



# **Curriculum Policy 2023 - 2024**



# Curriculum vision

Using the National Curriculum as the foundation for learning, we have developed our school curriculum to provide children with the essential knowledge and skills they will need in order to thrive and become successful citizens. Our curriculum is systematically planned and structured with progression in mind, being organised in such a way that prior learning is used as a baseline upon which to develop new learning, with plenty of opportunities to revisit and reapply content through the teaching and learning cycle in order that children are able to move knowledge from their working memory to their long-term memory. Throughout each year of school, starting in Reception, clear end points are mapped for children to work towards to enable accurate assessment of their progression within learning, and to provide opportunities for early intervention where this is required.

We focus our curriculum around the rights of all, adopting a personalised approach to meet the needs of all pupils. Our curriculum intent and vision remain the same for all pupils, however its implementation is adapted for children who require this. Inclusivity, equity of education and equality underpin our vision, and high expectations are held for every child, regardless of need.

We place great emphasis upon a love of reading, understanding that enjoying this key skill is paramount to unlocking a child's full potential and imagination whilst accessing our curriculum. This begins in the first days of Reception, and continues throughout all year groups. We draw upon research and evidence-based pedagogy through our Power Maths scheme to deliver mathematics, and Pathways to Literacy in delivering literacy. Throughout our wider curriculum, our teachers deliver bespoke and planned units of work. These lessons follow a consistent structure throughout school, where prior knowledge is revisited before new concepts are introduced through active learning techniques which are grappled with individually and in groups. This new content is reinforced through high quality teaching before being recorded and assessed independently. Our curriculum comprises maths, English, science, geography, history, art & design and Design & technology, PE, Music, RE, MFL, Computing and PSHE / RSE.

We aspire for children to discover and nurture academic passions which will last a life time; applying the knowledge, skills and understanding taught within their education at Boughton Heath to succeed in doing this.

## **1. Curriculum aims and intent:**

The curriculum at Boughton Heath Academy aims to:

- give pupils the skills and qualities they need to make the world a better place,
- give pupils broad and balanced learning opportunities which challenge them to fulfil aspirational targets, make great academic progress and become emotionally resilient,
- use tangible and creative activities to teach and display learning in ways that are both memorable for learners but also constant opportunities to show personal expression, creativity and flair,
- empower children with the fundamentals of caring for one another and the planet, supporting their spiritual, moral, social and cultural development with equality at the heart of all they do,
- ensure equal access to learning for all pupils, with high expectations and appropriate levels of challenge support in place placed for all learners,
- develop learners into socially and morally aware individuals who understand the role and value in community and how this can be translated into a wider and global context,
- empower learners with a lifelong love of learning, a desire to understand the world around them and to make the world a better place for them and everyone else,
- mirror our ethos of creating young people who are ready, respectful and safe, and mirror the ambitions of our ethos of showing respect, honesty, determination, independence, kindness and responsibility.

In addition to the intent statements above, the intent of the Boughton Heath curriculum supports our aims and covers three main areas: the construction of our curriculum, the curriculum's ambition and the concepts through which this construction and ambition are delivered. Each subject has a detailed intent statement at the start of their curriculum overview document, see the appendices for copies of these for each subject area, which is bespoke to the teaching and learning of that subject throughout school.

## **2. 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 majority of 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.

## **3. Roles and responsibilities**

### **3.1 The Local Governing Board**

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing 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,
- 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 within a strategic capacity in decision-making about the breadth and balance of the curriculum

### **3.2 The Principal and Senior Leadership Team**

The Principal and Senior Leadership Team are 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,
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Staff members

Staff members at Boughton Heath Academy are responsible for:

- Ensuring they follow this policy and implement the curriculum as has been agreed within Boughton Heath Academy to the best of their ability and with the progression of all learners in mind,
- Planning and delivering activities that offer tangible experiences of learning in a deep and real world scenario based way,
- Use established assessment for learning opportunities throughout the learning cycle to tailor education to learner's needs; offering appropriate levels of challenge and support,
- Use agreed National and school assessment methods to analyse and report the progress and attainment of learners,
- Managing and maintaining a detailed overview and progress plan of their agreed subject through subject leadership responsibility, compiling evidence of this through ongoing completion of the subject leadership document.

### 3.4 SENDCO

The SENCO is responsible for:

- Collaborating with the Principal and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

### 3.5 Subject leaders

Providing strategic leadership and direction to their team.

- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the Principal.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

## 4. Organisation of the curriculum and planning

### 4.1 Our curriculum approach: core curriculum and foundation curriculum

The curriculum at Boughton Heath Academy can be split into 2 distinct categories – core and foundation (plus certain elements which are taught discretely throughout the year) - as seen below:

Core subjects	Foundation subjects
<b>Mathematics</b> <b>English</b> <ul style="list-style-type: none"><li>- <b>Reading</b></li><li>- <b>Writing</b></li></ul> <b>Science</b>	Art Computing Design and Technology Geography History Modern and Foreign Languages: French (KS2 only) Music Physical Education Religious Education
<b><i>Continually taught throughout the year:</i></b> <b>Personal, Social, Health and Community Education</b> <b>Relationships and Sex Education</b> <b>E-Safety</b>	

The core curriculum subjects are planned and taught as follows:

Subject	
<b>Mathematics</b>	From Reception to Year 6 children follow the Power Maths scheme of work which is a whole class mastery programme built around a child-centred lesson design that models and embeds a growth mind-set approach to maths. It is DfE recommended scheme which is aligned with the White Rose Maths progressions and schemes of learning. Reception and Key Stage One also follow the Mastering Number programme which aims to secure firm foundations in the development of good number sense for all children. Year Three follows a times table programme to ensure children have a secure understanding of multiplication and division and its applications. Year 4 and 5 follow Mastering Number Key Stage 2 which develops fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.
<b>English</b> <ul style="list-style-type: none"><li>- <b>Reading</b></li><li>- <b>Writing</b></li></ul>	From Reception through to Year 6 pupils follow the Literacy Company Pathways to Write units. Our chosen phonics scheme is Floppy's Phonics and children from Reception to Year 2 follow this programme daily. For reading, we adopt a guided approach using book bands from Reception to Year 3 and this moves to a whole class approach from Year 4 to Year 6 following the Pathways to Read scheme. Teachers bespoke the schemes of learning to match the needs of their individual classes, and they are written to meet the requirements of the Early Years Foundation Stage, Key Stage One and Key Stage Two programmes of study for English in both reading and writing. The schemes complement one another, meaning whether children are focusing on reading or writing, they will still have opportunities to consolidate, embed and further their understanding of the opposing subject within sessions.
<b>Science</b>	Teachers plan Science for their class following the White Rose scheme which aligns to the National Curriculum programmes of study for each year group within Key Stage One and Key Stage Two. They place a keen emphasis on the overarching principles of primary science: scientific knowledge and conceptual understanding,

At Boughton Heath Academy, we have a fully inclusive curriculum that is designed around various books, themes and topics - making meaningful links between subjects where possible. To understand something means having well-connected, well-organised knowledge. We want children to apply what they know and can do in a conceptual way, making them more likely to retain knowledge and skills. Each subject is planned so that it links with prior learning and concepts children have already experienced. Essential knowledge and skills are identified for all children to master in each subject, and this is quizzed regularly, using key questions to expose existing understanding.











































As with Maths, English and Science, we follow the National Curriculum programmes of study as the basis of our foundation subject curriculum, and as such we assess children's knowledge and understanding against the objectives set for their year group / key stage for each curriculum subject. An overview of how our curriculum is sequenced for Years 1 – 6 is shown below. Teachers planning will detail what content is to be covered in order to meet the NC objectives for each subject through the lessons they teach and the activities they undertake; and teachers should use this feedback to record their observations of their assessments of this.

Foundation subjects are taught at different points throughout the year depending on the content that is being studied. At times, content is synchronised so it coincides with content and texts being covered in English, however this is only where meaningful links are present and where this is not the case, subjects are taught discretely.

Topics are taught half termly as opposed to termly and will have either history or geography at their core. This means they are taught in periods of 6 – 7 weeks and will take a focus of one of the aforementioned subjects. Teaching content half termly means subjects are revisited again within the year, providing opportunities to

consolidate, extend and deepen learning and for teachers to accurately assess how their children are progressing within subjects.

An overview of the driver subjects for each half term within each class can be seen below, alongside what is taught within each subject in each year group also.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <b>Connected Curriculum Knowledge Bases Year 1</b>	<b>History</b> Local study: Chester Zoo 	<b>Geography</b> Continents and oceans 	<b>Geography</b> Local study: Boughton 	<b>History</b> Within Living Memory 	<b>History</b> Queen Elizabeth II's Coronation 	<b>Geography</b> Weather & climate 
 <b>Connected Curriculum Knowledge Bases Year 2</b>	<b>Geography</b> The United Kingdom 	<b>History: Famous events</b> The Gunpowder plot and Great Fire of London 	<b>Geography</b> Islands: Home and away 	<b>History</b> Local study: Castles 	<b>Geography</b> Local study: Chester 	<b>History</b> Famous explorers: Christopher Columbus & Neil Armstrong 
 <b>Connected Curriculum Knowledge Bases Year 3</b>	<b>Geography</b> UK Depth study 	<b>History</b> Chester waterways 	<b>History</b> The Stone Age to Iron Age 	<b>Geography</b> Liverpool 	<b>Geography</b> Local study: The Wirral Peninsula 	<b>History</b> The Ancient Egyptians 
 <b>Connected Curriculum Knowledge Bases Year 4</b>	<b>Geography</b> Europe – including migration 	<b>History</b> Ancient Greece 	<b>History</b> The Roman Empire 	<b>Geography</b> Volcanoes & Earthquakes 	<b>Geography</b> Local study: Chester over time 	<b>History</b> Local study: Deva 
 <b>Connected Curriculum Knowledge Bases Year 5</b>	<b>History</b> The Anglo Saxons 	<b>Geography</b> North America 	<b>History</b> The Vikings 	<b>Geography</b> Local study: Climate change & sustainability 	<b>History</b> Local study: Crime & Punishment 	<b>Geography</b> Lakewood, Colorado 
 <b>Connected Curriculum Knowledge Bases Year 6</b>	<b>History</b> World War II 	<b>Geography</b> World geography 	<b>History</b> Local study: Tudor Chester 	<b>Geography</b> South America: Brazil 	<b>History</b> The Mayans 	<b>Geography</b> London 
History focused topics				Geography focused topics		



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literacy	<b>Pathways to Literacy</b>					
Mathematics	<b>Power Maths</b>					
Science	The Human Body Materials Animals Caring for our Planet Plants Growing and Cooking Seasonal Change	Animal needs for survival Humans Materials Plastics Plants Living things and their habitats Light and Dark Wildlife	Skeletons Movement Nutrition and Diet Food Waste Rocks Fossils Soils Light Plants Forces and Magnets	Group and classify Living Things States of Matter Sound Energy Electricity Habitats Deforestation The Digestive System Food Chains	Forces Space Global Warming Properties and materials Animals including humans Life Cycles Reproduction Plastic Pollution Reversible and Irreversible Changes	Living things and their habitats Electricity Renewable Energy Light The Circulatory System Diet, drugs and lifestyle Variation Adaptations Fossils
Geography	Continents & Oceans Weather & Climate Local Study: Boughton	The United Kingdom Islands: Home and away Local Study: Chester	United Kingdom – Depth Study Liverpool – including Rivers and The Water Cycle Local Study: The Wirral Peninsula	Europe – including migration Volcanoes & Earthquakes Local Study: Chester over time	North America – including climate Lakewood, Colorado – Economic activity Local study: Climate change and sustainability	World Geography – including the Arctic and Antarctic Circles South America – Biomes and vegetation belts in Brazil London – comparison with Brasilia
History	Local Study: History of Chester Zoo Within living memory – life when my grandparents were six Queen Elizabeth II's Coronation	Great Fire of London and Gunpowder Plot Famous explorers: Christopher Columbus & Neil Armstrong Local Study: Castles	Stone Age to Iron Age The Ancient Egyptians Local Study: Chester Waterways	Ancient Greece The Roman Empire Local Study: Deva	The Anglo-Saxons and Scots The Vikings Local Study: Crime & Punishment	World War Two The Mayans Local Study: Tudor Chester
Art & Design	Collage: Matisse Colour & Painting – Peter Blake Paint: Van Gogh	Draw & Paint: Lowry Paint: Klee Sculpture – Steven Broadbent	Drawing – Freida McKittrick Colour & Textiles – Sandra Hepworth Sculpture: Barbara Hepworth	Drawing – Amedeo Modigliani Colour & Textiles – Andy Warhol Paint: Monet	Drawing – Grant Wood Colour & Textiles: Rousseau Sculpture: Rachel Whiteread	Paint: Dali Colour & Draw: Frida Kahlo Sculpture: Louise Bourgeois
Design & Technology	Sliders & Levers – Moving Picture Cards Templates & Joining (textiles) – Glove puppets Preparing fruit and vegetables – a healthy meal	Wheels and Axles – transporting vehicle Freestanding structures – building bridges Cookery – Gingerbread biscuits.	2D to 3D shape product (textiles) – waterproof bags Levers and Linkages – Pop-up tourist poster Healthy and varied diet – a balanced meal	Shell Structures with CAD (Structures) Gift boxes Simple switches and circuits – make a torch Pneumatics (mechanisms) – Dumper truck	Frame structures – Wildlife houses Cams (mechanisms) – An Orrery Monitoring and Control (electrical) – Alarms Celebrating culture and seasonality – Colorado style pizza	Combining different fabrics using CAD shapes (textiles) – fabric advent calendar Pulleys and Gears – WW2 Tank Toy More Complex switches and circuits – Artefact alarms Cookery – Great British Menu
PE	Multi skills Invasion Games Body Management Summer Sports Dance	Multi skills Invasion Games Body Management Summer Sports Dance	Invasion Games Multi skills Striking and fielding Athletics Gymnastics Dance	Invasion Games Multi skills Striking and fielding Athletics Body Management Dance	Invasion Games Multi sports Striking and fielding Athletics Gymnastics Dance	Invasion Games Multi skills Striking and fielding Athletics Gymnastics Dance
Music	• Pulse and rhythm (Theme: All about me) • Tempo (Theme: Snail and mouse)	• West African call and response song (Theme: Animals)	• Creating compositions in response to an animation (Theme: Mountains)	• Body and tuned percussion (Theme: Rainforests) • Rock and Roll	• Composition notation (Theme: Ancient Egypt) • Blues • South and West Africa	• Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) • Songs of World War 2 • Film music

	<ul style="list-style-type: none"> <li>• Musical vocabulary (Theme: Under the sea)</li> <li>• Vocal and body sounds (Theme: By the sea)</li> <li>• Timbre and rhythmic patterns (Theme: Fairy tales)</li> <li>• Pitch and tempo (Theme: Superheroes)</li> </ul>	<ul style="list-style-type: none"> <li>• Orchestral instruments (Theme: Traditional Western stories)</li> <li>• Musical me: Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion.</li> <li>• Dynamics, timbre, tempo and motifs (Theme: Space)</li> <li>• On this island: British songs and sounds</li> <li>• Myths and legends</li> </ul>	<ul style="list-style-type: none"> <li>• Developing singing technique (Theme: the Vikings)</li> <li>• Ballads</li> <li>• Pentatonic melodies and composition (Theme: Chinese New Year)</li> <li>• Jazz</li> <li>• Traditional instruments and improvisation (Theme: India)</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in pitch, tempo and dynamics (Theme: Rivers)</li> <li>• Haiku, music and performance (Theme: Hanami festival)</li> <li>• Samba and carnival sounds and instruments (Theme: South America)</li> <li>• Adapting and transposing motifs (Theme: Romans)</li> </ul>	<ul style="list-style-type: none"> <li>• Composition to represent the festival of colour (Theme: Holi festival)</li> <li>• Looping and remixing</li> <li>• Musical theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Theme and variations (Theme: Pop Art)</li> <li>• Composing and performing a 'Leavers' song</li> <li>• Baroque</li> </ul>
RE	Christianity Free Choice – respect Islam	Christianity Judaism Free choice – Life stages	Hinduism Free choice – symbolism Christianity Islam	Hinduism Christianity Free choice - Humanism Judaism	Islam Sikhism Christianity Free choice – Light	Christianity Sikhism Free choice - diversity
MFL	Simple language Number 1-10 Days of the Week Stories	Asking and replying Months Birthdays Stories	See detailed plan below	See detailed plan below	See detailed plan below	See detailed plan below
Computing	Improving Mouse Skills Algorithms unplugged Rocket to the Moon Programming BeeBots Digital Imagery Introduction to data	What is a computer? Algorithms and debugging Word Processing Programming: Scratch Jr Stop Motion Animation International Space Station	Networks and the Internet Programming Scratch Emailing Journey Inside a Computer Video trailers Comparison card databases	Collaborative learning Further coding with Scratch Website Design HTML Computational thinking Investigating weather	Search engines Programming Music Mars Rover 1 Micro:bit Stop Motion animation Mars Rover 2	Bletchley Park Introduction to Python Big data 1 History of Computers Big data 2 Inventing a product
Each year group covers E-Safety sessions each half term.						
PSHE	Being me in my world Celebrating difference Dreams and goals Healthy Me Relationships Changing me	Being me in my world Celebrating difference Dreams and goals Healthy Me Relationships Changing me	Being me in my world Celebrating difference Dreams and goals Healthy Me Relationships Changing me	Being me in my world Celebrating difference Dreams and goals Healthy Me Relationships Changing me	Being me in my world Celebrating difference Dreams and goals Healthy Me Relationships Changing me	Being me in my world Celebrating difference Dreams and goals Healthy Me Relationships Changing me

**Figure 1: Breakdown of foundation subject coverage**

For each year group, teachers have produced a year group overview which details what will be covered during which half term for each class. In addition to this, half term unit of work is detailed on a narrative plan and sequence of learning document which highlights exactly what will be covered and assessed during that half term for the subjects being covered and taught. All of these documents are available to view on the school website curriculum page located [here](#).

As mentioned earlier in this document, the aim and ambition of our curriculum is to facilitate learning through tangible learning experiences where children are given the opportunity to study topics in great depth and detail,

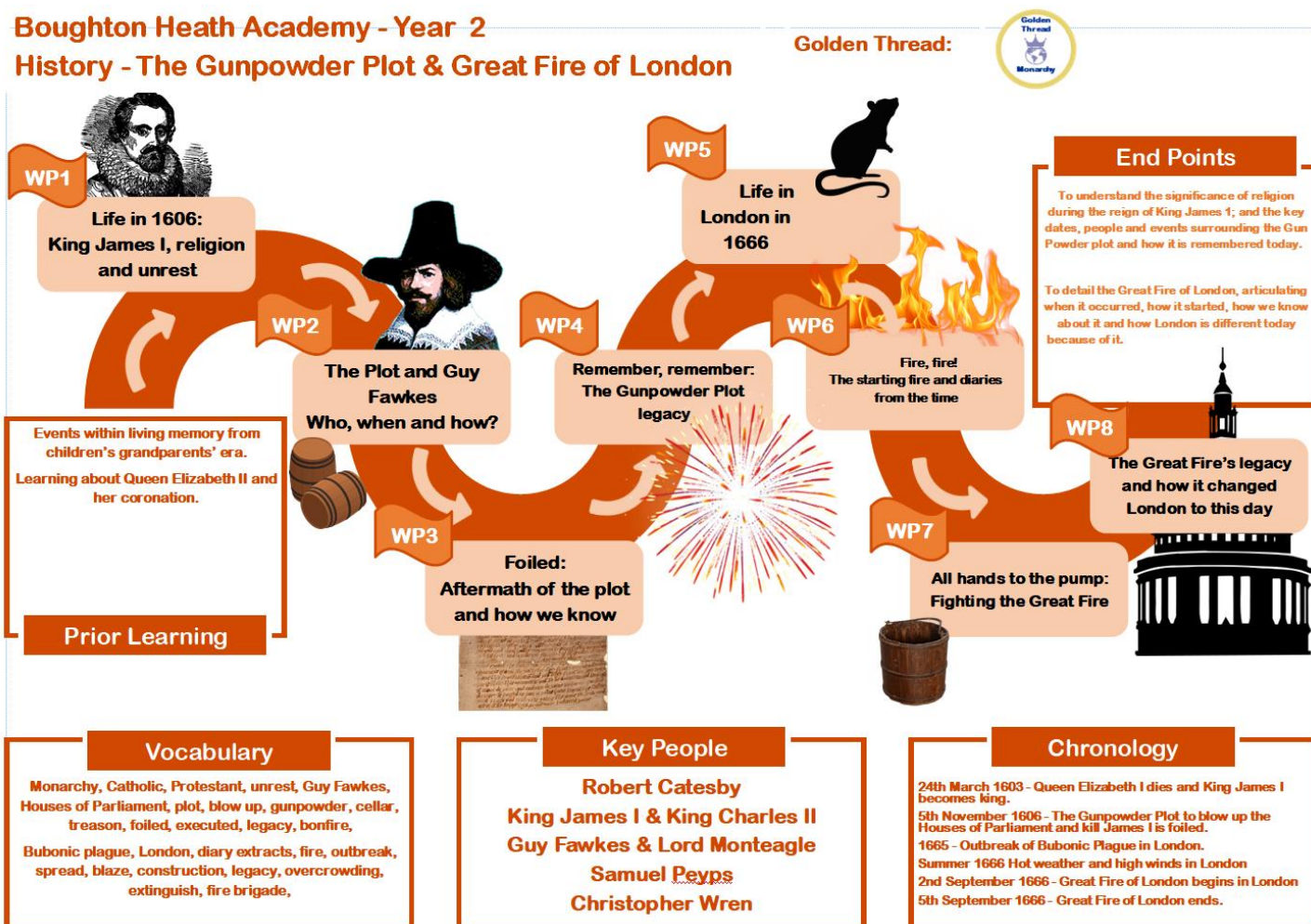
through real life scenarios and practical activities. This is with the overall aim of making the world a better place. Wherever possible, teachers link the teaching of foundation subjects together in order facilitate learning links within the learner and make the teaching and learning process all that more meaningful and of high quality. To facilitate this, essential substantive and disciplinary knowledge has been planned progressively throughout year groups and subsequently throughout the school.

## Narrative plans: Endpoints and way points

Teachers sequence units of work using narrative plans. These plans map out the course of the unit of work and detail what endpoints the children will be working towards achieving. Teachers plan in opportunities of teaching and learning through the form of 'way points'. These way points are planned in to form key parts of the children's narrative of learning within a particular unit and build to an overall end point

Teachers use narrative plans to sequence learning and understanding effectively. This means that each way point will develop upon the one that has gone before with a view to taking a closer step towards an end point. Teachers clearly articulate the knowledge and skills required for each waypoint throughout the lesson and build in opportunities for revisiting through subsequent lessons.

An example of this can be seen below:





## Year 2: The Gunpowder Plot & The Great Fire of London: Disciplinary & substantive knowledge

National Curriculum Links			
Historical content	Chronology	Enquiry	Interpretation
<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Know where the people and events they study fit within a chronological framework.</li> <li>Identify similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms.</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>
Waypoint	Substantive Knowledge (I know / know how...)		Disciplinary knowledge (I can...)
<b>Life in 1606: King James I, religion and unrest</b>	<ul style="list-style-type: none"> <li>I know in 1606, King James I was the ruler, and there was tension between Catholics and Protestants.</li> <li>I know prior to King James I, Queen Elizabeth I had created laws against Catholics, taking their land and stopping them from worship.</li> </ul>	<ul style="list-style-type: none"> <li>I know when James came to power, many expected him to be more tolerant because his mother was Catholic, but he continued to favour Protestants.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence significant historical events.</li> <li>Begin to use terms like "past," "present," and "future" to talk about events in history.</li> </ul>
<b>The Plot and Guy Fawkes Who, when and how?</b>	<ul style="list-style-type: none"> <li>I know that the favour towards Protestants led to Catholic plots, including kidnapping and even attempting to harm the King.</li> <li>I know Robert Catesby, a Catholic seeking change and revenge, devised the Gunpowder Plot.</li> </ul>	<ul style="list-style-type: none"> <li>I know he aimed to destroy the Houses of Parliament on November 5th, the opening day, to eliminate the King, Queen, and Lords. Afterward, he wanted Catholics to rule England.</li> <li>I know with the help of Guy Fawkes, skilled with gunpowder, they leased a cellar beneath the HoP, filled it with 36 barrels of gunpowder, and planned for Fawkes to ignite it when James I arrived.</li> </ul>	<ul style="list-style-type: none"> <li>Formulate questions about the past and begin to research answers using a range of historical sources, such as books and websites.</li> <li>Compare and contrast aspects of different historical periods and cultures, recognising both similarities and differences.</li> </ul>
<b>Foiled: Aftermath of the plot and how we know</b>	<ul style="list-style-type: none"> <li>I know an anonymous letter <a href="#">[available here]</a> warned Lord Montague of a threat to the government, which was passed to King James I.</li> <li>I know King James I's guards searched the whole Houses of Parliament and found Guy Fawkes with 36 barrels of gunpowder and matches.</li> </ul>	<ul style="list-style-type: none"> <li>I know Guy Fawkes and others were arrested, tried for treason (betraying their country and king), and sadly, they were executed as a warning to others not to oppose the king.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe different types of historical sources, such as photographs, diaries, or letters, and explain their uses.</li> <li>Recognise that historical events can be seen from different perspectives and begin to compare the viewpoints of people from the past.</li> </ul>
<b>Remember, remember: The Gunpowder Plot legacy</b>	<ul style="list-style-type: none"> <li>I know each year on 5th November, we celebrate bonfire night to commemorate the events of 5th November 1606.</li> <li>I know people set off fireworks to commemorate Guy Fawkes' plans to blow up the HoP.</li> <li>I know large bonfires are made and some people celebrate by creating dummies out of hay and old clothes which they called 'Guys', linked to Guy Fawkes.</li> </ul>	<ul style="list-style-type: none"> <li>I know 'Guys' were paraded through streets with people asking passers by for a 'penny for the guy'. This was just like Guy Fawkes being paraded through the streets after his capture, arrest and trial.</li> <li>I know there is a famous poem, 'Remember, Remember the 5th November'.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the historical significance of key figures and events within their local area and nation.</li> <li>Identify causes and consequences of specific historical events, such as battles or inventions.</li> </ul>
<b>Life in London in 1666</b>	<ul style="list-style-type: none"> <li>I know in 1666, the bubonic plague spread in London because of dirty streets and rats carrying fleas.</li> <li>I know it got so bad that Parliament moved to Oxford, where the King was.</li> </ul>	<ul style="list-style-type: none"> <li>I know people couldn't trade with London, and events were cancelled.</li> <li>I know Scotland closed its border with England, and many people lost their jobs, making poverty worse.</li> </ul>	<ul style="list-style-type: none"> <li>Compare aspects of daily life in the past and present, identifying changes and what has stayed the same.</li> </ul>
<b>Fire, fire! The starting fire and diaries from the time</b>	<ul style="list-style-type: none"> <li>I know the Great Fire started on September 2nd in Pudding Lane.</li> <li>I know it began in the king's baker's shop because he left the oven fire on.</li> <li>I know the flames quickly spread through the houses, and by Monday, 300 houses were gone.</li> </ul>	<ul style="list-style-type: none"> <li>I know it spread fast because of hot weather, strong winds, and close wooden houses.</li> <li>I know people like Samuel Pepys and John Evelyn wrote about it, and some thought it was a punishment from God.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe different types of historical sources, such as photographs, diaries, or letters, and explain their uses.</li> <li>Recognise that historical events can be seen from different perspectives and begin to compare the viewpoints of people from the past.</li> </ul>
<b>All hands to the pump: Fighting the Great Fire</b>	<ul style="list-style-type: none"> <li>I know fires were common in London at the time, but nothing on this scale. There was no fire brigade so people tried to put the fires out using buckets of water.</li> <li>I know Samuel Pepys had the idea of destroying some of the houses in the fire's path. This would mean there would be nowhere for the fire to go and it would burn out eventually.</li> </ul>	<ul style="list-style-type: none"> <li>I know people's expensive belongings were sent out of London, and Pepys even buried his cheese and wine so it wouldn't be spoiled by fire.</li> <li>I know people joined forces to combat the fire, and King Charles II was even seen fighting it with water.</li> </ul>	<ul style="list-style-type: none"> <li>Compare aspects of daily life in the past and present, identifying changes and what has stayed the same.</li> </ul>
<b>The Great Fire's legacy and how it changed London to this day</b>	<ul style="list-style-type: none"> <li>I know the Great Fire changed London and they had to rebuild everything, and it took more than 30 years.</li> <li>I know they made buildings further apart and used safer materials.</li> </ul>	<ul style="list-style-type: none"> <li>I know they also started the London Fire Brigade to stop fires.</li> <li>I know after the fire, there was no more plague because it killed all the rats with the disease.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the historical significance of key figures and events within their local area and nation.</li> </ul>

### 4.2 Adapting the curriculum to suit learners' needs

The aim and ambition of Boughton Heath Academy's curriculum is to ensure equal access to learning for all pupils, with high expectations and appropriate levels of challenge support in place placed for all learners. We are fully aware there are pupils who will find learning significantly more challenging than others within our setting due to a range of reasons which may include:

- less / more able pupils,
- pupils with low prior attainment,
- pupils from disadvantaged backgrounds,
- pupils with special educational needs or a disability,
- pupils with English as an additional language

For this reason, we adapt the curriculum taught to meet the needs of all learners within our school and to ensure that appropriate levels of challenge and progress are in place and achievable for all learners on an individual basis. Primarily this is done through quality first teaching and through the expertise of our teaching staff in using the assessment and feedback of learning in order to push learning on for children. We pledge that:

- Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

All children in Boughton Heath Academy will receive the same curriculum intent, it is through our implementation of this intent that we will meet children's individual needs. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in adapting our implementation throughout different subjects. Examples of how we do this are included within each subject roadmap within the inclusion section, an example of which can be seen below:

### Inclusion within Mathematics

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within Mathematics. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.



Mathematical language and vocabulary is clearly defined, applied in context and over learnt. Oral rehearsal is promoted throughout lessons.



Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.



Make regular references to relevant language throughout the lesson and school day using tools such as working and display walls.



Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.



Provide learners with manipulatives and illustrations to support their understanding of mathematical concepts.



**Same intent,  
adapted implementation**

Where we identify other issues such as a special educational need or disability, we follow the guidance mapped out in our SEND Policy viewable at the school website or if viewing this document electronically by clicking [here](#).

## 4.4 Equal opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Boughton Heath Academy does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

Our curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

We have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

### 4.3 The teaching of relationships, health and sexual education

The teaching of relationships and health education takes place throughout the academic year within each year group within Boughton Heath Academy. Such matters are taught in age appropriate ways at various points throughout the academic year which may or may not align with other year groups' timings. This is because wherever possible such learning should link with other curriculum teaching linked to relationships and health such as through science (nutrition etc.) or through RE when studying different religions.

The teaching of sexual education takes place in each year group and follows the Jigsaw PSHE scheme which is a nationally recognised and accredited scheme for use within primary education settings. Parents can opt to remove their children from sexual education learning if they wish to. This and further information is documented in the RSE Policy viewable on the policy page of the school website.

### 4.4 Personal development within our curriculum

Our vision is to create endless opportunities for children to thrive.

We aspire to create well rounded children who thrive academically and personally, in order that they are well equipped to move forwards to make a positive impact upon the world around them.

We do this through a three-stage approach of:

#### Curriculum

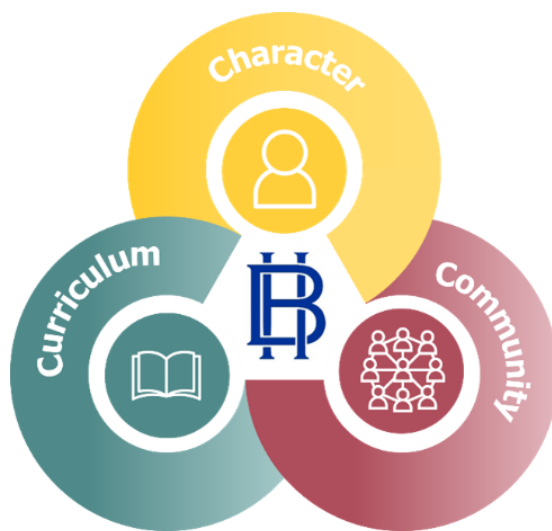
High quality teaching and learning, through a progressive, deep and well-structured curriculum.

#### Character

Developing children's character, to foster and nurture personality and potential.

#### Community

Teaching children about the responsibility of being part of something bigger; harnessing the potential of our locale to learn from and benefit our community.



At Boughton Heath Academy, we have adopted 'CREW' culture whereby every member of our school community is crew, there are no passengers. Our students not only excel academically but also experience significant character growth, reflected in the high-quality work they produce. By prioritising relevant, purposeful, and authentic learning opportunities, we inspire our students to strive for excellence while fostering their personal development. Our educational approach emphasises the cultivation of socially responsible citizens who recognise their potential for positive impact in the world. With a curriculum designed for lasting influence, our school culture revolves around the tradition of CREW, serving as both a cultural ethos and structural framework. At

Boughton Heath Academy, CREW fosters teamwork and a sense of belonging, creating a safe, affirming, and supportive environment where students thrive socially, emotionally, and academically. Our CREW culture is centred on promoting belonging, embracing individuality, instilling an academic mindset, fostering accountability and recognition, facilitating challenging conversations, and embedding CREW principles into daily life. As a 'No Outsiders' school, we are committed to inclusive education, believing it fosters a sense of belonging and equips children to become exceptional citizens.

*Crew is our safe place, where we are all heard and we can all succeed together. We become one, yet grow as individuals. Crew is about growing relationships whilst building character through acknowledging strengths, weaknesses and achievements.'*

Our Boughton Heath Academy Crews have all contributed in creating our HOWLs (Habits Of Work and Learning). These are performance character traits required of pupils to become successful. They encompass our school values of respect, responsibility, honesty, kindness, determination and independence. Through CREW time each week we evaluate how our HOWLs have improved and where we need to focus next.

## Boughton Heath Academy



### HOWLs

Habits Of Work and  
Learning



We will all....

### Work Hard: mastering knowledge and skills

- ◊ Take **responsibility** for our learning by using resources, asking questions and accepting help when needed.
- ◊ Trust our crew and contribute fully to learn without limits.
- ◊ Grapple with learning showing **determination** and grit.

### Get Smart: producing high quality work

- ◊ Complete tasks to the best of our ability to produce beautiful work.
- ◊ Give **kind**, specific feedback to our crew.
- ◊ Listen and act upon feedback to improve our work.

### Be Kind: growing character

- ◊ Communicate with **kindness** and **respect** everyone.
  - ◊ Cooperate with others and include everyone, resolving problems peacefully.
  - ◊ Be stewards of resources and our community.
-

As detailed within the Ofsted Education Inspection Framework, the personal development of learners will be evaluated regarding the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.

With our curriculum aim of enabling pupils to make the world a better place, our curriculum well and truly extends beyond the academic, technical and vocational. As can be seen by the plans which precede this, the ways in which children are taught and learn within Boughton Heath are varied, creative and tangible real world experiences which provide entirely to a learner's broader development. In addition to this we have vast amounts of extra activities and experiences on offer for the children including arts, music and sport.

- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.

In regards to keeping children physically and mentally healthy, we have numerous sports clubs and activities on offer throughout the curriculum and in an extra-curricular sense such as through our OPAL outdoor play scheme. We also have the expertise of our learning mentor who is able to offer provision to children showing any issues relating to mental health, a subject which is planned in to our PSHE sessions within each year group.

- the provider prepares learners for life in modern Britain by:
  - equipping them to be responsible, respectful, active citizens who contribute positively to society
  - developing their understanding of fundamental British values
  - developing their understanding and appreciation of diversity, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

We prepare our learners for life within modern Britain through our curriculum by focusing on experience rich, humanity rich activities. Teachers plan tangible learning opportunities which focus on real world scenarios and problems to be overcome. By learning in this way children are not only being taught how to be responsible, respectful citizens contributing positively towards a national and international society, but also why this is of upmost importance.

Our curriculum covers the children's understanding of the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance by focusing on how these compare and contrast with other countries, and how this has changed over time. As opposed to teaching this discretely, we find it is far better for children's understanding to weave these key areas of learning into our curriculum for the children to study in areas such as English, through the study of varied authors and books; and through humanities subjects where focused country, historical era and religion studies lend themselves to opportunities to learn about this through comparison and contrast in more meaningful ways.

In line with this, the understanding and appreciation of diversity builds upon this point and is woven through topics within each year group through school. In addition to this, we annually hold a No Outsiders week where we focus our studies entirely on equality through the use of recommended story books which focus on these themes. The children then partake in varied collaborative and creative projects involving music, drama, the arts and public speaking; all centred around the protected characteristics.

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## 5. Monitoring reporting and assessment arrangements of our curriculum

Effective monitoring of our curriculum ensures that learners are being regularly monitored against the progress and academic attainment they are achieving, and where appropriate, measures can be put in place to assist learners who may not be reaching their potential. It is also vital in assisting in the identification of other factors which may be present in a child's life and need immediate attention, which become apparent following further investigation.

*'The most important assessments that take place in any school building are seen by no one. They take place inside the heads of children, all day long. Children assess what they do, say, and produce, and decide what is good enough. These internal assessments govern how much they care, how hard they work, and how much they learn.'*

The PTARA approach (see figure 7 below) ensures assessment opportunities are effective throughout lessons to gauge how pupils are achieving learning targets. Learning targets are shared and picked apart at the beginning of lessons so our children know what is expected of them. Sharing essential knowledge and skills with children ensures clarity and motivates children to reach their learning goals. Methods of assessment within lessons, particularly peer and self-assessment allow for success and mastery learning, bring all children along on the same learning journey.

The monitoring arrangements vary depending on the subject in question. For example, the core subjects of reading, writing, maths and Science are formally monitored at three points throughout the year in each class and with a final grade reported at the end of the year. These are formally reported to the DfE in Year 2 and Year 6 using a combination of teacher assessment and formal assessment through assessments called the SATs.

The foundation subjects are monitored by teacher assessment as they are covered and result in grades being given at two points throughout the year, with an overall grade at the end of the academic year based on that year's monitoring. Attainment and progress are all reported to parents at the end of each term using the pupil progress postcards. Clear areas of assessment for the foundation subjects are highlighted on the sequence of learning documents referred to earlier which also detail how this assessment will take place. For example, this may be through a formal test of knowledge, an assessed practical task, a longer project comprising of various elements or a final piece assessment following a piece of work. This will be clearly detailed on the sequence of learning document. Final judgements are made against essential knowledge and skills for each unit of work and children who are emerging and those that are exceeding are noted with the rest of the class meeting the expected standard, see example below:

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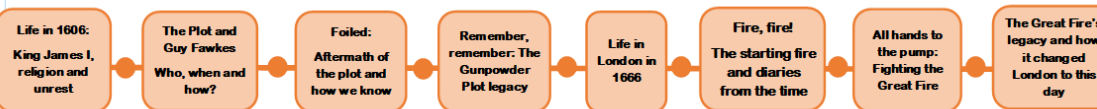
## Y2 History: The Gunpowder Plot & The Great Fire of London - Assessment

Golden Thread:



### End Points

To understand the significance of religion during the reign of King James 1; and the key dates, people and events surrounding the Gun Powder plot and how it is remembered today.  
To detail the Great Fire of London, articulating when it occurred, how it started, how we know about it and



### National Curriculum Links

Historical content	Chronology	Enquiry	Interpretation
<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Know where the people and events they study fit within a chronological framework.</li> <li>Identify similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms.</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>

### Children emerging into the standard

Children emerging into the standard are likely to require more support and prompting to recall essential knowledge, and will likely not recall all of it. They will be developing their skills but will require support and coaching to apply / demonstrate these.

### Children working at the expected standard

- Substantive Knowledge - I know....**
- [GT] I know in 1606, King James I was the ruler, and there was tension between Catholics and Protestants.
  - I know the Gunpowder Plot was a plan by Robert Catesby and Guy Fawkes to blow up the Houses of Parliament on November 5th, 1606.
  - I know people celebrate bonfire night on November 5th to remember Guy Fawkes' plot by setting off fireworks and making 'Guys.'
  - I know in 1666, the bubonic plague spread in London, and the Great Fire started on September 2nd, destroying much of the city.
  - I know the Great Fire changed London, leading to rebuilding with safer materials, farther apart buildings, and the creation of the London Fire Brigade.
  - I know the Great Fire also helped stop the plague by killing rats with the disease, and people had to send their valuable things away or bury them.
- Disciplinary Knowledge - I can...**
- Sequence significant historical events.
  - Begin to use terms like "past," "present," and "future" to talk about events in history.
  - Formulate questions about the past and begin to research answers using a range of historical sources, such as books and websites.
  - Identify and describe different types of historical sources, such as photographs, diaries, or letters, and explain their uses.
  - Recognise that historical events can be seen from different perspectives and begin to compare the viewpoints of people from the past.
  - Compare aspects of daily life in the past and present, identifying changes and what has stayed the same.
  - Identify causes and consequences of specific historical events, such as battles or inventions.
  - Compare and contrast aspects of different historical periods and cultures, recognising both similarities and differences.
  - Recognise the historical significance of key figures and events within their local area and nation.

### Children exceeding the standard

Children exceeding the standard will be able to independently and confidently recall all essential knowledge listed, supplementing this with their own. They will be able to independently apply the listed skills without support.

In addition to formal assessment monitoring of subjects, each subject has a subject leader who has responsibility for monitoring of that area. This monitoring is an ongoing process throughout each academic year and subject leaders are released each half term to carry this out. They record and evidence their findings in subject leadership files which detail all information relevant to their area. Monitoring tasks include, but are not limited to: lesson observations, book scrutiny, learning walks, performance data analysis, training and CPD, visiting partner schools within the MAT, whole school approach theme days, monitoring of planning, research of innovation, shadowing SLEs, feedback book scrutiny and many more.

To quality assure this task, the Principal has termly meetings with subject leaders where they present their findings in relation to their area of responsibility highlighting the strengths in the teaching and learning of their subject, along with areas of development which have been identified. These areas of development may be easily remedied through quick and simple changes, such as through a change to timings of a school day for instance, however for more complex areas of development an action plan is produced by the subject leader with what the intended improvement is, what that this will look like within school, the steps and changes needed to bring about this change, and what impact this will have upon teaching and learning of the subject. It is at this meeting with the Principal that any extra resources which are needed to facilitate such change, such as funding, staff meeting time or extra expertise, can be arranged.

The steps detailed above show the thorough and robust measures Boughton Heath Academy has put in place to ensure the monitoring of our curriculum is effective and purposeful. Figure 5 shows the monitoring of the curriculum in relation to formal assessment and reporting procedures which take place throughout each academic year within Boughton Heath Academy.

Autumn term		Spring term	Summer term
<b>EYFS</b>	<b>September:</b> Reception Baseline Assessment <b>December:</b> Autumn teacher assessment against the prime and specific areas of learning stating if children are on track or if support is required for them to achieve the end of year goal.	<b>March:</b> Spring teacher assessment against the prime and specific areas of learning stating if children are on track or if support is required for them to achieve the end of year goal.	<b>June:</b> EYFS Profile completed assessing children against all 17 early learning goals. <b>July:</b> EYFS profile outcome reported to parents stating if they have or have not made a good level of development.
<b>Maths</b>	End of Unit assessments take place at the end of each unit of work. Assessments are recorded on an automated system and complied for each area of mathematics; place value, number, measures, geometry and statistics.		
	<b>September:</b> End of previous year data used as baseline of attainment. <b>December:</b> Autumn NFER test conducted. Data communicated to parents via pupil progress postcard. Progress and review meeting carried out with staff.	<b>March:</b> Spring NFER test conducted. Data communicated to parents via pupil progress postcard. Progress and review meeting carried out with staff.	<b>May:</b> Optional KS1 & Statutory KS2 SATs take place. <b>June:</b> Y4 Multiplication tables check <b>July:</b> Summer NFER test conducted. Data communicated to parents via pupil progress postcard as overall end of year attainment. End of year progress and review meeting carried out with staff.
<b>Reading</b>	<b>September:</b> Baseline STAR test conducted. <b>December:</b> Autumn STAR test conducted. Data communicated to parents via pupil progress postcard. Progress and review meeting carried out with staff.	<b>March:</b> Spring STAR test conducted. Data communicated to parents via pupil progress postcard. Progress and review meeting carried out with staff.	<b>May:</b> Optional KS1 & Statutory KS2 SATs take place. <b>June:</b> Y1 Phonics screening check <b>July:</b> Summer STAR test conducted. Data communicated to parents via pupil progress postcard as overall end of year attainment. End of year progress and review meeting carried out with staff.
<b>Writing</b>	<b>September:</b> End of previous year data used as baseline of attainment. <b>October &amp; December:</b> In school and MAT moderation of all writing within year groups. Identification of working above, at, below for all children. Reported via pupil progress postcard in December as Autumn 2 grade. <b>December:</b> Progress and review carried out with staff.	<b>March:</b> In school and MAT moderation of all writing within year groups. Identification of working above, at, below for all children. Reported via pupil progress postcard in March as Spring 2 grade. <b>March:</b> Progress and review carried out with staff.	<b>May:</b> KS1 & KS2 SATs teacher assessment. <b>July:</b> In school and MAT moderation of all writing within year groups. Identification of working above, at, below for all children. Reported via pupil progress postcard in March as Summer 2 grade. End of year progress and review meeting carried out with staff.
<b>Science</b>	<b>December:</b> Interim teacher assessment conducted. Information communicated to parents via pupil progress postcard.	<b>March:</b> Interim teacher assessment conducted. Information communicated to parents via pupil progress postcard.	<b>May:</b> KS1 & KS2 SATs teacher assessment. <b>July:</b> End of year teacher assessment conducted. Information communicated to parents via pupil progress postcard.
<b>Foundation subjects</b>	<b>December:</b> Interim teacher assessment for all taught foundation subjects communicated to parents via pupil progress postcard.	<b>March:</b> Interim teacher assessment for all taught foundation subjects communicated to parents via pupil progress postcard.	<b>July:</b> End of year assessment for all taught foundation subjects communicated to parents via pupil progress postcard.

**Figure 2: Calendar of formal monitoring of the curriculum and reporting arrangements**

Reporting to parents occurs three times per year via pupil progress postcards as opposed to a summative report at the end of each academic year. This is also supplemented by two formal parents’ evening events on the Autumn term, to discuss how children have settled into school / a new year group; and at the end of the Spring term to discuss progress, attainment, behaviour and attitudes towards learning.

We took the decision to provide termly progress postcards due to feedback from our parent community that an end of year report gave little to no opportunity for parents to address any issues raised regarding their child’s learning. By reporting at the end of each term, actions can be implemented to address any underperformance which may be occurring.

The front and back of the postcard can be seen below, the cover changing each term. The format is described with the accompanying guide as shown at the bottom of the page. The only difference to the postcards are for reception, where the individual subjects are replaced with the early learning goals from the EYFS curriculum.



Name:
Class:
Attendance to date:
%

Comments

Final report

Reading

Grade

Effort

Writing

Grade

Effort

Mathematics

Grade

Effort

Science

Grade

Effort

Wider Curriculum

Effort

Attainment

Geography  
History  
Art  
DT  
Music  
PE  
Computing  
RE

Signed: *[Signature]* Mr J. Lenton, Principal

### A guide to understanding your child’s report:

The report card contains information regarding your child’s effort and attainment for all the subjects they study in school. Grades are awarded by teachers and detail whether your child has met the end of year expected national standard in that subject. A full breakdown of what each descriptor means can be seen in the table to the right. Effort grades indicate the level of effort your child has been putting into subjects according to their teacher(s). This will be either requires improvement, good or outstanding. Teachers will detail how your child has progressed throughout the curriculum within their education through a comment, building on the comments which were given to parents in the autumn term postcard, alongside feedback which has been given during parents’ evenings. Each child has taken time for self-reflection with their teacher to review their year at school. This is an important opportunity for children to reflect upon their achievements and to share what they want to work on more next academic year. Please take time to talk to your child about this self-reflection report.

Grade descriptor	Meaning
<b>Urgent intervention</b>	Child is further off track and intervention measures are in place and will continue to be in the next academic year.
<b>Intervention</b>	Child has not achieved the end of year expected standard and is subject to more teacher focus during learning in the next academic year.
<b>On Watch</b>	Child was close to being on track to achieve the end of year national expectation. Close monitoring will take place to address gaps in learning.
<b>Working at</b>	Child has achieved the end of year national expectations.
<b>Working above</b>	Child has exceeded end of year national expectations.

**Figure 3 Detailed explanation of all elements of the pupil progress postcard**



## 6. Curriculum environment

Each year group has their own dedicated area for learning as well as a closed off area we refer to as a home bay. In line with our ambition and aims of providing a broad and balanced curriculum, yet one which offers children personal and emotional growth, the displays around school are child led and have a balance between working displays such as the history and geography journey of learning and completed work, reflecting the end points for a subject, for example art displays.

Home bays should be neutral in colour to prevent overstimulation of the children and contain resources to help children learn such as:

- spelling lists relevant for the particular class,
- grammar and punctuation displays relevant for the particular class,
- evidence of the books that have been and are being read by individual children,
- maths resources to support and the current work being undertaken at the time.

There will also be other displays throughout school, co-ordinated by different subject leaders and those with additional responsibilities throughout school such as school council and eco representatives, which reflect wider curriculum initiatives being undertaken throughout school. These may include, but are not limited to:

- Working walls to support Pathways to Write and read units and washing lines for modelled writing,
- No Outsiders week,
- School council agenda,
- School Values recognition display,
- Displays to reflect the ethos of the school: ready, respectful and safe.

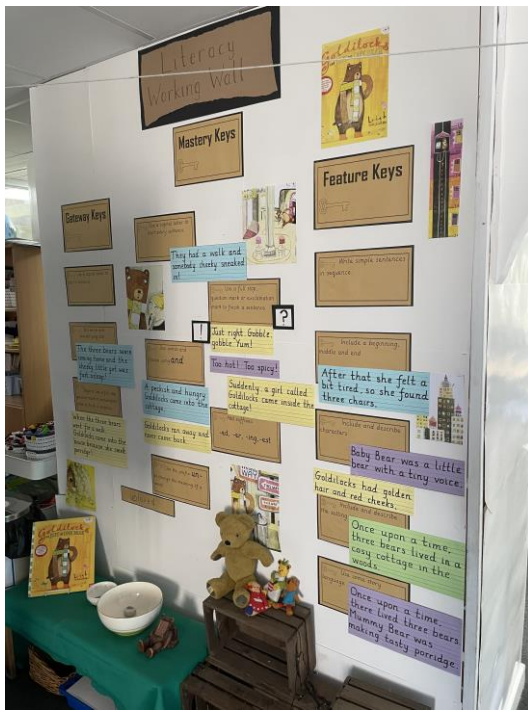


***Whole School Connected Curriculum***



***Year Group Connected Curriculum display***





**Writing Working Wall**



**School Values Recognition Display**

## 7. Teaching and Learning

To ensure consistency and a high standard throughout school, we deliver lessons using a P -TARA approach. This is in line with Rosenshine's principles of instruction and aims to ensure our children can remember, articulate and demonstrate their learning more effectively. This approach is as follows:

### 1. Prior learning

What have the children already done before?

What can they recall? How do we need to build on that? Is there anything key they must know before moving ahead?

### 2. Teaching target

What is the learning target for the lesson / waypoint? This is an 'I can' statement and must be shared and fully understood with the children. This should also be broken down into smaller steps for success.

### 3. Activate






This is where knowledge / teaching should come alive with an active task where children can get hands on, discuss, share, enquire about a topic.

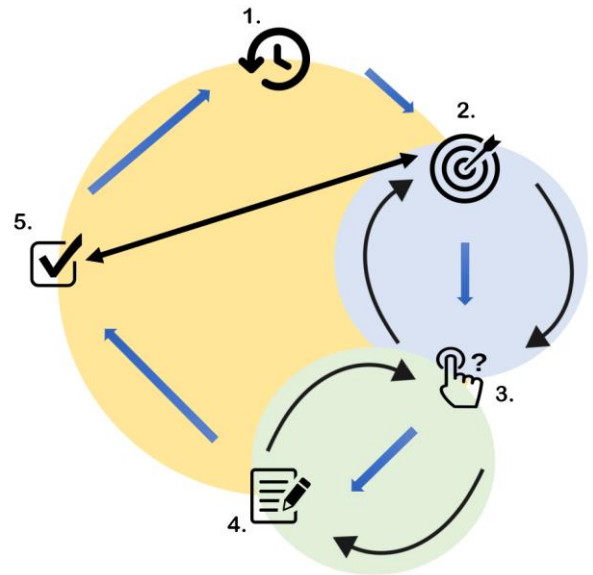
### 4. Realign, review and record

Teachers should be using their own in lesson assessments to bring children and groups back where needed, to realign learning and address misunderstanding and errors through learning reviews. Following this, children should independently record their own learning.

### 5. Assess

Teachers should assess the children's learning against the teaching target set in point 2. Notes should be recorded in feedback books and this should form the basis of the following lesson's step 1 – prior learning.

-  **P**rior learning
-  **T**eaching point
-  **A**ctivate, **a**sk, **a**nalys
-  **R**ealign, **r**eview & **r**ecord
-  **A**ssess



**Figure 7 PTARA lesson approach model**

## 8. Feedback to facilitate teaching and learning

In line with evidence from research carried out on behalf of the Education Endowment Foundation (EEF), we know how important feedback to learners is in creating a curriculum which fulfils its intended purpose and objectives. In this way, when designing and creating our curriculum, we redesigned and fine-tuned our feedback policy to reflect changes we made to the way teaching and learning was carried out in Boughton Heath. We use a minimal marking approach to feedback, instead placing emphasis upon driving children's learning forward through the use of targeted group and individual specifics within the subjects in which children are learning as will now be described.

The simplest prescription for improving education must be 'dollops of feedback.' We believe teachers must find out how and why the child understands and misunderstands, and then decide what directions the student must take to improve. When teachers seek, or at least are open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged—then teaching and learning can be synchronized and powerful. Feedback to teachers helps make learning visible.

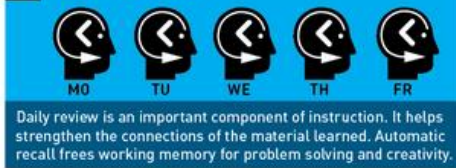
# Assessment and Feedback Flowchart

The flowchart gives clarification regarding where feedback to pupils will be offered during a lesson and is not solely focused on summative assessment (feedback given after the lesson has occurred):

## Why

## How

### 01 DAILY REVIEW



- Feedback is essential to letting children know what they have done well and where they have gone wrong.
- Reviewing material taught strengthens their connections in the brain.
- Building on prior knowledge is the key to learning new knowledge.

- Whole class, small group and individual feedback at the start of each lesson.
- Having a thinking problem recovering yesterday's learning.
- Recapping with a small quiz.
- Entry and exit tickets protocol.

### 03 ASK QUESTIONS



- We should be constantly assessing children's understanding of what is being learnt.
- Only by asking questions can we ascertain pupil understanding.
- Hands up will only cover those who already know.
- Protocols such as lolly sticks, ask a friend, explain again, help me out, are key.

- Lolly sticks to ascertain a fair pool of questioning
- Questions linked directly back to the learning target and success steps to embed understanding
- Use of protocols to use questioning as a tool for whole class understanding.

### 06 CHECK STUDENT UNDERSTANDING



- Does everyone understand? Are there any questions? Do we all know what we're doing? All of these are weak, shallow and not giving any credence to the learning being undertaken.
- Using protocols of questioning will ensure all learners can access and understand tasks.

- Reviewing the learning undertaken using questioning.
- Helicoptering the classroom and supporting learners as required.
- Checking for understanding at regular points.
- Peer and self-assessment processes.

### 07 OBTAIN HIGH SUCCESS RATE





- You wouldn't start a race until everyone was at the start line.
- Only when our assessment for learning tells us that most children are ready should we move on.
- This ensures those children who require support the most can receive it.

- Regular checking for understanding
- Ensuring learning targets and success steps are clear and sequential
- Referring back to the learning targets regularly and using protocols to assess understanding against this.




The flowchart above shows how opportunities for assessment inform feedback throughout lessons. We have minimised the amount of physical marking teachers do and have a whole class feedback processes in place. Instead of formally marking every pupil's book, teachers make notes on feedback sheets ready to feedback at the start of the next lesson, in line with our PTARA approach. Each subject has a feedback format where teachers make notes on:

- pupils producing excellent work that can be shared as model of excellence,
- pupils of concern
- common misconceptions/errors
- spellings, handwriting and presentation
- concepts to re-teach or reinforce.

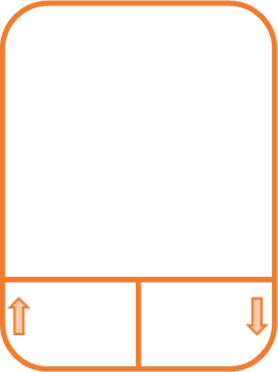
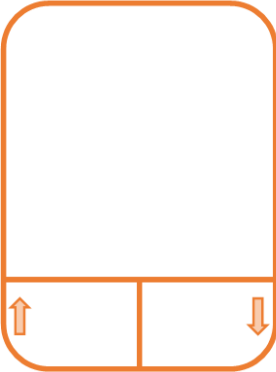
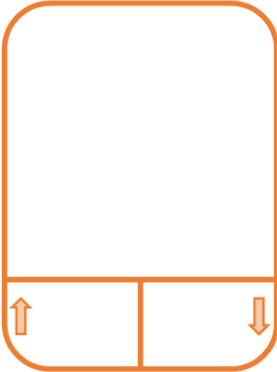
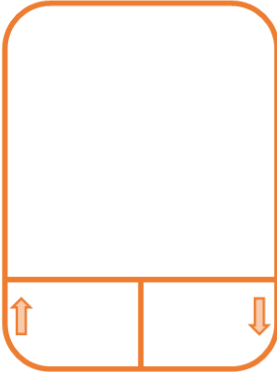
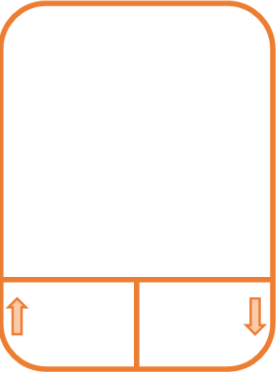
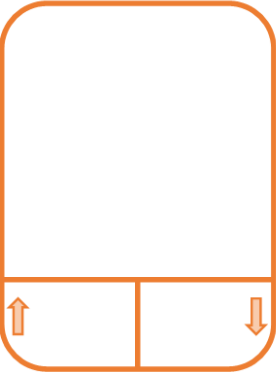
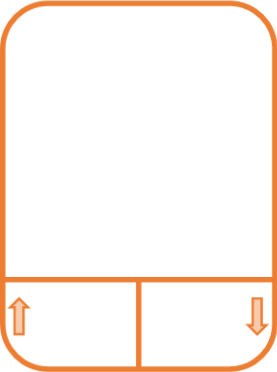
### Sample pages from feedback books:

<u>Date:</u>		<u>Lesson Focus:</u>	
<u>Celebrations:</u>			
<u>Spelling</u>	<u>Mastery Keys focus group</u>		
		<u>Other:</u>	

### *Writing feedback sheet*

Date:	Lesson:	
Notes:		
		

**Maths feedback sheet**

Feedback notes and misconceptions	<b>WP1</b>	<b>WP2</b>	<b>WP3</b>	<b>WP4</b>
				
	<b>WP5</b>	<b>WP6</b>	<b>WP7</b>	
				

**Example of a Wider Curriculum feedback sheet**



## Maths feedback book guidance for teachers

When reviewing the work children have done in their books, it is essential that errors and misconceptions are picked up on and addressed in order for children to overcome barriers to progression within their learning.

When reviewing work within books and where mistakes are found, teachers should highlight the mistake by placing a dot. This should be done in blue ink and where necessary should be accompanied by a letter to indicate the type of error. This can be seen using the grid below:

.	Indicates the answer given is incorrect. Children should double check the answer and work backwards through any accompanying calculation to check for where this error may have arisen from.
O	Where the teacher feels a specific error within a calculation may be difficult to find, they may choose to circle that section of the question to assist the pupil in identifying it.
V	Indicates the teacher will give verbal feedback to the child regarding the work.

Once work has been marked by the teacher, the pupil should be given time to go back and correct their work according to the feedback. This should be done in green pen to clearly differentiate between the work completed in lesson times and the work completed following feedback.

Children should be given time to absorb feedback and act upon it in green pen at the end of lessons or the start of new lessons. Ideally, all children should be reaching the challenge and reflect stage of their Power Maths lesson activities, where they don't, this time can be used to complete this to further consolidate the learning completed alongside any corrections that need to be made.

## Maths calculation policies

There are different calculation policies for the different phases of school, reflecting the progression and range of strategies the children will be expected to use within each phase. Each calculation policy details the expectations of written methods for mathematical calculations throughout Boughton Heath and can be accessed by scanning the relevant link below:

[Power Maths Reception Calculation Policy](#)

[Power Maths KS1 Calculation Policy](#)

[Power Maths LKS2 Calculation Policy](#)

[Power Maths UKS2 Calculation Policy](#)

## Marking Policy and codes

We operate a different marking policy to other schools in the sense that we do not mark line for line the children's work in books. Teachers should go through each piece of written work and address errors or areas for improvement, however there is no requirement for teachers to write a comment at the end of the piece of work. Instead they should use the start of lessons to give whole class, group and individual verbal feedback based off their findings from scrutinising work from the previous lesson.

When reviewing work within books and where mistakes are found, teachers place a dot within the margin on the line the mistake is contained within. This should be accompanied by a letter to indicate the type of error. This can be seen using the grid below:

.	Indicates the presence of a spelling error of a known word within the line of work
. Sp	Indicates the presence of a spelling error within the line of written work
. CL	Indicates the presence of a capital letter error within the line of written work
. Pt	Indicates the presence of a punctuation error within the line of written work
. Gr	Indicates the presence of a grammatical error within the line of written work
?	Indicates a missing word on the written line or writing that doesn't make sense
HW	Indicates poor letter formation or handwriting within the line of written work
//	Indicates the need for a new sentence or paragraph
V	Indicates the teacher will give verbal feedback to the child regarding the work.

Where teachers want a child to focus on a certain area of improvement for the piece of work, this is identified on the whole class feedback sheet and shared at the start of the next lesson. When the children receive their work following teacher scrutiny, they use the marking codes above to support them finding and correcting mistakes. They re-examine their work and correct errors in green pen. Where children are spelling words incorrectly, a sample (teacher selected) of these errors should be written out at the end of the piece of work for children to copy. These words should be copied 3 times in neat, cursive handwriting. Whilst these codes are to be used school wide, amendments should be made for the younger and older children in school in order to fully embed the feedback process and challenge all learners. These amendments are as follows:

Year group	Amendment allowance
Years 1 & 2	Where children may be unsure of the meaning of the marking codes above, further explanations can be added to the dotted corrections. For example, this could be by writing 'Capital Letter' as opposed to 'CL'. Additionally, teachers may believe a child may struggle to locate an incorrectly spelt word in their work. In this case, teachers may underline the spelling error and write the correct spelling above it.
Years 5 & 6	To fully embed reflective practice from the children and to challenge learners, teachers may choose to simply dot errors in the margin without placing the accompanying marking code next to it. This should only be done where children are confident and able to locate the type and frequency of errors without this additional guidance. Where this ceases to be the case, teachers should return to the usual marking codes detailed above.

## 9. Supporting our curriculum through behaviour

One of our key curriculum aims is to develop children who are socially and morally aware, as well as ready, respectful and safe; following the ethos of the school. We interweave these qualities into our curriculum through a whole school adoption of our behaviour policy which follows a conscious discipline approach.

Conscious Discipline is an evidence-based, trauma-informed approach. It is recognized by the Substance Abuse and Mental Health Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP), and received high ratings in 8 of 10 categories in a Harvard analysis of the nation's top 25 social-emotional learning programs. The Harvard study's authors say, "Conscious Discipline provides an

array of behaviour management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities.”

This non-shaming approach to discipline enables both teachers and learners to focus on the reasons behind poor behaviour choices as opposed to the punishment of them. In this way we are able to ‘praise in public, coach in private’ and remove the wasted time in disciplining children with shaming methods such as traffic lights and being sent to senior staff. Instead we focus time and resources on teaching children correct ways in which to behave and appropriate management and self-regulation strategies for times where children may be struggling physically and / or emotionally. Further details of our approach to behaviour management is detailed in the school behaviour policy which can be found on the policy page of the school website, or viewing this document electronically by clicking [here](#).

At Boughton Heath Academy, we understand the significance of fostering positive mental health and emotional well-being among our pupils and their families. Our goal is to cultivate an environment where discussions about mental health are encouraged, and empower our students to regulate their emotions effectively. Through the implementation of the Zones of Regulation curriculum, we seek to equip our pupils with the tools to recognise and manage their emotions, while enhancing their overall well-being.

The Zones of Regulation program comprises various activities designed to develop self-regulation skills, also known as self-control, self-management, and impulse control. It involves achieving an optimal state of alertness, both physically and emotionally, depending on the situation. For instance, during a basketball game, a higher level of alertness is beneficial, whereas the same level would not be suitable in a library setting.

This curriculum utilises four color-coded zones to help children identify and categorise their emotions. It also enhances their understanding of emotions, sensory needs, and thought patterns. Through this framework, children learn diverse strategies to manage their emotions according to the zone they're in. Moreover, the Zones of Regulation fosters self-awareness by helping children identify triggers, interpret facial expressions, develop problem-solving skills, and recognise the impact of their actions on others.

## **10. Monitoring and review**

This policy is reviewed every three years by the Principal and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is July 2024

### **Appendices:**

To see the individual subject overviews containing progression and mapping documents click [here](#)

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