



Curriculum Policy

Approved by:	Sam Leek	Date: 09.09.2021
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Last reviewed on:	September 2023
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Next review due by:	September 2024
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Vision



At Bilsthorpe Flying High Academy our curriculum is structured to prepare our children to be compassionate citizens of our world, valuing the local context and community.

We define curriculum as the totality of a child’s experience, including not only what but also how each child learns. Our broad and balanced curriculum has been developed to inspire our children through enquiry whilst addressing the identified barriers to learning. It seeks to deliver the skills, cultural knowledge and understanding for our children to achieve every day of their lives. It encompasses our school values of aspiration, confidence, creativity, enjoyment, perseverance, pride and responsibility.

BFHA staff support the development of our curriculum vision which is based on the context and needs of our local community. We communicate our vision through the acronym, ‘WAVE’.

Wider World – to bring the outside world in, in order to give our children to overcome culturally rich, memorable experiences which expand their knowledge of the wider society.

Aspirational – to create ambitions for themselves and our community.

Vocabulary – to expose children to high quality texts and to improve speech and vocabulary.

Enjoyment – to develop a love of learning, give meaning and value to learning, and preparing our children for their next step in education.



Our trust mission is to create the best schools in the universe and as part of this we celebrate the unique nature of each school. Our ethos of adopt, adapt and fly recognises the importance of a curriculum to meet the needs of each community. The implementation of the FHP core elements and principles provides all children with the knowledge and skills they are entitled to learn. We aim to make every day count!

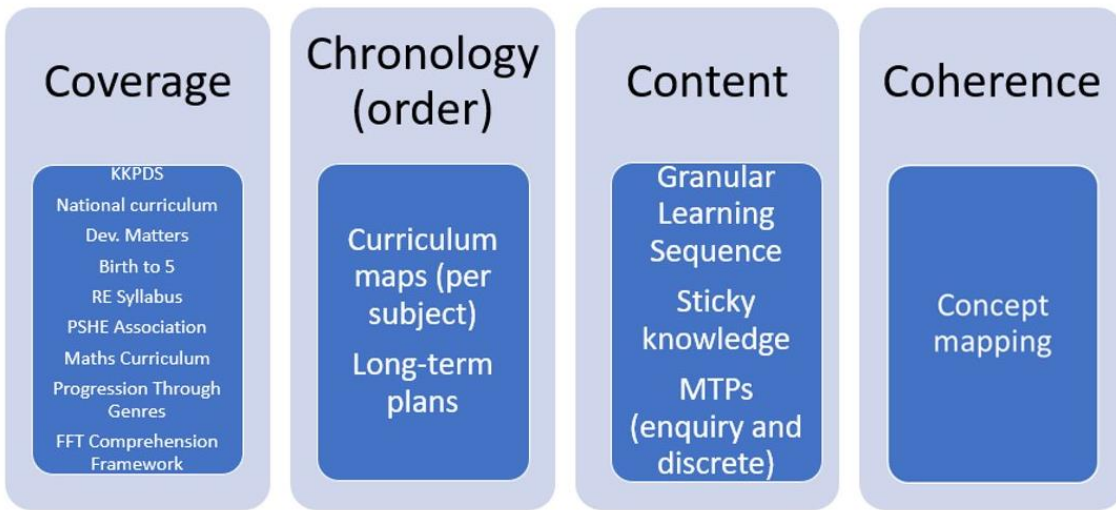
Organisation and Planning

At Bilsthorpe Flying High Academy, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the 2021 Early Years Framework in Foundation.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (for more details please refer to the separate subject policies).

Our Foundation curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children’s interests.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which inform the intent and implementation of our curriculum. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes, ensuring our curriculum is meeting the 4Cs.



Teachers follow a clear planning structure for our enquiry curriculum. The Key Knowledge Progression Document has been taken from the National Curriculum and has been broken down into the composite knowledge our children will be taught.

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Strand	Year 7
Use colour, pattern, texture, line, form, space and shape	<ul style="list-style-type: none"> ADD 1 know how to use a pencil appropriately eg using an eraser and all appropriate grip ADD 2 know how to hold a pencil effectively ADD 3 know how to use colour to create continuous lines ADD 4 know and practice a range of good motor movements that support the mechanics of drawing 	<ul style="list-style-type: none"> ADD 1 know how to use anti-dot sheets to create continuous lines ADD 2 know how to hold a pencil using the tripod grip ADD 3 know how to use colour to create continuous lines ADD 4 know and practice a range of good motor movements that support the mechanics of drawing 	<ul style="list-style-type: none"> ADD 1 know how to use lines and geometric shapes to begin to create continuous, curved, and wavy lines in individual sheets ADD 2 know how to use line and shaded areas to create simple figures (e.g. curved, wavy, zigzag) 	<ul style="list-style-type: none"> ADD 1 know how to use line, form, texture, space and colour to create a sense of movement in a sketch 	<ul style="list-style-type: none"> ADD 1 know how to use line, form, texture, space and colour to create a sense of movement in a sketch 	<ul style="list-style-type: none"> ADD 1 know how to use line, form, texture, space and colour to create a sense of movement in a sketch 	<ul style="list-style-type: none"> ADD 1 know how to use line, form, texture, space and colour to create a sense of movement in a sketch 	<ul style="list-style-type: none"> ADD 1 know how to use line, form, texture, space and colour to create a sense of movement in a sketch 	<ul style="list-style-type: none"> ADD 1 know how to use line, form, texture, space and colour to create a sense of movement in a sketch 	<ul style="list-style-type: none"> ADD 1 know how to use line, form, texture, space and colour to create a sense of movement in a sketch

A yearly overview (LTP) is produced to ensure the correct National Curriculum coverage, identify links across our curriculum and to outline the enquiries for each term. Subject Overviews company these LTPs and clearly show a child’s learning journey from EYFS-Y6 and clear progression and ‘building up’ of knowledge. To allow our children to build solid schemas, umbrella concepts are mapped out across the year groups and subjects.

Year	Autumn	Spring
Year 1	<ul style="list-style-type: none"> A. Where do I belong? B. Who lives in a house like this? 	<ul style="list-style-type: none"> A. What things change and what things stay the same? B. How are things played in the same way?
Year 2	<ul style="list-style-type: none"> A. Where do I belong? B. Who lives in a house like this? 	<ul style="list-style-type: none"> A. What things change and what things stay the same? B. How are things played in the same way?
Year 3	<ul style="list-style-type: none"> A. What can a globe/rocket find? B. How do I belong? 	<ul style="list-style-type: none"> A. What things change and what things stay the same? B. How are things played in the same way?
Year 4	<ul style="list-style-type: none"> A. Do we need water to draw water round us? B. Who lives in a house like this? 	<ul style="list-style-type: none"> A. What things change and what things stay the same? B. How are things played in the same way?

	Explore				Uncover					Imagine			
	Y3 Autumn	Y4 Autumn	Y5 Autumn	Y6 Autumn	Y3 Spring	Y4 Spring 1	Y4 Spring 2	Y5 Spring	Y6 Spring	Y3 Summer	Y4 Summer	Y5 Summer	Y6 Summer
Enquiry question (RC, ML)	What can a globetrotter find?	Do we need water or does water need us?	Am I too small to make a difference?	Did Great Britain become Great on its own?	Is it survival of the fittest?	What can we learn from what has been left behind?	What does it take to build an empire?	Is bravery to be free of fear?	Does money always buy happiness?	Are we all creative?	Is it better to create or destroy?	What connects us?	What legacy will we leave?
Enquiry driver	Geography				History					Art and Design and Design Technology			
Enquiry enhancers	History, art	Science, DT,	Art, DT, science, PSHE	History, art, DT	Art, DT, PSHE, science	Art, PSHE, geography	Geography, PSHE, DT	DT, PSHE, DT	Geography, art, PSHE	DT, PSHE, geography	DT, PSHE, history, geography	DT, PSHE, geography	DT, history, PSHE
Discrete subjects	Computing, PE, RE MFL, science, PSHE	Computing, PE, RE MFL, science, PSHE	Computing, PE, RE MFL, science, PSHE	Computing, PE, RE MFL, science, PSHE	Computing, PE, RE MFL, science, PSHE	Computing, PE, RE MFL, science, PSHE	Computing, PE, RE MFL, science	Computing, PE, RE MFL, science	Computing, PE, RE MFL, science	Computing, PE, RE MFL, science	Computing, PE, RE MFL, science	Computing, PE, RE MFL, science	Computing, PE, RE MFL, science
Rationale for enquiry (RC, ML)	Because our children live in an ex-mining village, we want them to build on their understanding of community, extending this into the wider world and therefore building their cultural capital.				Because our children have limited aspirational opportunities due to the locality of Bilsthorpe, we want to foster a sense of greater aspiration by reflecting on the past and how that opens doors to the future.					Because our children come from families from varied demographics, we want them to deepen their understanding and tolerance for other cultures and experiences from around the world through the creative arts.			
Concepts to be developed (RC, EC, ML)	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology
Key content choices (e.g. significant people, events etc) (RC, EC, ML) Language	Gaudi Christopher Wren Italy Greece Spain	Richard Arkwright Monet The Wharf Cromford Industrial Revolution	Sonny the street artist Andy Goldsworthy Brazil Deforestation	Ghandi Taj Mahal British Empire India	Stone and Bronze Age	Tutankhamun Howard Carter Egypt	Boudicca Claudius Italy	Alfred the Great (Saxon) Canute the Great (Saxon) Ragnar Lodbrok (Viking)	William Morris LS Lowry Queen Victoria Sir Arthur Conan Doyle British Empire	Barbara Hepworth	Banksy	Elizabeth Catlett – (slavery, empowering women, domestic violence)	William Shakespeare David Attenborough Princess Diana British Empire

Medium term plans allow our teachers to structure the teaching and learning of our enquiries to ensure not only National Curriculum coverage but that content - and particularly quality of vocabulary - will meet the needs of our children. Our teachers use the statements from the KCPDs to create the granular learning sequences. Our research-driven lesson design then ensures that the granular knowledge stipulated on the medium term plans is then carefully planned into our short term plans. This sticky knowledge is then revisited through our sticky knowledge flashcards (Leitner Model) and knowledge organisers.

The Bilsthorpe Learning Forest is used to build an understanding within our children of how their learning is structured. Slides for each section of the learning sequence display to corresponding part of the lesson. The parts of the forest are:

- Reactivate – the children use prior, embedded knowledge to answer retrieval questions
- Teach, Facilitate, Model – the teacher delivering new learning and models the learning process
- Learning Together – the children have the opportunity to work together to further their own learning
- Scaffold – the necessary steps in place to ensure all children progress in each lesson
- Challenge – to develop a deeper understanding of concepts
- Independent Practise – the opportunity to practise their learning on their own
- Reflection – discuss what has been learnt that lesson



'It is important to view knowledge as a sort of semantic tree - make sure you understand the fundamental principles, i.e. the trunk and the big branches, before you get into the leaves/details or there is nothing for them to hang on to.' (Elon Musk)

Pedagogy

If nothing has changed, nothing has been learned – Kirschner, Sweller and Clark 2006

Our aim is to make the knowledge 'stick'. Leaders and teachers keep up to date with educational developments and the theory behind powerful learning and this is disseminated to all staff in training sessions.

Learning Environment

Our learning environments are used as teaching tools. As a school, we keep them organised with key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. There is clarity and purpose to our learning environments with the prime focus on interrupting the forgetting and ensure that our 'sticky knowledge' goes into long term memory. Working walls are backed in pastel shades with a consistent approach across the school. Displays around school are also used to showcase, value and celebrate children's achievements and great work. Children have input into these displays and the aim of them is to promote children's self-esteem and recognise good learning.

Assessment

Assessment and record keeping is the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development. Our carefully considered curriculum is a model of progress and our children have the opportunity to demonstrate that they 'know more and remember more' through the use of our 'sticky knowledge' flashcards and the Leitner Model, the use of hinge questions and the demonstration of knowledge at the end of an enquiry through a knowledge organiser. Interleaving assessment of our 'sticky knowledge' is carefully planned on medium term plans to encourage 'good forgetting'.

Curriculum communication to parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents twice a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress.
- School website and year group pages inform parents what has been happening in the wider curriculum.
- Social media is used effectively as a communication tool with our parents and carers.
- Class Dojo inform parents specifically about a class within school on the day-to-day lessons and learning of this specific group of children. Children's achievements are celebrated on Class Dojo.
- Termly Newsletters will be communicated from each year group which will share the knowledge the children will be learning over the term and knowledge organisers for our enquiries will be shared.

Teachers are of course also available at the start and end of each day for any necessary communications.

Remote Learning

Remote Learning Grids are available on Class Dojo to any child working remotely. This ensures that all children, whether in or out of school are able to access the same learning. We strive for every child to have access to a taught, well planned and sequenced curriculum with ambitious independent learning tasks. To ensure accessibility paper copies of learning can be provided and devices can be loaned from school.

Home Learning

All home learning is shared by each class teacher on a weekly basis and deeper learning tasks for each subject will be shared through our termly newsletter. These will be provided to the children via Class Dojo. We use online platforms, such as Purple Mash to provide home learning opportunities and tasks for each child. Tasks can be personalised to meet the individual needs of the child. Every term, there is a large-scale home learning project offered out that allows for individual creativity and for the children to demonstrate their knowledge and understanding of that term's enquiry question.

Children with additional needs

The curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with parents.

At our school we teach all children, whatever their ability. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and scaffolding opportunities to assist with a child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in the learning journey. Where children are to participate in activities outside the classroom, for example, a trip to study the local area, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Equal opportunities

It is important that teachers plan work that offers equal opportunity in respect of gender, race and ability. For example:

- by ensuring that activities are carefully thought out to meet the needs of all children and ensure scaffolds are available to the children who need more support.
- by ensuring that subjects are promoted to both sexes and that the materials used are attractive to all children
- by ensuring that multi-cultural themes are explored so that children are encouraged to develop awareness, interest and tolerance towards people and places beyond their immediate experience.