



# Curriculum, Teaching & Learning Policy

Part of the Quality of Education Suite of Policies

<b>Committee Responsible:</b>	<b>Curriculum and Achievement</b>
<b>Reviewed by:</b>	Kieran Robinson & Francis O'Sullivan
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## **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 fundamental goal of everyone that works in education is to improve students’ lives. While many personal, family, and cultural factors contribute to students’ outcomes, a large body of research indicates that what teachers do, know and believe matters more to the achievement of students than anything else we can influence. The quality of teaching is hugely important to the outcomes of young people, and great teaching can be learnt. **Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity.** (Wiliam, 2018).”*

from ‘The Great Teaching Toolkit’, 2020

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
- To help students learn empowering knowledge and remember it

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.

Bentley Wood High School has invested considerably in IT so that it can be used to further support the implementation of the curriculum. Bentley Wood High School is embedding a 1:2:1 device scheme so that all students have excellent access to IT both in school and at home to support their learning. Teachers will utilise technology appropriately to support the progress and assessment of all groups of students through the intended curriculum.

Bentley Wood recognises that great teaching is the heart of what we do. Consequently, we have moved explicitly to an evidence-informed pedagogical culture over recent years. We expect teachers to implement the curriculum using elements of such evidence-informed pedagogy. We support and train staff, in many ways, in pedagogical techniques such as

retrieval practice, metacognition, dual coding, cognitive load theory, ‘thinking hard’ strategies, and so on.

In our move towards using embracing ‘AI’ tools and 1-to-1 electronic devices in the implementation of the curriculum, we have had a pedagogical focus on ‘Pedtech’. This ensures we are using technology in a pedagogically informed manner – that good pedagogy underpins the use of the AI platforms, software and technology.

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.

Our lesson observation proforma reinforces our school's focus on evidence-informed pedagogy. We use termly or half-termly pedagogical foci, and embedded lesson observation prompts in Lessons Learned/Bluesky (our lesson observation platform), to maintain our focus on continually developing our teaching practice. Lesson observations are one method of quality assurance which let us know how successfully the types of pedagogy we train staff on are being embedded.

### **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
- School review periods where there will be a specific focus;
- HODS/HOYS will arrange their own
- SLG visit lessons to fulfil their duty to quality assure student learning experience

### **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 (SEND);
- 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;
- Ensure standards of teaching are high, reflecting our focus on evidence-informed pedagogy, and that interventions and support are offered in Departments we line-manage where required
  - 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 to make informed decisions;
- Proper provision is in place for pupils with different abilities and needs, including children with SEN;
- Ensure standards in IT remain high so that teachers and students can use IT to effectively implement and engage with the curriculum.

### **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

- Ensure standards of teaching in their Department are high, reflecting our school focus on evidence-informed pedagogy
- To ensure interventions and support are offered where required to improve teaching practice, working with the attached Senior Leader where appropriate
- 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.;
- To ensure that short, medium and long-term schemes of learning provide opportunities for teachers to utilise student's 1:2:1 device to support their learning.

#### **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;
- Ensure standards of teaching PSHE are high, meeting the needs of most able as well as the least able, including use of 'thinking hard' discussions to promote learning and engagement
- To offer support to colleagues where required to improve teaching of PSHE, working with the attached Senior Leader where appropriate
- 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;
- To ensure that all students are coming to school with the right equipment ready to learn. This includes the students fully charged 1:2:1 IT device.

#### **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 be actively responsible for developing and improving their own teaching practice, utilising the resources the school provides – CPD, resources, and so on – to drive their professional development
- To actively engage with best practice and educational research to develop their knowledge of evidence-informed pedagogical practice
- To feedback and develop the curriculum with their teams;
- To appropriately utilise their 1:2:1 device to support the delivery of the curriculum;
- To appropriately facilitate student’s use of their 1:2:1 device to support their progress through the curriculum to help them learning and remember more.

**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;
- Allow students to charge their 1:2:1 device overnight ready for school the following day.

**Responsibilities of the student:**

- To engage fully in all aspects of the school curriculum;
- To bring their fully charged 1:2:1 IT device into school every day.

**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
- Most Able Students Policy
- Assessment Policy
- British Values Statement
- 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 6<sup>th</sup> form prospectus
- Harrow Collegiate 6<sup>th</sup> 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*

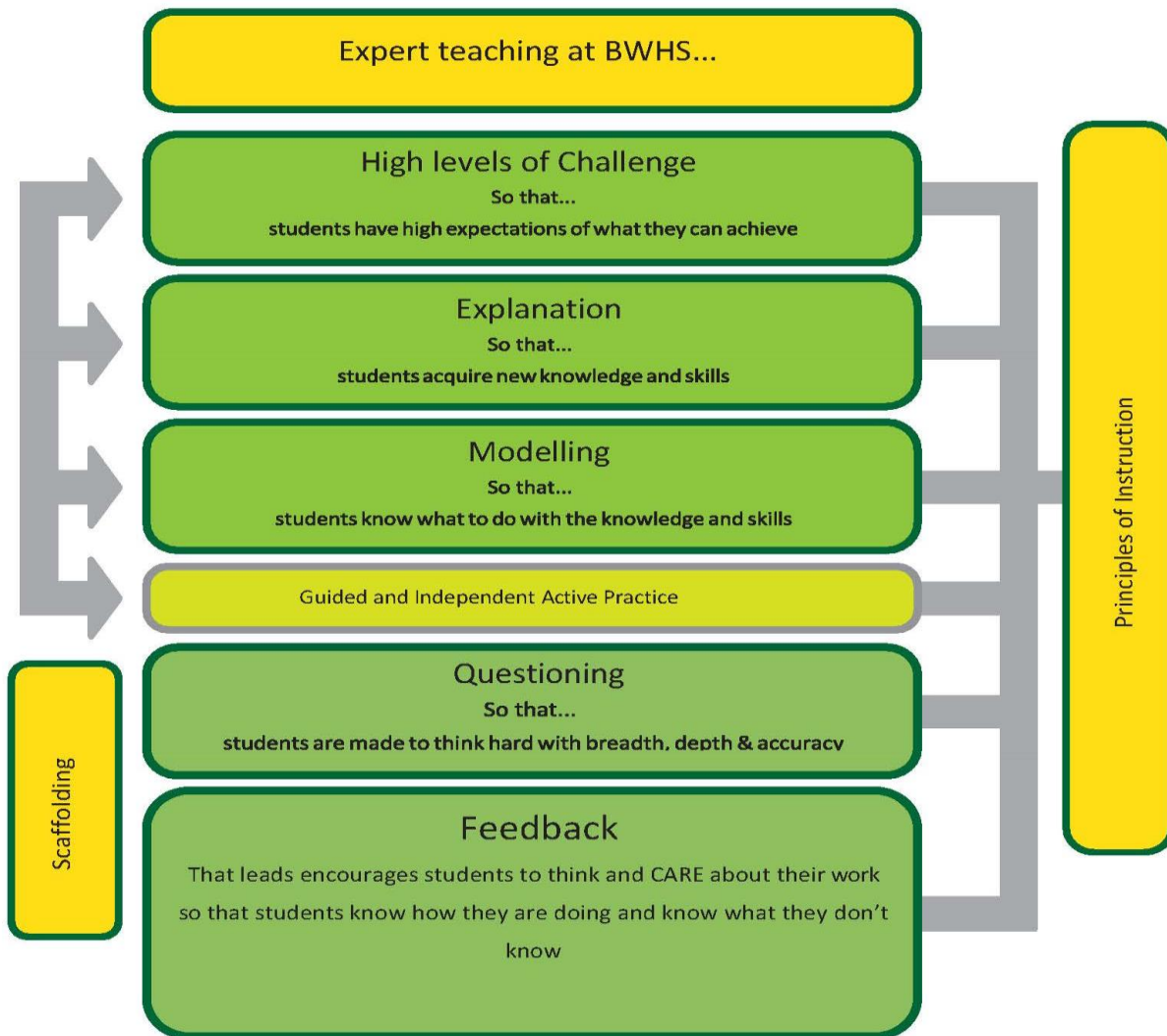
Expectations:  
 Curriculum mapping includes:

- 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: Implementation of the Curriculum At Bentley Wood (Pedagogical Expectations)



### 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. Students will think hard dependent on the questions asked and tasks set by their teacher. This is why good questioning is so important to learning.

### **One to One Devices:**

We expect staff to utilise their personal electronic devices, and the devices of students, to support great teaching and learning. Personal devices offer staff opportunities for engaging and time-saving teaching strategies through the use of software and platforms designed for educators. Staff have been trained in the use of an array of platforms, and in the use of AI tools. Both can support effective pedagogy, which is the aim of our 'Pedtech' approach.

### **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 mostly 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

### **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*

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.

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, Wise Thoughts, School Improvement Groups, Teaching & Learning Forum, Staff Enrichment Teams channel, Staff Bulletin, and other avenues.

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
- Pedtech (using educational technology in a pedagogically informed way)