on the needs of individual cohorts of children.

We do not set for English as we know that vocabulary acquisition and exposure is essential in closing the gaps between disadvantaged and non-disadvantaged pupils.

**The Use of Adults**

The teacher is the most valuable and effective resource in the classroom. Quality one-to-one and small group time with the teacher has the most impact on children’s progress. It is proven that the most effective way of ensuring children make progress is when the teacher intervenes with feedback and challenge at the point of learning.

Teachers should ensure that they spend time with all children but may focus on particularly individuals or groups in order to address misconceptions, provide support and extend learning through challenge.

When properly trained and involved in the planning process, teaching assistants provide essential support for learning. All adults working in a classroom must be given planning in advance of the lesson and be given clear instructions on how best to support the children. While some adults are assigned to work with particular children as part of EHCP provision, this does not mean these children should not have equal time with the teacher. During this time, the teaching assistant will support other children in the classroom.

**Environment and Display**

The physical classroom environment should be tidy, free from clutter and have resources clearly labelled and accessible to all children. School labels should be used so that there is consistency across the school.

When used correctly, the classroom display can become a vital tool to support children’s learning. Effective display provides visual support to promote independence and resilience, reinforces learning and helps children commit learning to long term memory.

Display should reflect the learning that is happening in that lesson. It should be added to and removed as necessary – large sheets and notes of the learning from previous lessons are great ways of quickly being able to make the environment work for a particular lesson. Display which is fixed quickly becomes wallpaper which is no longer “seen” by children.

In order to support our children with SEND, teachers should refrain from using bright colours and displaying too much information around the digital white board area.

All Reception and KS1 classrooms should display correct letter and number formation.

All classrooms should display the school values.

Display is also important to reinforce the class as a team and to celebrate children’s achievements.

All teacher text on display should be large enough to be read by all children and follow the school’s handwriting policy where handwritten.

**Taking Learning outside of the building**

Learning outside the classroom provides vital learning experiences. Through trips and experiences, children can see learning in real life contexts, create memories which deepen understanding and long-term memory and strengthens the cultural capital of our curriculum.

Our curriculum has been designed to use the learning opportunities in our local environment. Children use the school grounds and the local area frequently to place learning into context.

All children will experience at least one trip away from the immediate area each year. These are planned to develop cultural capital so that the children experience places of cultural and historical importance.

These trips are not extracurricular as they are planned for and part of our curriculum as such all children have access to them irrespective of financial circumstances or need for additional adult support.

**Homework**

Homework is designed to support children's learning in school and the amount given depends on the children’s age and need.

Each week, children will complete homework linked to four key areas of learning:

- Reading

- Spelling

- Maths fluency (times tables) and

- Retrieval practice across the wider curriculum (which we refer to as a 'Memory Dive')

More detailed information about our homework policy, the expectations for each year group and a rationale for our chosen approach can be found on the school website: <https://www.bourtonmeadow.co.uk/supporting-our-curriculum>

Regular reading is the most important area of home learning. We encourage all children to read and discuss texts daily at home and provide materials from school which match the children’s reading levels to develop fluency. More detailed information about our approach to the teaching of reading can be found on the school website: <https://www.bourtonmeadow.co.uk/our-curriculum>

Homework is designed to meet the needs of children across the school and the amount given depends on the children’s age and need. In order to prepare for secondary school, the amount of homework is increased in upper KS2.

1. **Assessment – How we assess our curriculum’s impact**

**Formative Assessment**

***Assessment for Learning (AfL)***

AfL is used as part of everyday classroom practice to assess the children at the point of learning. It provides teachers with vital feedback on children’s understanding and allows them to address misconceptions and support and challenge pupils to maximise learning within the lesson.

***Feedback and Marking***

The most effective feedback is that given at the point of learning. Teachers should ensure that they are checking on children’s understanding during lessons and intervene where necessary to provide challenge and support to maximise learning opportunities.

Teachers always mark children’s work in a timely fashion. This provides them with information on how well knowledge and skills have been learnt, understood and applied independently. Regular marking means that teachers can ensure any misconceptions are quickly addressed and allows for more effective teaching within future lessons.

Marking is age appropriate and developmental. Children should always be able to access the teacher’s marking comments so that they understand how to develop their learning further. We use a range of methods to ensure that children understand marking feedback: symbols and numbers relating to specific areas that the children need to develop, grouped and individual feedback where an adult explains the feedback, giving examples of how work can be improved and asking questions in written feedback to challenge and extend learning.

Children are given the opportunity to review marking comments and respond to feedback given. Using purple pens, they respond to teacher’s marking to show they have understood and to answer any teacher questions.

***Learning Conversations with Children (Pupil Voice)***

Members of the senior leadership team and subject leaders have regular learning conversations with different children across the school as part of their monitoring of the curriculum impact. In these conversations, they discuss prior and current learning in order to assess how well the children are learning the curriculum. Information gained from these conversations is given to teachers and year group leaders so that any areas of development can be quickly addressed.

**Summative Assessment**

Assessment is central to our curriculum implementation and supports teaching that is responsive to pupils’ needs. In **maths and reading**, we use the **PiXL assessment framework** to identify gaps in learning, inform planning, and target support. PiXL’s diagnostic assessments, gap analysis tools, and intervention strategies (therapies) help ensure that every child receives timely, tailored teaching to move their learning forward. These are used alongside teacher judgement to provide a full picture of progress and attainment.

In **writing**, we use ongoing **teacher assessment** based on work across a range of tasks, including independent pieces (hot writes). Judgements are moderated **termly**, both **internally** and as part of **trust-wide moderation**, to ensure consistency and accuracy. We also take part in **external moderation** by the local authority, where applicable, to uphold high standards and national expectations.

In the foundation subjects, summative assessment is carried out in a variety of ways to ensure a clear picture of pupils’ knowledge and understanding. In some subjects, end-of-unit quizzes are used to assess key knowledge and concepts. Each foundation subject has clearly defined year group objectives, set by the subject leader, which outline the expected learning for that year. Class teachers use these objectives, along with evidence from lessons and outcomes, to make informed judgements about pupil attainment.

1. **Monitoring - How we check this is taking place and working**

At Bourton Meadow we believe in empowering teachers and leaders to take responsibility for their own practice. Monitoring the practice outlined in this policy and assessing its impact is detailed below:

**Teachers are responsible for…**

* Ensuring that they have read this policy and have asked questions to seek clarity if required
* Following the practice outlined in this policy
* Asking for support if required and positively acting on any constructive feedback
* Modelling and promotion of school values

**Year Group Leaders are responsible for…**

* Monitoring the implementation of this policy in their year group
* Supporting the teachers in their year group to follow the practice in this policy if required e.g. ECTs
* Intervening to support and challenge if policy is not being followed
* Supporting planning for the whole year group through weekly planning meetings
* Ensuring that curriculum content is taught as planned
* Regularly undertaking book moderation to ensure standards are consistent across the year group
* Modelling and promotion of school values

**Subject Leaders are responsible for…**

* Monitoring the implementation of this policy in their subject
* Supporting staff in the development of knowledge and skills in their subject
* Providing staff training in subject areas as required
* Monitoring that the curriculum content is being taught, taught sequentially and fully covered (through learning walks, book looks and teacher voice)
* Regular learning conversations (pupil voice) with children to determine the impact of this policy in their subject area
* Modelling and promotion of school values

**Senior Leadership Team are responsible for…**

* Development of regular monitoring schedule across school
* Carrying out termly monitoring through learning walks, lesson observations, book scrutiny, pupil voice to determine the quality of curriculum implementation and its impact
* Staff training and feedback to address any areas of development
* Ensuring performance management is linked to the implementation of this policy
* Reporting to stake holders on the implementation and impact of the curriculum e.g. governors and the trust central team
* Modelling and promotion school values

**The Governors are responsible for…**

* Carrying out regular school visits to gain evidence of this policy in action
* Providing constructive challenge to leaders in the impact of this policy and the progress of pupils

**Appendix 1 – A summary of Rosenshine’s Principles of Instruction**

