"Let your light shine before others"
Matthew 5 v 16

CURRICULUM POLICY

The following policy is reflective of our deeply held Christian Vision and Values.

Vision

We are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together.
Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

Values

Our core Christian values of Hope, Wisdom, Community and Joy underpin all that we strive to achieve to enable our 'light to shine before others' **Matthew 5 v 16**

1. Curriculum Intent

We nurture and develop kind, caring and considerate young people. Our curriculum purposefully imparts wisdom, nurtures talent and encourages pupils to become active, compassionate and lifelong learners. We enable everybody's light to shine and empower them to be their best and nothing less.

We take a precise approach to designing our curriculum and each subject designs an experience for pupils that

- is vertically sequenced, reinforcing and building upon prior knowledge.
- it is **logical**, presented in an order that makes sense, getting gradually more challenging and helps students avoid forgetting what they have learnt and goes beyond the requirements of the national curriculum.
- is **knowledge**, **experience** and **opportunity** rich, building both substantive and disciplinary knowledge, as well as the individual as a whole.
- is **aspirational** whilst still differentiated. It stretches pupils, who regularly think hard around big issues
- develops the **individual** to prepare them to be literate, numerate and successful in the next phase of their education; encouraging curiosity, independence and responsibility.
- is **relevant** to them, as well as the evolving world and workplace
- responds to pupils' concerns.
- will achieve high levels of retained knowledge

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For individuals where the curriculum does not meet their needs we offer high levels of individualisation and personalisation.

Our core Christian values underpin our curriculum. Our curriculum content, teaching approaches and rewards systems recognise and promote the following core learner characteristics:

Wisdom	Learner Characteristics	Community	Learner Characteristics
Fostering discipline *Developing talents* *Seeking knowledge*	Problem solving Questioning Seeking help Listening Leadership Self-control	*Building relationships* *Developing character,* *Enabling people to flourish together*	Taking part Politeness Empathy Respect for others Supporting others Praising others

Hope	Learner Characteristics	Joy	Learner Characteristics
Coping wisely with disappointment *Opening horizons* *Seeking healing* *Repair & renewal*	Ambition Optimism Positivity Risk taking Learning from failure	*Building resilience* *Enabling flourishing* *Developing confidence* *I can…*	Enthusiasm Resilience Self-belief Creativity Pride in achievement

2. Curriculum Implementation:

At Selwood Academy we deliver a curriculum that is balanced and broad, which builds on pupils' knowledge and skills, regardless of their starting point. The curriculum covers the statutory requirements of the national curriculum and also provides other experiences which best meet the needs of our pupils as well as their interests. We widen horizons, raise aspirations and give pupils every opportunity to fulfil their potential and to enjoy learning so that they can become confident, responsible individuals who are able to live safe, healthy and fulfilling lives. Our pupils will leave Selwood equipped with the skills to be successful, independent and motivated learners in readiness for the next stage of their education.

The curriculum is delivered through individual subjects and progression grids for each subject ensure progression of substantive and disciplinary knowledge. Our curriculum is personalised ensuring that meets the needs of the pupils within the Academy. Our curriculum is underpinned by our school's values and ability to 'Let your light shine before others'.

Curriculum design:

We have a two-week timetable for pupils:

Subject	Year 5	Year 6	Year7	Year 8
Art	2	2	2	2
Computing	1	2	2	2
Drama	2	2	2	2
DT	1	2	3	3
English	10	10	7	7
Forest School	2			
Geography	2	2	3	3
History	2	2	3	3
Languages	2	2	5	5
Maths	11	11	7	7
Music	2	2	2	2
PE	4	4	4	4
PASHE	2	2	2	2
Reading	2	2		
Religion and Philosophy	2	2	2	2
Science	3	3	6	6
Total	**50**	**50**	**50**	**50**

3. Curriculum impact:

At Selwood we set high standards in teaching and learning and put in place systems that help promote the development of our core learner characteristics. From their individual starting points, each young person will make good progress in their academic, social, emotional, creative and physical development. We have a CPD program in place that supports all teachers and TAs enabling them to continue to reflect and develop themselves as practitioners.

Quality Assurance:

Strong departmental and faculty leadership monitors pupil progress and supports curriculum and staff development though a rigorous process of quality assurance. Using the Selwood Standards as the main point of reference, our staff work collaboratively to monitor the impact of teaching and to provide a platform for innovation in teaching.

Rewards and recognition:

Our core values form the basis through which learner characteristics are promoted (as above). We promote, recognise and reward pupils using our rewards system. In doing so, we enhance motivation and engagement in learning. Rewards and behaviour incidences are monitored regularly, so that we can understand barriers to learning and work proactively to remove them.

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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 pupils with SEND can study 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.

Adaptive teaching and scaffolding is a key principle to our approach. Our approach is built upon the following principles:

- **Responsive Planning**: Teachers use assessment for learning (AfL) to plan lessons that anticipate the range of needs within the class, including age-related and SEND considerations.

- **High Expectations for All**: All pupils, regardless of starting point, are given opportunities to achieve and exceed expectations.

- **Flexible Grouping**: Pupils may work in different groups depending on the task, ensuring interaction across age groups and ability levels.

- **Scaffolded Support**: Teachers provide scaffolds such as modelling, guided practice, vocabulary support, visual aids, and checklists. These are adjusted as pupils gain independence. Scaffolding is used in lessons to both support and challenge our learners.

- **Targeted Questioning**: Teachers use open and targeted questions to challenge pupils appropriately and assess understanding across the range of abilities and ages.

Classroom Environment: A calm, structured, and nurturing learning environment supports attention, emotional regulation, and engagement for all learners, particularly those with SEND.

Adaptive Teaching for Pupils with SEND

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- Teachers collaborate closely with the SENCO to understand individual pupils' needs and use this understanding to inform lesson planning and delivery.

- Pupils individual plans and their EHCPs are reflected in daily teaching through adapted resources, personalised targets, and specific strategies.

- Teachers regularly review the effectiveness of adaptations and discuss progress with the SENCO and parents/carers.

- Where necessary, additional adult support is deployed to facilitate independence, not dependency.

Assessment approaches

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This section refers to the recommendations in the Final Report of the Commission on Assessment without Levels. It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

We see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:
- **All staff** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

We recognise that an integral part of teaching well is high quality formative assessment. We expect all staff to be carrying out a variety of formative assessment techniques frequently in the course of their teaching. Marking books and giving oral feedback are non-negotiable as would be using questioning to establish success of a teaching episode. Self and peer-assessment should also feature often in lessons. A whole variety of other techniques are available to all staff.

In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with all staff to ensure pupils are supported to achieve sufficient progress and attainment
- **All staff** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Individual subjects may use a variety of end-of-topic or end of unit tests throughout the year in order to accurately map skills acquisition and retention.

Tests are intended to;

- Provide information about how much students are retaining in their long-term memory
- Give us more information where the most successful teaching has been
- Require the students to revise the work they have covered, and get better at the process of revising
- Provide much needed practice for the end of Key stage experience, and as such reduce anxiety
- Improve the amount students learn by testing them (the testing effect).

Language of Assessment

Teacher Assessed Grades	Definition **Pupils Teacher Assessed Grades will start with the number that represents the year group curriculum they are being taught. For example, a year 7 pupil should be 7S, if they are on track to meet the expected standard.**
M = Mastered	Based on current rate of progress, will **secure above expected standard**
S = Secure	Based on current rate of progress, will **secure expected standard**.
D = Developing	Based on current rate of progress, will not achieve exp. but with the right support, **has the potential to do reach expected standard.**
E = Emerging	Based on current rate of progress, **will not achieve expected standard.**

In some circumstance's pupils may be unable to access the curriculum for their year group. If this is the case the number that starts the teacher assessed grade will reflect the year group the pupil is working in.

Marking and Feedback

To support teacher wellbeing our marking and feedback policy supports recommendations of reducing teacher workload. At Selwood marking and feedback will take place in five different

forms: live marking (verbal and written feedback in lessons), peer feedback, whole class feedback, self-marking and high-quality written feedback provided by all staff once every 10 hours of learning or every 6 weeks whichever is sooner.

Feedback could be provided using a variety of strategies such as: tool kits and success criteria, 'how am I doing?' tasks, DIRT task sheets, whole class feedback, coded feedback (such as numbers or symbols) and written feedback.

All feedback will move pupils' learning forward; give positive and constructive feedback and provide all staff with information to aid future planning and assessment.

All pupils' work as a response to feedback will be completed in BLUE pen.

Expectations of staff
- Marking to be carried out in a green pen in a clear, legible hand or mistakes highlighted in green highlighter.
- As a minimum, constructive written feedback is provided for every 10 hours of learning time, or every 6 weeks whichever is sooner. *
- Provide regular modelling for pupils to exemplify high standard of work and how to improve their work.
- To use the common codes for errors in written work.
- Provide dedicated time in lessons for pupils to respond to feedback.

Expectations of pupils
- Written work to be carried out in a black pen in legible, joined handwriting.
- Maths work to be carried out in pencil in year 5 and 6.
- Drawing to be carried out in pencil.
- Work to be carried out to the pupil's highest standard.
- Self-assessment and editing to be carried out in blue pen.
- Responses should be given to teacher feedback.

    * Note: Any departmental/ Faculty specific expectations for marking also apply.
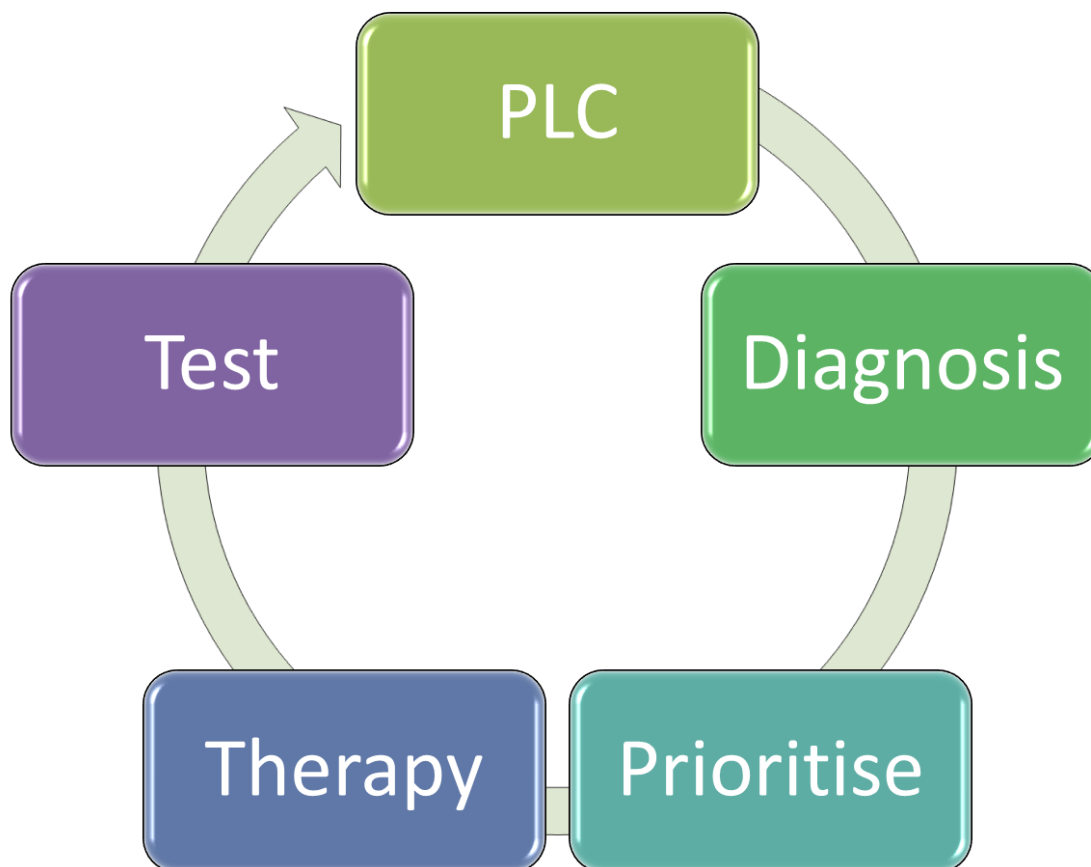
Monitoring
Marking and feedback will be monitored through: -
- Pupil voice
- Book scrutiny
- Learning walks and drop ins
- Moderation

Collecting and using data
Data is used in line with PiXL DDT approach

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In addition to the analyses available, we generate parental reports and summaries for subject leaders three times per year.

Performance versus "potential"

One of the most important roles of the data and assessment aspect of our work is to highlight which students are performing in line with our expectations – and which aren't. A key aspect of our analysis is to chart a cohort's current performance versus potential in the form of a scatter graph. The resulting line of best fit and residuals (distance to the line) can indicate clearly where students are performing well or not.

The measures of current performance can come from PLCs or from more formal summative assessments. Traditionally we have used the scores from the previous key stage (or the related estimates of attainment from FFT) as the basis for setting expectations of students in all subjects. Whilst there is a statistical correlation between success in these tests and say art this correlation is not strong enough to be a reliable indicator of a likely grade. For subjects that lie outside the traditional academic core of English and maths we ask that subjects produce simple baseline assessments that can highlight students' current attainment levels. These baseline figures are more useful for identifying students who may be underperforming against their potential in that subject. This analysis provides student-to-student comparison and so cannot provide verification for the overall achievement of a cohort, that will have to come from elsewhere, but assuming that overall progress is within normal limits for a subject the student level information is useful as it highlights a hitherto ignored group (the students with high prior attainment but who are underperforming). Phase leads, subject leads and class staff use this as the main focus of their intervention work throughout the year.

Outcomes from an imaginary assessment
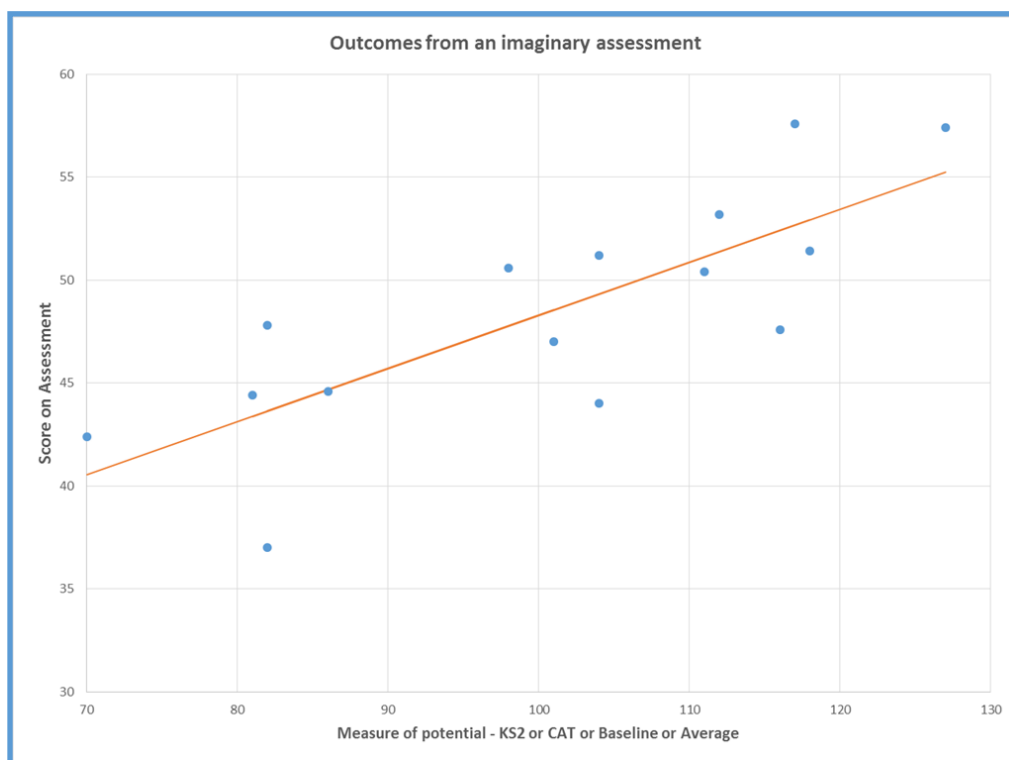
Reporting to parents

The standard report, reports in attitudes to learning, as well as recent exam performance and an indicator of what this means both in term of progress based on potential and attainment in Teacher Assessed Grades (knowledge and skills). The report also shows the pupil's overall attendance figure as well as prior attainment information held. In the summer term a pastoral comment is also written by the pupil's tutor.

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 the school has 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. It complies with our funding agreement and articles of association.

Roles and Responsibilities

The Trust Board

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

The trust board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.

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- Curriculum development planning will inform financial provision.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Head Teacher

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the trustee board
- Requests are managed to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The trust board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The trust 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 SEND

The Deputy Head Teacher

The Deputy Head Teacher in charge of Teaching and Learning will oversee all aspects of curriculum management within the school and liaise with, support and direct Curriculum Team leaders as appropriate. This includes oversight of:

- Curriculum delivery and development
- The monitoring of teaching and learning methodology and practice
- Pupil progress and attainment
- Ensuring continuing professional development (CPD) supports all staff in the delivery of the curriculum
- Assessment, marking and feedback to support learning
- Reporting to parents and carers

Faculty and Curriculum Team Leaders

Will be responsible for the effective delivery and monitoring of the timetabled curriculum in their subject area and all staff will collectively assist in the delivery of the whole-school curriculum. The Deputy Head Teacher and all Faculty and Curriculum Team Leaders will have responsibility for keeping themselves and others informed of curriculum developments and implementing curriculum change.