



Curriculum Teaching and Learning Policy

St John Bosco Catholic Academy



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SJBCA Mission

The Curriculum, Teaching and Learning Policy is central to St John Bosco Catholic Multi Academy's mission: We nurture the unique God-given talents of every individual, providing a quality, distinctively Catholic education to our diverse community.

SJBCA Vision

The Curriculum, Teaching and Learning Policy is equally central to the MAC Vision:

1. We are ambitious for every child. We will achieve the best possible academic outcomes by challenging and supporting every child to achieve the best possible outcomes.
2. We respect and embrace the diversity of our school communities, cherishing and valuing all equally.
3. We are a family of schools who work collaboratively sharing our talents and resources for the benefit of all in pursuit of our shared sustainable future.
4. Our staff and students will bring out the best in each other with high standards of accountability and leadership at all levels.
5. We prioritise the Catholic life of all of our schools, nurturing the faith and spiritual development of everyone as part of our Parish and Diocesan family.

Values

Our core values are inspired by Catholic Social Teaching and are rooted in the person and teaching of Jesus Christ as the model for human excellence.

Our relationships and daily dealings with each other should be characterised by:

- Care for each other
- Compassion
- Trust and respect for the dignity and value of each individual
- Stewardship of the earth
- Solidarity and subsidiarity: a commitment to stand with each other in support of each other, while enhancing the culture, identity and heritage of each parish and local community.

To achieve our mission and vision and promote and uphold our values we will:

- Provide a diverse, interesting, engaging and exciting curriculum that is distinctively and unmistakably Catholic, enabling the unique God-given talents, gifts and skills of each individual child to flourish.
- Set high expectations for the impact of our curriculum, teaching and learning in order to secure the best possible academic, social, moral, spiritual and cultural outcomes for each individual child.
- Provide a unique, Catholic curriculum in each of our schools that is tailored around each individual school and parish community.
- Provide a curriculum in all of our schools that actively celebrates and promotes diversity and equality, recognising and valuing the protected characteristics of each individual, created in the image and likeness of God.
- Develop our MAC-wide curriculum by working together, sharing best practice, sharing physical and human resources to benefit the pupils and students and enabling pupils and students to collaborate together, across the MAC, in the spirit of a Catholic family of schools.
- Monitor, evaluate and constantly improve our curriculum through stringent school level and MAC level accountability and support systems. We will support our schools to constantly improve the quality of provision offered to each individual.
- We will ensure that the curriculum in each of our schools is distinctively Catholic, deeply rooted in Catholic Social Teaching and the Catholic Schools Pupil Profile. We will support our schools through staff formation and spiritual development.

The Catholic Schools Pupil Profile

All of our schools live by and explicitly teach and promote the values of the Archdiocese of Birmingham's Catholic Schools Pupil Profile. These values are interwoven into the school curriculum at every level:

Children and young people In the Archdiocese are growing to be.....

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

Faith-filled in their beliefs and **hopeful** for the future.

Eloquent and **truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God In all things; and **wise** in the ways they use their learning for the common good.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better.

Intentional In the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set others.

Catholic Social Teaching

All of our schools are required to put Catholic Social Teaching at the heart of the curriculum in an age appropriate way. In our MAC we use a common resource to support our teaching of CST: Caritas in Action published by the Salford Diocese. This resource provides sample, adaptable units of work for all age groups covering Catholic Social Teaching:

Dignity

Since every person Is created in the likeness of God, they have an Inalienable dignity that should always be safeguarded. Human life Is sacred. We are called to treat every person and every creature with loving respect, seeing them as both a reflection of God and a mirror of ourselves. Having access to basic human rights such as the right food, shelter and education Is a fundamental requirement for living with dignity.

Solidarity

We are all responsible for each other. It Is a simple calculation: the world becomes a better place to live If we build a community where everyone can reach their full potential, through respect for each other's dignity, rights and responsibilities. As St John Paul II wrote, "We are all one family in the world" Catholic Social Teaching Is committed to solidarity among all peoples, but particularly with poor people, seeing the world through their eyes, and recognising the Interdependence of the human family. Solidarity Includes the persevering determination to work for the common good.

The Common Good

The good of each human person Is intimately related to the good of the whole community. When one is hurt, all are in pain. Our communities must allow everyone to participate in society and share in the goods of creation. This means all of society working together and leaving no-one behind, especially the poorest and most vulnerable.

The Option for the Poor

A basic moral principle for judging a fair society is the way in which it treats its most vulnerable members, whose needs should come first. Catholic Social Teaching requires us to combat poverty and promote the rights and dignity of poor and vulnerable people. The Church teaches that people are more important than assets, and employment is more important than capital. The economy, including the market, should serve the people and not the contrary. It should be oriented towards a fair distribution of resources, and not exploit the poorest.

Care for Creation and Nature

We believe that the earth and all its resources have been entrusted to us by God, who made us guardians of creation. Ensuring that nature is respected and managed sustainably for future generations is part of our Christian vocation. Since everything is interconnected, we cannot ensure the true development of the human person without caring for our common home. In 2015, Pope Francis crystallised Church teaching on creation in his letter '*Laudato Si'*'. He challenges all of us to consider how our actions are affecting the earth and the poor.

Peace

The Church teaches that peace is about positive action, not just the absence of war. It implies fair relations among people and between people and the environment. It can only come about in conditions of justice and solidarity. The human person cannot flourish without peace. Catholic Social Teaching promotes a culture of non-violence and encourages reconciliation and peaceful co-existence.

Dignity of Work and Participation

Church teaching upholds the dignity of work and participation. The human person should always come before the pursuit of profit. Workers have the right to join trade unions, to a just wage, to spend time with their families and to rest. Work is an essential part of our human dignity and everyone has the right to participate. Earning a living is essential to living with dignity. The Church teaches that individuals and communities must be allowed to participate in the decisions that affect their lives. Catholic Social Teaching advocates making sure the voice of the poorest is heard. Since we all have a duty to take part in society to promote a better world, our curriculum provides opportunities for pupils and students to campaign and lobby in solidarity with their sisters and brothers in need. Our curriculum provides opportunities for pupils and students to take practical action and be 'doers' not just 'thinkers.'

The purpose of the Catholic Curriculum in all of our schools

Our schools must provide a broad and balanced Catholic education which will help children and young people grow to their full God-given potential. The curriculum, ethos and culture must pay full regard to the formation of the whole person so that:

*'all may attain their **eternal destiny** and at the same time **promote the common good of society**. Children and young persons are therefore to be **cared for** in such a way that their **physical, moral and intellectual talents** may develop in a **harmonious manner**, so that they may attain a **greater sense of responsibility** and a **right use of freedom**, and be **formed to take an active part in social life**' Code of Canon Law, Canon 795.*

What we mean by curriculum:

Curriculum is a word which describes both the formal and informal learning which takes place in school.

'In a democratic society which prizes equality of opportunity, the curriculum should be based first and foremost on the knowledge we consider all young people should have access to and begin to acquire during their school years.....the curriculum – taught and untaught – represents the totality of the experience of the child within schooling'

(Mary Myatt, 2018)

As a Catholic Multi Academy, we are committed to providing a knowledge-rich curriculum to all of our learners where school leaders design a curriculum based upon the National Curriculum entitlement, our MAC values, Catholic Social Teaching and the Catholic Schools Pupil Profile **as a minimum**.

As a MAC we work collaboratively to design and resource our individual school curricula, sharing expertise and harnessing talent from within, and beyond the MAC, in order to drive high expectations of curriculum content, resourcing and pedagogy. We recognise that there are unique differences in the contexts of all of our schools and the communities and parishes which they serve and each school ensures that this is considered and the curriculum is designed accordingly to meet the needs of individual learners.

Our curriculum aspires to be:

- Evidence-informed
- Challenging
- Supported by effective assessment processes and procedures
- Sequenced so as to help children build schemas
- Taught to be remembered
- Designed to develop children's metacognitive knowledge and behaviours
- Broad – allowing for a wide-range of experiences and contexts
- Oracy focused to ensure pupils have access to a wide-ranging vocabulary
- Supported by evidence-informed professional development

Our 'un-taught' curriculum reflects our MAC values, Catholic Social Teaching and the Catholic Schools Pupil Profile by:

- Providing opportunities for pupils to benefit from the rich Catholic life of each school and the MAC as a whole
- Providing regular opportunities for prayer and liturgy
- Developing our children's spiritual, moral, social and cultural (SMSVC) knowledge and understanding, supporting children's social awareness and ensuring that they know how to make a positive contribution to school, parish. Local community and wider society.
- Supporting children's mental and physical health.
- Putting children's personal development at the heart of our work.
- Providing opportunities for creative and sporting pursuits to enhance our taught curriculum and develop individual talents.
- Ensuring that there are equal opportunities for all pupils.

Curriculum Aims

High quality teaching and rigorous assessment enables all children to access the breadth of the curriculum. The curriculum is inspiring, challenging, deep and broad. As a result, all children:

- Develop transformational knowledge and skills that take them beyond their experience.
- Strengthen their academic knowledge and cultural capital through the acquisition of a broad and rich vocabulary.
- Shape their knowledge and character to prepare them for their future adult life, so that they can make a positive impact upon society.
- Achieve outcomes that show progress, whatever their starting points.

Intent

Each school's curriculum is designed to provide wide-ranging experiences and contexts which allow our pupils and students to develop the skills and knowledge to allow them to become resilient, reflective and creative thinkers. The curriculum is underpinned by our MAC values. Through an engaging faith-based approach to learning, our children will be able to fulfil their God given potential and make a positive contribution to society. They will have the skills to make connections in what they have learnt, reflect, self-evaluate and develop a desire and fascination to learn as they go to their next stage of learning.

Implementation

Each school's curriculum has been designed to create a balance between the National Curriculum statutory requirements and a range of rich experiences which allow our pupils the opportunities to broaden their life and cultural experiences. Each schools' curriculum provides pupils and students with experiences and opportunities which best meet their learning and developmental needs. Through clear strategic planning, our curriculum provides not only memorable experiences but is rich in opportunities from which the children can learn and develop transferrable skills. The **progressive and sequential acquisition of knowledge** and the **sequenced development of skills** is carefully planned to create a purposeful and exciting learning journey for every pupil and student, ensuring that milestones are met at key stages throughout their education. Each schools' curriculum is designed so that the **subject specific knowledge and skills are taught progressively** and the **curriculum is sequenced** to help pupils and students **know more and remember more**. We use **clearly sequenced and assessment-driven planning** to deliver learning opportunities that develop a context and culturally rich learning environment, clearly developing links to other subjects. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils, with support from experienced staff members and external agencies so that all pupils are able to reach their full potential regardless of their starting point. We deliver our curriculum through Quality First Teaching, where:

- Staff have high expectations of themselves and all of the pupils and students.
- Teachers are expected to impart knowledge precisely, clearly and with enthusiasm.
- Teachers are expected to consider prior knowledge and experiences and to build upon this in a systematic way;
- Each lesson is a component within a sequence of lessons, with sharp objectives, leading to a clear composite outcome.
- Lessons ensure high levels of pupil and student engagement with their learning;
- Lessons ensure high levels of interaction for all pupils and students;
- There is appropriate use of teacher questioning, modelling and explaining;
- There is an emphasis on learning through dialogue, where teachers adapt their teaching to meet the individual needs of pupils and students
- There is an expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- There is regular use of encouragement and praise to motivate children.

Impact

Assessment for learning is used to assess the impact of the curriculum. This includes marking, discussions with pupils and students and end of unit tests and knowledge reviews. Assessments check on how well pupils and students have remembered and know key knowledge, skills and concepts as identified in each schools' individual curriculum plans. There are also three summative data points throughout the year. Termly Gap analysis, regular data reviews and pupil progress meetings are held in school led by the principal. There are also regular data meetings between the MAC Central Executive Team and individual school leaders. The MAC monitors the quality and effectiveness of the curriculum through regular visits, learning walks, deep dives, monitoring and review days led by the Primary School Improvement Leader (PSIL) and Secondary Executive Principal (SEP) together with a number of external consultants. Parents are invited to termly updates about their children's progress and attainment.

Reading

Across the MAC, all pupils are encouraged to read widely including both fiction and non-fiction in order to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading is taught through the English curriculum and reading within class will also be seen across all subject areas and include a wide variety of materials.

Reading in primary schools

In our primary schools reading skills are taught explicitly through reading lessons. Each class in our primary schools also enjoys a daily story time session with their teacher. It is important for children to be read to daily and for our staff to model and share a story with a real focus on children being immersed in a range of different genres and authors. Children are encouraged to read at home daily, as part of their homework tasks, and take one book home that matches their level of phonics knowledge plus a book to read with an adult. Each pupil has an individual reading record which is completed by parents and school staff. We also encourage our children to make recommendations to each other and be able to articulate their choices and preferences. We expect every child in each of our primary schools to be heard reading by a teacher or teaching assistant once per week. **We expect disadvantaged pupils, pupils in the lowest 20% of readers in each class and SEND pupils for whom reading is a weakness or target to be heard reading by a teacher or teaching assistant more than once per week.**

Reading in secondary schools

Our secondary schools have **four goals for reading**:

1. Increase reading for pleasure and purpose – build a reading culture across the schools

In our secondary schools we will achieve an embedded reading culture across the schools by providing a busy, vibrant library, for students to age appropriate borrow books; enhance parental engagement and support – promoting the importance of reading; keeping displays up to date, relevant and Inspirational; offering access to our facilities before, during and after school; providing student leadership opportunities; delivery of reading Interventions for those Identified students; provision of staff training; raising awareness of reading on social media, role modelling and development and implementation of programmes such as 'get caught reading'.

2. Increase the volume of daily reading

The expectation of daily reading will be achieved through reading a wide range of non-fiction in tutorial time – increasing student's knowledge of the world to support inference and understanding of texts; teachers modelling reading fluency, vocabulary exploration and comprehension; increasing the reading of fictional text in Key Stage 3 and wider reading in Sixth Form

3. Improve the reading ability of our struggling readers (especially the lowest 20%)

Engaging students through the practise of reciprocal reading with RADY and SEND students; ensuring all departments having an awareness of their weakest readers and use a range of strategies to support them; staff training and CPD; shared reading e.g. History/Geography/Art; delivery of interventions supported by EEF research

4. Upskill departments to support reading in subjects

Achieved through ongoing staff CPD (Calendared programme and weekly support); implementation of knowledge organisers; Glossaries; Common approaches to reading; explicit references pedagogical approaches in subject handbooks; the introduction of the 'Reading spotlight' for our lowest 20% and a departmental focus and monitoring (via Quality of Education reviews and monitoring programmes each half term)

Phonics in primary schools

Each of our schools follows a DFE approved systematic, synthetic phonics scheme from the Early Years Foundation Stage throughout KS1 and, where necessary, beyond. Each DFE approved scheme is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The schemes help all children learn to read fluently, and at a speed, so they can focus on developing their skills in comprehension, vocabulary and spellings. The Phonics programme is also then used to support pupils in KS2, where needed. Phonics sessions are expected to be taught each day with no exceptions, as the continuity and pace of each programme is key to accelerating the progress of children's reading development. Children are assessed during each session and a formal assessment is completed once per half term by the Phonics Coordinator (Early Reading Leader.) This checks individual children's ability to recognise and say each sound, to blend and to say real and nonsense (alien) words. Phonics groups can then be adjusted to ensure that children are at a similar stage.

Phonics in secondary schools

As a result of many of our Year 7 in-take having significantly low reading ages, both secondary schools now engage with the Ruth Miskin 'Fresh Start' programme. A joint training programme of identified staff in both settings took place in November 2022. Cohorts of between 20-30 students in each school have a planned target of intervention with the aim of delivering phonics each week for between 2-3 hours. This utilises time during registration and the normal curriculum.

Maths

Each school within the MAC follows the National Curriculum for Mathematics. The National Curriculum for Maths aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics through varied and frequent practice with complexity increasing over time.
- Develop conceptual understanding and ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically; follow a line of enquiry, conjecture relationships and generalisations.
- Develop an argument, justification and proof by using mathematical language.
- Problem solve by applying knowledge to a variety of routine and non-routine problems breaking down problems into simpler steps and persevering in answering

Primary Maths

Teachers follow the National Curriculum to ensure that Maths objectives are covered during their timetabled lessons. A wide range of published resources and schemes are also used to support the teaching of Maths, including in many of our schools 'White Rose' resources. Multiplication tables are a focus (within school and at home) for KS2 pupils and in KS1 number facts are taught and practised to support with this.

Secondary Maths

Teachers follow the Key Stage 3 national curriculum and have constructed Long-term and medium-term sequenced schemes of work that build the foundations prior to Key Stage 4 GCSE courses (Higher and Foundation). Students who are identified as needing additional intervention in Key Stage 3 have a programme led by the Maths department to close any gaps that exist. As students move into Key Stage 4, banding of students allows teachers to adapt to the needs of students and identify those students who have the mathematical ability to take the higher paper or those who need to secure a good or strong grade (4+) in the foundation paper. A number of maths interventions exist from Year 10 upwards. Utilisation of registrations (maths specialists taking Year 11 form groups) and utilisation of NTP funding to deliver maths specific top-up sessions in Year 11 after school are just two examples of the extra emphasis placed on maths in our secondary schools.

Early Years Foundation Stage

Our early years settings, across the MAC, follow the curriculum as outlined in the 2021 EYFS statutory framework. The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. **The prime areas are:**

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through **4 specific areas:**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the very youngest children are expected to focus strongly on the three prime areas. Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1 and beyond. The DFE resource 'Development Matters' is used in all of our schools to help inform curriculum planning.

British Values

Our MAC values, Catholic schools' pupil profile and Catholic Social Teaching all support the active promotion of fundamental British Values. These are:

- Democracy
- Rule of law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

Each schools' curriculum promotes British Values which include experiences to fulfil pupils' wider role in the diocesan, parish and local community through support for parish events, local community events, Food Bank and charity initiatives. Each school also participates in diocesan, parish and local community life, for example Masses and Church services, diocese-wide initiatives, musical festivals, PE Festivals, Holocaust memorial, national events such as World Book Day, National Science Week, Anti-bullying Week, Safer Internet Day and other charity events.

Parent (and Carer) Pledge

The Government White Paper (2022) entitled 'Opportunity for all: strong schools with great teachers for your child' includes 'The Parent Pledge' which is a promise from government, via schools, to families. The Parent Pledge states that any child who falls behind in English or Maths should receive timely and evidence-based support to enable them to reach their potential. Our MAC regards each of our pupils and students as a unique individual with strengths and needs in all subjects. Each teacher is committed to planning a responsive learning experience in their class which meets every child's needs, and that is both challenging and inspiring. Our teaching aims to always be of high quality, in all subjects. Children's attainment and progress is recorded and monitored regularly throughout the year. Therefore, we identify any children who have gaps in their English and/or Maths learning through summative (year group assessments and national statutory assessments), formative (marking) and through daily assessment for learning. We will support these pupils through:

- Adaptive teaching
- Scaffolding (adapting tasks)
- Pre-teaching (teaching key vocabulary or skills prior to the lesson)
- Resources (number squares, dictionary, key word charts)
- Learning walls, prompts and displays
- Vocabulary/word banks

- Small group teaching
- Adult support - National Tutoring Programme support
- Specific intervention programmes e.g. NELI (Nuffield Early Language Intervention)
- Pupil Premium Action Plans

This support will be communicated with parents and carers through reports and parent's evenings. These times would also be an opportunity for parents to raise any concerns with class teachers, although this can be done throughout the year at any point. If necessary support for pupils may become more formal and this will follow each schools' SEND / Inclusion Policy.

Key Curriculum Themes

| Theme | Key Strands | Useful Reading |
|--|--|--|
| How pupils and students learn | <ul style="list-style-type: none"> • Understanding the cognitive process • Pedagogy for teaching and learning | <p>Rosenshine (2012) Ten Principles of Instruction</p> <p>Sherrington (2019) Rosenshine's Principles in Action</p> <p>Sherrington & Caviglioli (2020) Teaching Walk Thrus Five-step guides to instructional coaching</p> |
| Learning environment | <ul style="list-style-type: none"> • Classroom culture • High expectations • Positive Behaviour & Relationships • Stimuli for learning | <p>Sherrington & Caviglioli (2020) Teaching WalkThrus Five-step guides to instructional coaching</p> <p>Coe et al ((2020) Great Teaching Toolkit</p> |
| Assessment | <ul style="list-style-type: none"> • Effective questioning • Responsive feedback • Live marking • Encourage and support further effort • Provide specific guidance on how to improve • Observation (particularly EYFS) | <p>EEF Teacher Feedback to Improve Pupil Learning Guidance Report (2021)</p> |
| Curriculum Knowledge and Design | <ul style="list-style-type: none"> • Knowledge rich • Coherent maps • Sequenced concepts in small steps • Subject progression • Secure subject knowledge | <p>Myatt & Tomsett (2022) Primary Huh</p> <p>Turner (2022) Simplicitus - The Interconnected Primary Curriculum & Effective Subject Leadership</p> <p>Sherrington & Caviglioli (2020) Teaching WalkThrus Five-step guides to instructional coaching</p> |
| Adaptive Teaching | <ul style="list-style-type: none"> • Understanding different needs e.g. SEND/EAL/G&T • Effective differentiation (different ways of achieving the same outcome) • Promoting mental-health and wellbeing | <p>Dix (2017) When the Adults Change, Everything Changes: Seismic shifts in school behaviour</p> <p>Dix (2021) After the Adults Change: Achievable Behaviour</p> |

Teaching and Learning

The main aim of teaching and learning within the MAC is:

- To teach the content of the entire curriculum in a way that inspires and challenges students to know more, know how to do more and remember more. Students learn most effectively when they connect new knowledge and skills to what they already know, and successfully retain that knowledge.

To achieve this, expert teaching involves:

- Challenge and inspiration
- Explanation
- Modelling
- Questioning
- Feedback
- Review - to develop long term memory
- Deliberate practise
- Positive and effective classroom relationships

Teaching & Learning across the MAC focuses on key pedagogical strategies to maximise learning potential (Appendix A). Through regular MAC, and internal school evidence-informed CPD, teachers have a good knowledge of Teaching & learning strategies and the curriculum. Teachers are able to reflect on their pupils and students knowledge and understanding regularly, identifying misconceptions accurately and providing clear, direct feedback through conversations with the children. The PSIL and SEP, School Principals, wider school leaders, subject leaders and MAC subject leads support pedagogical thinking and ensure that teachers have secure skills so they can adapt their teaching to suit all learners including those with SEN and Gifted children. Teaching and learning is monitored through school (and MAC) quality assurance processes involving a combination of lesson drop-ins, work sampling, pupil voice and assessment procedures. Peer coaching is being developed to support teachers in ensuring that they are using teaching strategies effectively in order to maximise learning potential. MAC reviews led by the PSIL/ SEP and external partners are also used to support this process.

Legislation and Guidance

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. This policy complies with our funding agreement and articles of association. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and Responsibilities

All Teachers & Teaching Staff

The curriculum is the responsibility of all teaching staff. Teachers are responsible for understanding, adapting and enacting the curriculum for their learners and are supported by the Principal and senior leaders, subject leaders (within school and the MAC) and the PSIL and SEP.

Board of Directors of SJBCA

The Directors will monitor the effectiveness of this policy, with the support of the Local Governing Bodies and hold each school principal to account for its implementation.

The Local Governing Body 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, science and (subject to providing the right to withdraw) religious education, 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

The Principal or Head of School

The Principal or Head of School 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 Directors and Local Governing Body
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The CET, Directors and Local Governing Body are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Directors and Local Governing Body are advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

Organisation and Planning

Each subject has a school-based subject leader, who takes responsibility for ensuring a clear progression of knowledge and skills across each year group and across the school. The roles of MAC-wide subject leaders are also being developed, these leaders will oversee their subject across the MAC to ensure consistency and drive for excellence.

The long-term plans work alongside subject knowledge and skills progression maps, which give an overview of the curriculum for each subject. To ensure clear sequences of learning, staff know the sequence of teaching in subjects throughout the school. This means that they know the prior learning their class will have had and how this moves forward and develops into subsequent years. Vocabulary is a key focus and is identified for each topic. Short and medium term plans map learning objectives. Expected outcomes are made explicit to provide a secure understanding of how the teaching and learning is going to work. Planning for each subject is overseen by the subject leaders within each school, along with MAC subject leads as these come into post, to ensure coverage, high expectations and progression of key knowledge and skills across a key stage and across the whole school. The curriculum plans and maps are reviewed and impact evaluated by the Principal or Head of School in order to ensure children will have the skills to make connections in what they have learnt, self-evaluate and develop an enthusiasm for learning as they move to the next stage. The curriculum includes regular retrieval and spaced-practice techniques to form durable, long-term memories of knowledge, expertise and understanding. This frequent and systematic revisiting is also designed to develop vocabulary, literacy and numeracy skills which are fundamental to all learning.

"If we are going to be sure all students have formed secure understanding, teachers should not assume that knowledge aired and shared in the public space of the classroom has been absorbed and learned by any individual"

(Sherrington 2019).

We are committed to providing opportunities for children to learn, develop and practise oracy skills in all areas of the curriculum. This will enable our pupils to be articulate and fluent speakers so that they confident to share their thoughts with others around them.

'The ability to speak eloquently, articulate ideas...and have confidence to express your views are vital skills that support success in learning and life in general.

(Gaunt & Stott, 2019).

We aim to embrace learning outside of the classroom as a method of offering a greater range of quality learning experiences and opportunities. These opportunities will improve and promote knowledge of the environment and sustainability; provide a rich curriculum; help children to develop life skills and promote mental health and wellbeing across the schools in the MAC. In varying the opportunities and approaches, we hope to enhance the skills and knowledge that the children have, making those crucial connections within their learning.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that all pupils can study and achieve in every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in each schools' SEND/ Inclusion policy and EAL policy /procedures.

Pupils with Special Educational Needs or Disabilities

The MAC is committed to providing an ethos, environment and culture that ensures and quality assures a high-quality curriculum for students with special educational needs and/or disabilities. The special educational needs and / or disabilities of each pupil or student are unique and these needs must be addressed individually and provided for in a wide variety of ways. We believe that all pupils and students, including those with special educational needs and/or disabilities, have an equal entitlement to a broad and balanced curriculum. Pupils and students with special educational needs and/or disabilities should be included in all aspects of the curriculum and school life. The MAC follows the agreed guidelines in the SEND Code of Practice. In order to identify, assess and provide effectively for pupils' and students' special educational needs and / or disabilities there should be the greatest possible degree of partnership between the pupil or student, staff at the school, parents or carers and other outside agencies. Our schools, in meeting the special educational needs and/or disabilities of pupils and students, will have full regard to the views of the parents or carers and the child.

All staff have a role to play in meeting the special educational needs of our pupils and students. The following factors all contribute to successful special needs education and it is the responsibility of all staff individually and collectively to bring them to fruition:

- An assurance that students with Special Educational Needs and / or Disabilities (SEND) receive effective provision so they make good progress in line with expectations and that they develop independence and confidence in all aspects of learning. This provision will be based on Quality First Teaching that includes effective adaptive teaching and, where appropriate, differentiation. This allows all students to access learning in a safe and happy environment, supplemented by effectively targeted interventions that are reviewed regularly.
- An assurance that parents/carers of students with Special Educational Needs and Disabilities are fully informed of their child's progress, support and interventions.
- A curriculum adapted to meet individual needs.
- Appropriate resources and equipment.
- Specialist teaching of basic skills.
- Some students with SEND may need an enhanced level of provision. Extra support, time and attention will be provided.

- A robust process for evaluating the effectiveness of interventions is in place.
- Positive environment and organisation.
- Positive attitudes.
- Working with parents or carers to ensure effective monitoring and reviewing of needs
- Identification and assessment procedures.
- Advice, support and training from specialist teachers and external agencies engaged in special educational needs and disabilities.
- To ensure all advice from external agencies is effectively responded to, acted upon and is considered in evaluating a student's provision.
- Understanding of special educational needs and disabilities, and their educational, social and personal implications.

Adapting the curriculum

Our individual schools' policies emphasise the requirements for all teachers to ensure that the curriculum is adapted and where necessary differentiated to meet the needs of all pupils' students so that they receive quality first teaching. This ensures the greatest possible degree of access for pupils and students with special educational needs to ensure that they can develop and make progress at their own level and are motivated to learn. By employing appropriate teaching and learning strategies, and by giving special consideration to curriculum delivery and resources, many pupils' and students' needs can be met in the classroom. In the methods of adaptation and where necessary differentiation all aspects of the learning process will need to be considered. There needs to be a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils and students. In secondary schools, many subject curricula's planning and adaptation / differentiation may be aided by the use of setting to enable personalised learning. In this way the curriculum content and pace of lessons can be adjusted appropriately. However, schemes of learning across all subject areas should include a range of resources and strategies to reflect the range of need within each class. Individual students will progress at different rates in different subject areas and so consideration of placement in a set must be made subject by subject.

Learning Support from Teaching Assistants

In addition to an adapted approach, students with SEND may require extra support to overcome their learning difficulties. The main focus of this learning support from Teaching Assistants will be provided within the mainstream classroom. It is the responsibility of the Principal / Head of School to allocate support across the curriculum. The allocation of Teaching Assistants to classes will depend both on pupil and student priorities – to meet the requirements of EHCP pupils and students and to meet the needs of other registered pupils and students at SEND support level; and subject priorities – where priority will be given to the core subjects of English, maths, Religious Education and Science and then to areas where students require the most help with reading, writing and conceptual understanding.

Disadvantaged Pupils

As a MAC have high aspirations and ambitions for all of our pupils and students and we firmly believe that no child should ever be left behind. We are determined to ensure that all of our pupils and students are given every chance to realise their full God-given potential.

High expectations and aspirations for everyone:

- Staff have the highest aspirations and expectations of all pupils and of themselves in terms of the quality of teaching and learning
- There are no excuses made for the underperformance of any group of pupils
- Staff have a solution-focused, 'can-do' approach to overcoming barriers that disadvantaged pupils face

Using assessment and assessment information (data) to ensure no child falls behind:

- Every school has a lead teacher responsible for leading, monitoring, evaluating and improving the provision for disadvantaged pupils. This teacher will analyse assessment data and information so they can lead on improving the quality of provision and outcomes for disadvantaged pupils.

Teaching and learning experiences are matched precisely to pupils' individual needs

- We will respond to and make use of research (such as the Education Endowment Fund) to support us in determining the strategies that will be most effective to meet the needs of disadvantaged pupils.
- All staff are aware of the needs of our disadvantaged pupils and students
- All disadvantaged children benefit from the funding, not just those who are underperforming

Continuous school improvement:

- We will continue to ensure that all children across the MAC consistently receive consistently good or better teaching and learning using our MAC School Improvement Strategy to: • Set high expectations
- Address any within-school or cross MAC weaknesses or gaps in pupils' attainment or progress rates
- Ensure consistent implementation of the non-negotiables, e.g. hearing disadvantaged pupils read more than once every week
- Share good practice within the MAC and draw on external expertise
- Provide high quality CPD
- Improve the accuracy of assessment through joint moderation T
- Improve attendance and punctuality
- Enhance transition with pre-school providers and at the point of secondary transition **Individual**

Support:

- Tailor interventions and adaptive teaching to the needs of the child
- Analyse the individual needs of each child and identify their barriers to learning
- Ensure teaching assistants and class teachers communicate regularly about the progress of disadvantaged pupils
- Match the skills of our staff to the interventions they provide
- Work with other agencies to provide the best possible support
- Provide for parents and carers so they can help with their child's learning

MAC-wide strategy: Pupil Premium First

The Pupil Premium First Strategy must be applied in every classroom and group setting right across our MAC, from Nursery right through to Year 13. It is a '3 to 19' strategy. This simple strategy addresses disadvantages by providing additional advantages for pupils and students in an easy to deliver way:

- Disadvantaged pupils will be given the opportunity to ask or answer questions FIRST.
- Teaching assistants will provide support to disadvantaged pupils FIRST.
- When sending pupils and students to independent work, teachers and teaching assistants will check on disadvantaged pupils' understanding of the task FIRST
- During the lesson, disadvantaged pupils' understanding will be checked on FIRST
- Disadvantaged pupils' books will be marked FIRST so that misconceptions and gaps in knowledge can be addressed rapidly
- Disadvantaged pupils will be given FIRST priority for places in extra curricular clubs

Principals, school leaders and the PSIL and SEP must monitor the implementation of the PP FIRST strategy when undertaking learning walks, deep dives and other monitoring activities.

Monitoring Arrangements

The SJBCA Board of Directors, through the Local Governing Body, monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Reports from the PSIL / SEP to the Director's Education, Pay and HR Committee.
- Principal's Reports
- Meetings with the Principal or Head of School, school leaders, subject leaders
- Visits into the school for focused curriculum visits
- Monitoring of outcomes / test results

Subject Coordinators monitor the way their subject is taught within each school, through:

- Pupil voice feedback
- Planning and book moderation
- Monitoring and assessment at school and MAC level including data outcomes
- Parent survey and engagement
- Learning walks

- Lesson drop-ins Subject coordinators also have responsibility for monitoring the way in which resources are stored and managed.

Monitoring and Review

This policy will be reviewed annually by the Board of Directors

Links to other MAC / Individual school policies

This policy links to the following policies and procedures:

- SEND and Inclusion Policy
- SMSC Policy
- Relationships and Sex Education Policy
- Mental Health and Wellbeing Policy
- Equality and Diversity Policy
- SJBCA Behaviour Policy

Appendix A

PEDAGOGICAL PRINCIPLES TO SUPPORT TEACHING & LEARNING

Students learn most effectively when they connect new knowledge and skills to what they already know, and successfully retain that new knowledge.

To achieve this, effective teaching involves the following:

- Challenge and inspiration
- Explanation
- Modelling
- Questioning
- Feedback
- Deliberate practice
- Positive and effective classroom climate and relationships
- Developing long term memory

| Principles | Active Ingredients | Description | Research | Area | Agreed Terminology | Notes |
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| Increase helpful challenge | Cognitive challenge is embedded in the curriculum and lessons | Willingham's definition 'Memory is the residue of thought' means we remember what we think about. Curriculum choices and tasks should challenge students to think hard about the things we want them to remember. In other words, it should aim to impose germane cognitive load: thinking devoted to the processing, construction and automation of schemas. Lessons that do not impose genuine challenge are less likely to help students retain information. | Willingham (2009) Why Don't Students Like School Sweller (1988) Cognitive load during problem solving: Effects on learning | Lesson/ curriculum design | <ul style="list-style-type: none"> • Learning outcome | <ul style="list-style-type: none"> • Learning plans will clearly display the learning outcome of the lesson. This will be linked to the national curriculum/subject specification where appropriate. |

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| Reduce unhelpful challenge | Teachers aim to identify and reduce unhelpful challenge | Building on the point about challenge above, it is possible to create an unhelpful level of challenge: challenge that actually impedes learning. Poorly designed instructional materials – materials that are confusing, distracting or irrelevant – impose this kind of unhelpful challenge (called 'extraneous cognitive load'). The curriculum can help to reduce extraneous cognitive load by clarifying key concepts. | Sweller (1988) Cognitive load during problem solving: Effects on learning | Lesson/ curriculum design | <ul style="list-style-type: none"> • Learning outcome • Key concepts | <ul style="list-style-type: none"> • Learning plans will clearly display the learning outcome of the lesson. This will be linked to the national curriculum/subject specification where appropriate. This is shared with learners at the beginning of a lesson/sequence of lessons. • Use of key concepts |
| Explicit instruction | Teacher explanations are purposeful, clear and unambiguous | Explicit instruction is not 'lecturing' or 'excessive teacher talk'. It involves planned teacher explanations, extensive practice, and independent work. Commonly explicit instruction includes: <ul style="list-style-type: none"> • teaching skills and concepts in small steps; • using examples and non-examples; • using clear and unambiguous language; • anticipating and planning for common misconceptions; and • highlighting essential content and removing distracting information. | Rosenshine (2012) Ten Principles of Instruction EEF SEN in Mainstream Schools guidance report (2021) Allison and Tharby (2015) Making Every Lesson Count Kirschner et al. (2006) Why Minimal Guidance During | | | |

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| | | Rosenshine's Principles of Instruction is a popular approach. | Instruction Does Not Work | | | |
| Scaffolding, worked examples and concrete examples | | A worked example is a step-by-step demonstration of how to perform a task or solve a problem. This guidance - or scaffolding - can be gradually removed in subsequent problems so that students are required to complete more problem steps independently. Teachers can alternate concrete examples (e.g., word problems) and abstract representations (e.g., mathematical formulas) to help students recognise the underlying structure of problems. | Deans for Impact (2015) The Science of Learning Rosenshine (2012) Ten Principles of Instruction The EEF Guide to Supporting School Planning: a Tiered Approach (2021) | | | |
| Modelling | Students are explicitly taught how to learn. | Modelling should be used to make implicit, expert thinking explicit. EEF Metacognition guidance report: 'Teachers should verbalise their metacognitive thinking ("What do I know about problems like this? What ways of solving them have I used before?") as they approach and work through a task.' | EEF Metacognition and Self-Regulated Learning guidance report (2018) – see Recommendation 3 for a modelling framework | Modelling and instructional strategies | <ul style="list-style-type: none"> My Turn/Your Turn (MTYT) and I Do, We Do, You Do). Key vocabulary | <ul style="list-style-type: none"> Used to describe the stages that can be used when modelling a process. Language required to access the curriculum. |

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| Deliberate practice | Purposeful practice | It is recommended that deliberate practice includes: <ul style="list-style-type: none"> highly structured activities explicitly directed at improvement of performance in a particular domain working at the edge of competency specific informative feedback rigorous skills assessment Building comfort level and confidence levels in students Spacing practice over time | Didau and Rose (2016) What every teacher needs to know about... psychology. | Deliberate practice | | |
| Questioning | Teachers and students ask questions to: <ul style="list-style-type: none"> assess understanding and the effectiveness of instruction, practice retrieval, develop understanding challenge and extend learning promote metacognitive thinking, | <p>Ask a large number of questions and check the responses of all students (Show Me)</p> <p>Ask questions which focus on the salient elements in the lesson; avoid questioning students about extraneous matters.</p> <p>Ask 'why' and 'how' questions so that students elaborate on existing knowledge</p> <p>Depending on the stage of instruction, questions can focus on lower cognitive levels (recall questions) and higher cognitive levels (questions that require students to manipulate previously learnt material).</p> | Rosenshine (2012) Ten Principles of Instruction | Questioning | <ul style="list-style-type: none"> Cold call No Opt-Out Right is Right | <ul style="list-style-type: none"> The teacher strategically chooses which student answers questions rather than taking hands up. (TLAC terminology, also known as no hands up). Teachers use No Opt-Out to respond to pupils. Students always have to answer a question (although sometimes this will be after they have heard a model answer from the teacher or another student). Teachers do not accept part or weak answers but work with pupils so they |

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| | | | | | <ul style="list-style-type: none"> • Rounding up • Hinge questions • Show me | <p>can give fully correct answers.</p> <ul style="list-style-type: none"> • They avoid Rounding Up: Rounding up is when a teacher adds detail to a student's answer. It is something to avoid. • A diagnostic question that you ask your students when you reach the point in the lesson when you need to check if pupils are ready to move on (the hinge). • Responses to the question will give information evidence about what the teacher and students need to do next. Whole class questioning technique where pupils respond to a question by writing an answer and then revealing simultaneously. Commonly performed with mini-pupil whiteboards. |
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| Feedback | Feedback should aim towards (and be capable of producing) improvement in students' learning | <p>(From the EEF's Teaching and Learning Toolkit):</p> <p>Effective feedback tends to:</p> <ul style="list-style-type: none"> • be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); • compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y..."); • encourage and support further effort; • be given sparingly so that it is meaningful; • provide specific guidance on how to improve and not just tell students when they are wrong; • be supported with effective professional development for teachers. | EEF Teaching and Learning Toolkit | Feedback | <ul style="list-style-type: none"> • Responsive feedback & Live marking | <ul style="list-style-type: none"> • This is done through effective circulation of the class. Aim to give individual feedback to a smaller number of students each lesson and be prepared to stop the class to feedback and address any common misconceptions. |
| Self-testing and Retrieval practice | <p>Lessons provide opportunities for recalling information.</p> <p>The testing effect is used to help pupils store</p> | <p>For ideas about ways to implement retrieval practice - Tom Sherrington. 10 Techniques for Retrieval Practice – teacherhead</p> | <p>Sherrington (2019)</p> <p>Rosenshine's Principles in Action</p> <p>Jones (2019)</p> | Assessment and recall | <ul style="list-style-type: none"> • Low stakes quiz | <p>Low stakes quizzes should be:</p> <ul style="list-style-type: none"> • Delivered in quiz/assessment style conditions (so they are the student's own work) • Framed with low stakes language to explain the assessments to pupils: For |

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| | <p>knowledge in long term memory.</p> <p>Note: the terms are often used synonymously, though retrieval practice is perhaps the better term since it more accurately describes the process.</p> | | <p>Retrieval Practice Research & Resources for every Classroom</p> <p>Dunlosky et al. (2013) Improving Students' Learning with Effective Learning Techniques</p> | | <p>example: 'Its just a bit more practice', 'Its' so we know what to teach you next', 'we want to see how successful our teaching has been', 'we are testing our teaching, not your ability', 'it doesn't matter if it goes a bit wrong' etc...</p> <ul style="list-style-type: none"> Designed to be fast to mark (so that pupils get fast feedback) Designed to provide feedback to teachers (to inform the planning of future teaching) |
| Spaced practice | <p>Teachers implement a schedule of practice that spreads out study activities over time.</p> | <p>Students often "mass" their study—in other words, teachers/they cram before assessments. But distributing learning over time is much more effective. Longer intervals are generally more effective: 'Long delays between study periods are ideal to retain fundamental concepts that form the basis for advanced knowledge.' (Dunlosky et al 2013)</p> | <p>Dunlosky et al. (2013)</p> | | <ul style="list-style-type: none"> The idea that practising a particular skill or retrieving particular information is more effective when spread over time, rather than repeated sequentially over a short time period |

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| Dual-coding | <p>Combine words with visuals.</p> <p>(Firstly, we remember pictures better than words. Secondly, we process verbal and visual information through separate channels - hence it is 'dual coded'. Providing information in two formats increases the chance of recall.)</p> | <p>Dual coding is especially helpful for novice learners.</p> <p>Dual coding can help to make schema explicit - and show where new information belongs in an existing schema.</p> <p>Timelines, graphic organisers, diagrams, cartoon strips and infographics are commonly used examples of dual coding.</p> | <p>Caviglioli (2019) Dual Coding with Teachers</p> | | <ul style="list-style-type: none"> Dual coding is not visuals for the sake of visuals. Poorly chosen or unnecessary visuals (or words) will increase extraneous cognitive load, impeding learning. |
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