



Curriculum, Teaching & Learning Policy

Part of the Quality of Education Suite of Policies

Committee Responsible:	Curriculum and Achievement
Reviewed by:	K Robinson
Review Date:	June 2023
Approved by Committee:	13 th June 2023
Next Review Date:	June 2024

Curriculum statement

Intent

At Bentley Wood, we have the highest expectations for all students to achieve their best, we achieve this through a highly ambitious carefully sequenced curriculum, delivered from Year 7 to 13. This is based on gaining knowledge and skills that enable all students to achieve and succeed in their future education and employment and underpinned by our CARE values; Communication, Achievement, Respect, Empathy.

Our curriculum reflects and covers the national curriculum and external qualifications, and goes beyond preparing students for exams and tests. Students are well prepared for life in modern Britain and are aware of how they can make a positive contribution to society and understand their local community.

The broad and balanced curriculum provides all students the opportunity to study and achieve well and to develop as confident young women:

- all students are enabled to develop their literacy, numeracy and oracy skills, at an appropriately challenging level, in all subjects across the curriculum
- reading is included as a continuous skill development across all key stages for students of all abilities
- students' oracy skills are developed to enable them to confidently speak and listen
- time is provided for students to practice what they know and deepen their understanding
- intellectual curiosity and artistic appreciation is interwoven across all subjects
- spiritual; moral, social, cultural and physical development are central to our curriculum as part of developing the whole person

Years 7 -11

Students study a broad range of subjects from years 7-11, starting with full coverage of the National curriculum in years 7 and 8 and moving onto a full EBacc style curriculum in Years 9, 10 and 11. In addition to the core subjects of English, mathematics, science, P.E. and R.E., all students are able to study: art; computing; drama; geography; history; a range of modern languages, music and three technology subjects. At KS4 we add business, Economics, Latin, Health and Social Care and psychology as part of our provision. We are an inclusive community. All students have access to a full GCSE/BTEC curriculum.

We ensure breadth and balance is maintained with GCSE choices and give every student the opportunity to develop their passion and interests as they grow.. All students continue to study the core subjects and select each of the following: a modern foreign language (French, German or Spanish); humanity (geography or history) and a creative subject (art, drama, music, technology). Students then select their own subject choice. The percentage of students studying the EBacc is high, in the top 2% nationally, and students achieve well. Creative and practical subjects continue to be popular at KS4.

Years 12 & 13

At KS5 A level students select four AS levels from over 14 subjects in year 12. This enables them to make an informed choice about the 3 or 4 subjects they want to continue to A2 in year 13. Level 3 BTEC Health and Social Care is offered as a vocational route.

All students have a weekly PSHE curriculum program which includes age appropriate RSE lessons.

Implementation

The curriculum provides a framework for teaching students in school. The overall purpose is to:

- provide parity for all groups of students
- engage students promoting their curiosity and intuitiveness to learn and apply their knowledge and skills in different contexts
- provide students with a rich and detailed understanding of each subject
- challenge all groups of students

At Bentley Wood, we all recognise our responsibility of teaching students well through our curriculum. Teachers reflect carefully about how to share their subject knowledge through clearly presented materials that engage and inspire discussion. Lessons are appropriately scaffolded to ensure that all students can achieve the highest standards.

The curriculum in each subject area is sequenced to ensure that students are able to recall prior knowledge and build upon this making connection within and across subjects. Students will revisit previous learning and be able to show their understanding through activities which require application of prior knowledge. Skills for future learning and employment e.g. team work, listening and speaking, are developed in all areas of the curriculum.

Assessment is at the centre of an effective curriculum. Teachers regularly check work and address misconceptions and gaps in learning to ensure all students' learning needs are met. They direct students to the next steps in their learning through written and oral feedback.

Students complete homework tasks that reinforce the skills and activities already experienced and prepare them for the next steps in their learning.

We support students with our library, which is open from 8am until 5.30pm during the week and on Saturday between 9am and 2pm.

We extend our curriculum further with a rich programme of experiences through trips, additional activities and clubs. There are a wide range of sports teams and clubs linked with subjects like science club and senior and junior choir. Other activities add depth to the curriculum such as debating, mindfulness and digital leading. Weekend and evening pursuits including university access courses, lectures, theatre visits and the Duke of Edinburgh Award. Many trips and visits are organised to support and add breadth to the curriculum such as geography field trips, the A level physics visit to Cerne in Switzerland and the MFL / history trips to Spain and Germany.

We are fully committed and able to deliver all aspects of our curriculum in school in our classrooms and through a virtual platform if needed.

Impact

The effectiveness and delivery of our curriculum is reviewed through our half termly monitoring, evaluation and review (MER) system. (See Appendix C).

- all groups of students are able to access the curriculum
- students contribute positively to their learning
- students learn well within and beyond the classroom; attendance/participation in enrichment activities is high

- high rates of progress are delivered by the school for students of all abilities and backgrounds
- students' progress to their next stage confidently and show commitment to lifelong learning
- students develop respect for each other and members of the community and have an understanding of how to stay healthy and safe
- student focus groups consistently feedback about how much they value their teachers

The curriculum will be supported by appropriate continuing professional development for teachers, and the school will endeavour to make available appropriate resources to support effective learning and teaching.

Monitoring Evaluation Review (MER)

The effectiveness and delivery of our ambitious curriculum is reviewed through our half termly monitoring, evaluation and review (MER) cycle. There are two MER structures, 1) HOY/Pastoral and 2) HOD/Academic. This allows us to measure the impact of our curriculum intent. Ensuring no groups of students are missing out on a broad, balanced, well thought through and delivered curriculum. Middle and senior leaders have clear roles to jointly lead and support their pastoral and departmental teams at all stages in the process. Activities are designed to challenge and enable consistency, celebrate good practice and firmly establish a school held belief that we all should have the very highest expectations for all our students. (See Appendix C for overview).

Observing Teaching

This is an entitlement for teachers, helping to support their professional development as well as for appraisal purposes enabling them to demonstrate and explore good practice. Senior and middle leaders are accountable for the quality of learning and teaching in the school and undertake regular observations to inform the process of self-evaluation. Individual lesson observations are carried out within a culture of professional dialogue about learning and teaching whatever the purpose or focus

Learning visits

Learning Visits are also a part of our evaluation process. These are shorter, less formal forms of observations for purposes such as monitoring students and the progress of different groups. These learning walks would be for less than half the lesson and teacher performance would not be recorded. Learning visits may be at any time:

- For purposes of action research which will be announced at the briefing;
- School review periods there will be a specific focus;
- HODS/HOYS will arrange their own.

Student Focus Group/questionnaire

We believe that all students are entitled to contribute actively in shaping their educational experience they and their fellow students receive. Through our MER focus groups are used to evaluate their learning experience. Our students and school council support our ethos that students are empowered to give their opinions and suggestions on an open, honest, secure

yet constructive way. Student focus groups should be a cross section of a class of year group to gauge a wide variety of views.

Work Scrutiny

Students' books/work will be scrutinised to help gauge the quality of teaching, learning and progress over time preferably with the student so that a full understanding of their learning is provided in context.

Peer Observations

This is carried out on an informal basis staff are encouraged to observe each other in order to develop their own practice. Peer observations are jointly agreed by teachers and usually have a specific focus.

Responsibilities

Governing Body:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Ensuring enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Responsibilities of the Headteacher and Senior Leadership Team:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- Manage requests to withdraw children from curriculum subjects, where appropriate
- Ensures the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- Ensures the governing board is 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 SEN

Responsibilities of Head of Department and responsibility holders within the department:

- To ensure their subject curriculum reflects the whole school curriculum intent, implementation and impact stated earlier in the policy.
- To follow the curriculum planning expectations set and agreed by senior and middle leaders (Appendix A)
- To lead their teams on the implementation of an ambitious inclusive curriculum
- To measure the impact of their curriculum and ensure it meets the needs of all students
- To resource their departments curriculum creatively and effectively
- To review and update documents with their teams at appropriate times through the departments MER cycle and as a response to examination analysis.
- To ensure teachers have access to subject specific continual professional development.

Responsibilities of Head of Year / Deputy Head of Year:

- To monitor the implementation and impact of the curriculum across subjects as part of the MER cycle and exam analysis.
- To provide feedback to SLG and Heads of Department where appropriate to support the further development and implementation of the curriculum.
- To ensure the PSHE/RSE curriculum reflects the whole school curriculum intent, implementation and impact stated earlier in the policy.
- To follow the curriculum planning expectations set and agreed by senior and middle leaders for PSHE/RSE
- To lead their teams on the implementation of an ambitious inclusive PSHE/RSE curriculum
- To measure the impact of the PSHE/RSE curriculum and ensure it meets the needs of all students
- To resource their PSHE/RSE curriculum creatively and effectively
- To ensure teachers have access to PSHE/RSE specific continual professional development.
- To review and update documents with their teams at appropriate times through the pastoral MER cycles.

Responsibilities of the class teacher:

- To be fully skilled and informed to deliver their department curriculum effectively
- To ensure they follow all the schedules maintaining consistency across the team
- To feedback and develop the curriculum with their teams

Responsibilities of the parent carer:

- To take an interest in all aspects of the school curriculum and positively encourage full commitment to the curriculum on offer

Responsibilities of the student:

- To engage fully in all aspects of the school curriculum

Important documents to refer to:

This policy should be read in conjunction with:

- Careers Guidance and Inspiration policy
- Relationships and Sex Education Policy
- Learning and Teaching Policy
- Assessment Policy
- British Values Policy
- EAL Policy
- Feedback and Marking Policy
- Homework Policy
- SMSC policy
- Curriculum Website documents
- Curriculum Plan – Key Stage 3 to 5
- Planning for curriculum change
- Year 7 welcome pack
- KS4 GCSE selection booklet
- Bentley Wood 6th form prospectus
- Harrow Collegiate 6th Form Brochure
- School Improvement Plan- MER schedule
- OFSTED research document: An investigation into how to assess the quality of education through curriculum intent, implementation and impact

Appendix A: Levels of curriculum planning

Short term: Schemes of learning

- What do we mean by a short-term plan?
- *Lesson by lesson plan for a unit of learning*

- Expectations
Short term planning includes
- lesson intent & success criteria
 - stretch & challenge- teaching to the top & scaffolding down
 - pedagogy planning
 - explicit teaching of memory-techniques
 - teaching key words/technical terms
 - addressing misconceptions
 - specific reading opportunities
- Each lesson/SOL available on the shared drive within a separate folder*

- What is the purpose of short term plans?
- *evidence of an ambitious curriculum being implemented*
 - *supports collaborative planning and reduces workload*
 - *supports induction and subject specific CPD*

Medium term: Term/half term

- What do we mean by a medium term plan?
- *A coherent plan that outlines the sequence of learning across a half term/term*

- Expectations
Medium term planning includes:
- An overview of the unit with skills and knowledge to be developed
 - Key topics identified with clear intent linked to SOLs
 - Evidence of interleaving across the term
 - Clear planning of stretch & challenge with scaffolding for SEND
 - homework
 - reading
 - assessment and follow up plans
 - character development opportunities
 - enrichment

- What is the purpose of medium term plans?
- *evidence of a well-planned ambitious curriculum*
 - *supports joint departmental planning / subject specific CPD*
 - *supports induction*
 - *ensures consistency for a team to keep on track with their teaching*
 - *shows clearly when to assess*
 - *supports student and teachers in preparing for formal assessments*

Long term: Key Stage

- What do we mean by a long - term plan?
- *A plan that shows an aspirational curriculum progression across a key stage*

- Expectations:
Long term planning includes:
- overview of the course clearly demonstrates how knowledge and skills are developed coherently across a key stage
 - shows how interleaving of topics will be planned
 - planned assessments
 - enrichment mapping
 - links to careers/ advice
 - homework intentions
 - references to syllabus
 - promoting CARE values

- What role do the long term plans play?
- *demonstrates how skills are developed across the key stage*
 - *supports the review of the implementation of the curriculum*
 - *departments can plan coherently how skills and knowledge will be interleaved between topics over time*
 - *links between concepts can be seen across a key stage*
 - *features on the school website – parent and student friendly language*

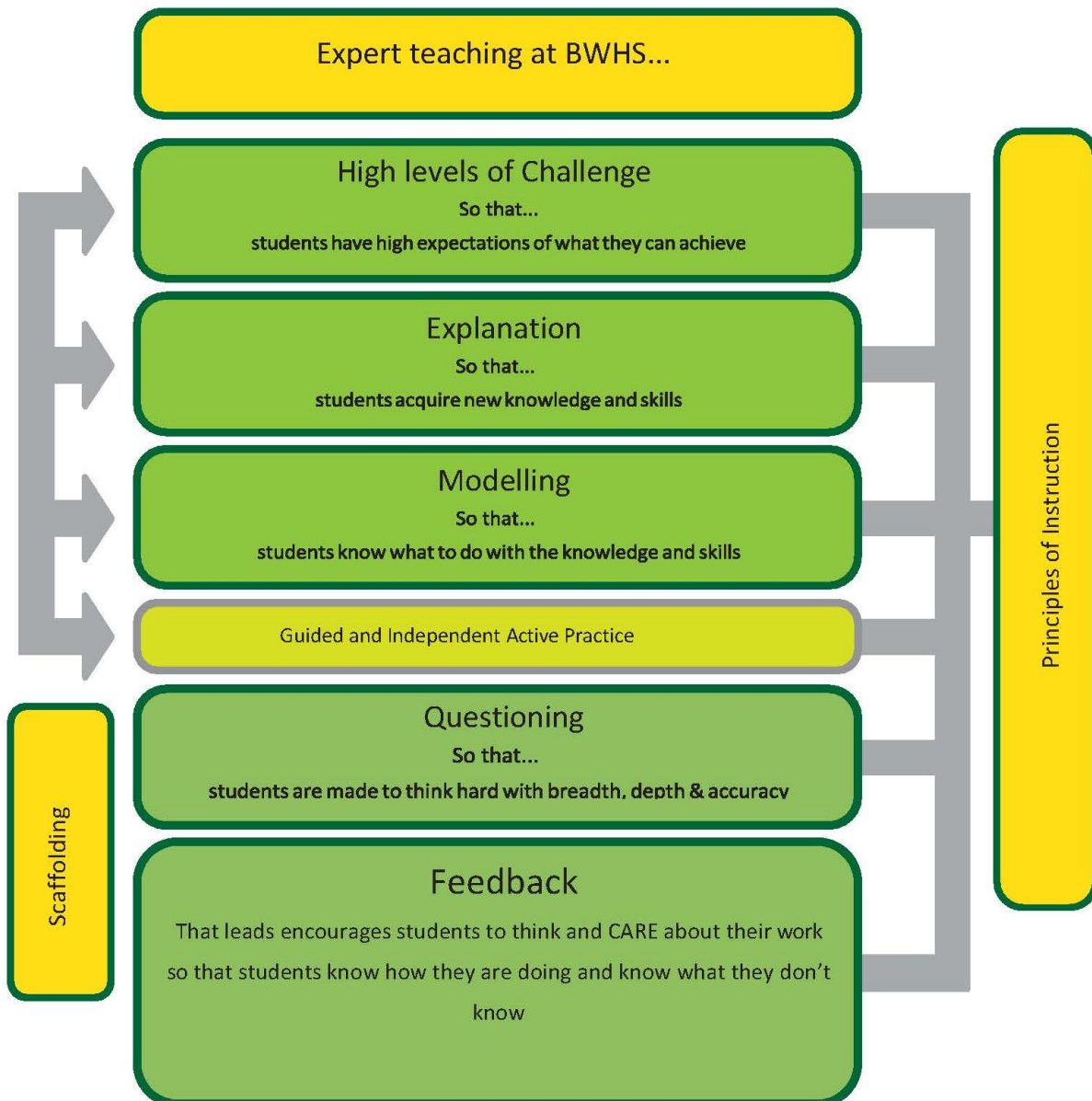
Curriculum map: Parent/Student

- What do we mean by a curriculum map?
- *A plan that show the 'learning journey' of a student from KS2-5 within that subject*

- Expectations:
Curriculum mapping includes:
- an overview demonstrating elements of progressions from one key stage to another
 - clearly demonstrates how knowledge and skills are developed coherently between key stages
 - enrichment opportunities

- What role does a curriculum map play?
- *shows how key skills and knowledge will be built, consolidated and developed between key stages*
 - *features on the school website – parent and student friendly language*

Appendix B: Curriculum Delivery



High Level Challenge

Appropriate challenge ensures that students have high expectations of what they can achieve. Challenge is not just about more work or new learning. Challenge is what students do with the facts once they have them, linking them in different ways to broaden and deepen their understanding of a topic. Learning happens when people have to think hard. (Coe, 2013) There should be episodes in every lesson where students are asked to think hard. This helps them to remember and to be more engaged.

Explanation

We need our students to engage in what is happening within the classroom. Explanation means that ‘they will be thinking about that we want them to think about’ and therefore learning is more likely to take place. Lessons should get off to a flying start, with students purposeful from the beginning.

Modelling

Once information has been explained to students, they need to know what to do with it. The best way for students to see what to do is for an expert to model the process. The emphasis of the modelling stage is on building procedural knowledge

Guided & Independent Active Practice

Students will be working most independently of the teacher. Students should be completing activities that have been carefully designed to allow application of skills and knowledge. Active practice is designed to develop the thinking process rather than be a repeated mechanical activity. Teachers actively engage with individuals to address misconceptions. Teachers encourage metacognition to develop independent learning and independent learners.

Effective questioning

Questioning is a key part of what takes place in the classroom and should be planned within the curriculum. Effective questioning can spark discussion, assess current performance and provide deeper levels of challenge. Through expert questioning, we can equip our students to think more effectively and can inspire them to think hard. Effective questioning can also ensure that students are accurately using subject specific language within their answers. Skilled questioning can be used to assess current performance and unearth misconceptions. Skilled questioning requires excellent subject knowledge in order to address misconceptions and common misunderstandings, both within lessons as they arise, and before they arise, through our planning. Effective questioning can include use of strategies like Bloom’s taxonomy, Socratic questioning, and so forth.

Feedback

Effective feedback is crucial in order to determine the next steps a student needs to take and in communicating these appropriately. Sound marking and feedback driven metacognition promotes self-regulation, so students work on gaps in their knowledge and skills boosting confidence and independence.

Homework

- Set challenging homework in line with our policy, that consolidates learning, deepens understanding and prepares students for the work to come
- Implement consistently the schools 3-part homework strategy
- Provide enrichment opportunities to all
- Support students who fall behind and enable them to catch up

We expect every teacher at Bentley Wood to engage in their own professional learning. We believe that the best educators are the best learners. We therefore expect staff to be engaged with their own professional learning seeking, to improve their subject knowledge, as well as pedagogical approaches.

Best Practice: High-Quality Teaching/Pedagogy/Education Research

'Every teacher needs to improve, not because they are not good enough, but because they can be even better' Dylan Wiliam

In order to embed and secure the students' learning, teachers aim to use effective pedagogy in their teaching. This means pedagogy informed by research. We encourage staff to engage with education research, and we promote research-informed practice through classroom displays, staff CPD, reading groups, Wise Thoughts, School Improvement Groups, and other channels. In lessons at Bentley Wood we encourage use of research-informed strategies such as, but not limited to, the following:

Retrieval practice	Concrete examples
Spaced practice	Elaboration
Dual coding	Metacognition
Interleaving	'Thinking hard' episodes of challenge

APPENDIX C MER OVERVIEW

<p>MER OVERVIEW</p> <p>The Monitoring, Evaluation, and Review brings together the key findings, conclusions, and action points from the systematic activities to carry out the process into a consolidated and easily understandable format. Structured half termly plan added to Departmental/Pastoral agenda meetings mirroring the school and assessment calendar with links to MER OneNote.</p> <p>It helps to gain insights into the performance, effectiveness, and impact of our curriculum via common MS Forms for Learning walks, Student focus groups and Book scrutiny (following GTTK templates) Feedback of SLG activities accessible to HODs/HOYs in shared folder and OneNote document.</p> <p>The summary MER OneNote is updated over the HT as activities are completed or curriculum aspects are reviewed. It may include data on progress against targets, evaluation results, learning walks comments, examples of best practices, challenges faced, and recommendations for future actions.</p>	<p>Pastoral</p> <p>The pastoral MER activities look specifically at each year group and understanding the needs of the individuals such as assessments vs targets, tutor time activities and enrichment opportunities. Successes of individuals and groups are celebrated and evidenced and those students that need support can be actioned effectively.</p>	<p>Curriculum</p> <p>Using the review activities HODs/ department leaders and attached SLG establish if the curriculum intent is being implemented consistently and meeting the needs of all groups of students focusing on:</p> <ul style="list-style-type: none"> • Knowledge of students and use of data to inform planning • Curriculum delivery and subject knowledge • Memory recall, challenge and thinking hard • Learning environment and engagement • Assessment and dedicated improvement and review activities • 3-part homework (Consolidation, application and preparation) <p>Cross-curricular approach on second cycle of each Half Term plan</p>
<p>MER</p>		
<p>Summer term 1</p> <p>Important dates</p> <p>Academic Who are the top achievers from Assessment 1 (recognition)?</p> <p>Who are the top students identified for immediate intervention/catch up – Action points for each student</p> <p>Attendance Attendance tracker – place link here</p> <p>Top students with lowest attendance – what strategies are in place</p> <p>Punctuality Punctuality trackers – place link here</p> <p>Top students with lowest punctuality – What action points will be in place?</p> <p>Achievement Which students are getting the most achievement points and CARE points – how is this being recognised?</p> <p>Which students are accumulating too many green slips – what strategies are in place?</p> <p>Targeted students Any key concerns of students and what strategies are in place?</p> <p>PSHE/active tutoring Feedback on learning walks Books scrutiny Student focus groups</p> <p>Enrichment Personal development, enrichment and involvement in clubs- How is this being promoted/monitored/used to develop the character and wellbeing of students?</p> <p>Pastoral meeting notes link</p> <p>SLG/HOY meeting minutes link</p>	<p>Autumn 2</p> <p>Deadline for MER return 14th December 2022</p> <p>Key Activities</p>	<p>Y11: 'Key to success in exams' evening 3/11/22</p> <p>Year 8 Parents evening 17/11/22</p> <p>Year 13 Mock 1 exams start 21/11/22</p> <p>Year 10 Parents evening 1/12/22</p> <p>Y11 Mock 1 exams start 1/12/22</p> <p>Assessment 1b Year 8 & 12 - 10/11/22</p> <p>Assessment 1c Year 7 & 9 24/11/22</p> <p>Assessment 2a Year 13 15/12/22</p> <p>Department Meetings Twilight 7/11/22 & 21/11/2022</p> <p>Lead comparative judgement activities during standardisation meetings to ensure consistency across assessments. Create target groups from assessment drop and agree intervention.</p> <p>Year 13 Mocks, Year 11 Mocks (Year 12 mocks start 3/1/23). Ensure teams are fully briefed with mark schemes and grading for scripts are consistent across team.</p> <p>HOD plus department leaders attached SLG can establish if the curriculum intent is being implemented consistently and meeting the needs of all groups of students via:</p> <ul style="list-style-type: none"> • Learning walks and/or lesson observations to include book looks • Student focus group/Teams or other Survey • Department book scrutiny • Cross-curricular <p>Use learning walk and focus group proforma shared by GTTK SIG to focus on:</p> <ul style="list-style-type: none"> • Knowledge of students and use of data to inform planning • Curriculum delivery and subject knowledge • Memory recall, challenge and thinking hard • Learning environment and engagement • Assessment and dedicated improvement and review activities • 3-part homework (Consolidation, application and preparation) <p>SLGplus HOY- Student focus group and/or book check. WKA Tuesday period 1&2</p> <p>Y10 - 1/11/2022</p> <p>Y8 - 29/11/2022</p> <p>Promotion of House Points and Community Service</p> <p>Recognising student achievement and having high aspirations to achieve their very best- How is this being promoted/monitored and used to develop character and wellbeing of students?</p>
<p>SLG+ Activities</p>	<p>Personal Development</p>	<p>SLGplus HOY- Student focus group and/or book check. WKA Tuesday period 1&2</p> <p>Y10 - 1/11/2022</p> <p>Y8 - 29/11/2022</p> <p>Promotion of House Points and Community Service</p> <p>Recognising student achievement and having high aspirations to achieve their very best- How is this being promoted/monitored and used to develop character and wellbeing of students?</p>