



Harriers Banbury Academy

an Aspirations Academy

Curriculum Statement 2021-22

INTENT

Our vision is to deliver an authentic education for the 21st century for children from the age of 3-11. The aim of the curriculum is to ensure all pupils are inspired with a passion for learning and achieve high levels of academic success in a broad range of subjects whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today's highly competitive and fast-changing world.

Central to the philosophy of the curriculum delivered in Harriers Banbury Academy is the provision of an authentic education for the world today. The curriculum allows for the development of the knowledge, skills and personal development required for success in the world today and in the future. All pupils at Harriers Banbury Academy learn in a challenging, engaging and supportive environment through a well-thought-out curriculum, which encourages creativity; celebrates diversity and utilises knowledge, skills and cultural experiences of the local community enabling them to become active citizens in modern Britain.

Aim:

OUR VISION

- Thrive in a culture of **high expectations** and **respect**
- Believe in our own **potential** and **support others** to achieve theirs
- Equip ourselves with the skills needed in the future for an **ever-changing world**
- Play an **active role** in our class, school and wider communities
- Learn from our **heroes** and be **a hero to others**
- Be **happy, confident citizens** ready to **take on the world**
- Start as strangers but **leave as family**

In order to achieve our mission statement: *Learning to Fly* and our whole school vision we require a curriculum that:

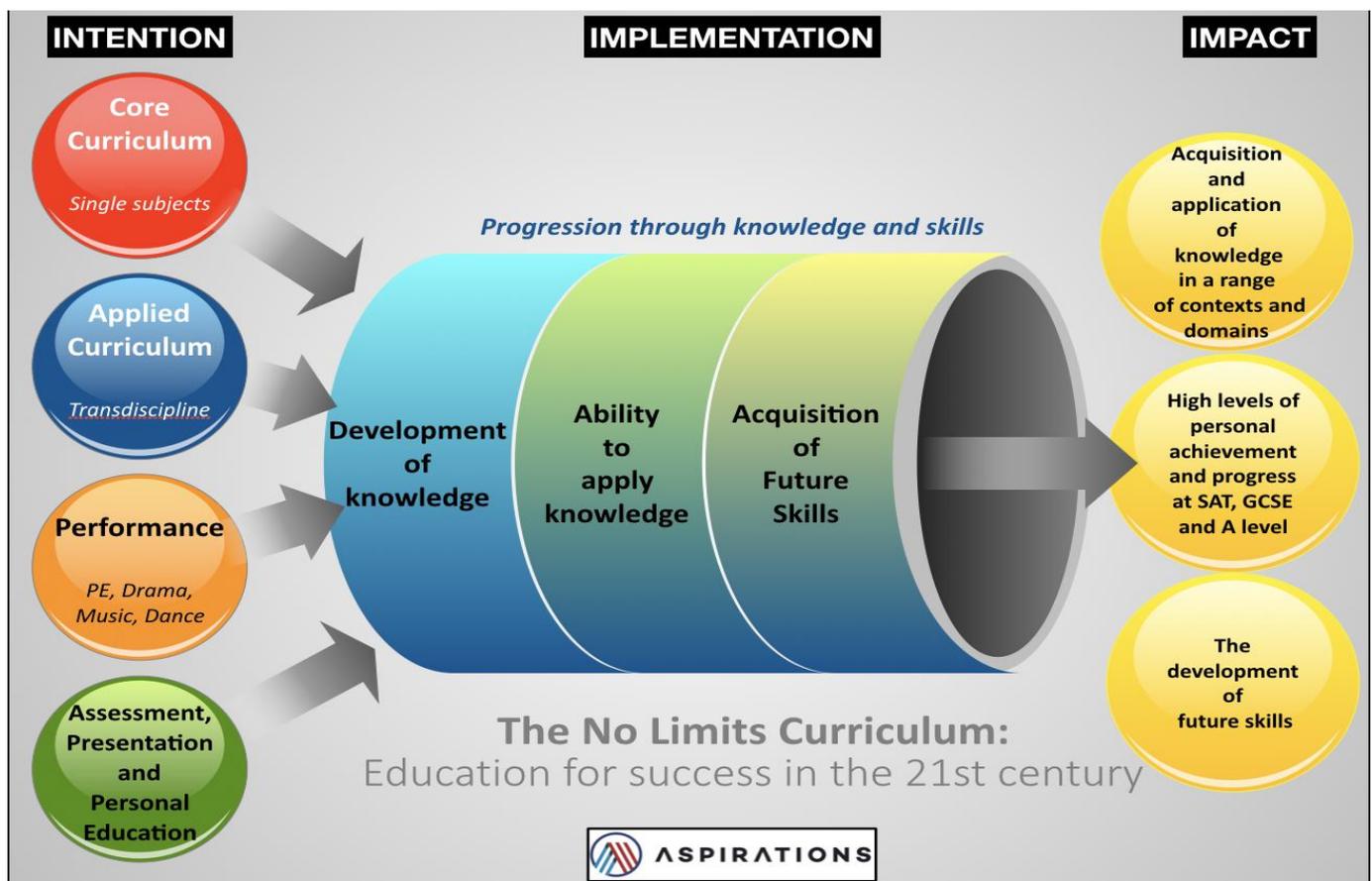
- *Ensures broad curriculum coverage*
- *Develops a knowledge rich curriculum*
- *Ensures that knowledge acquisition is enhanced through being effectively applied to real-life situations and problems*
- *Widens knowledge acquisition through single discipline and transdiscipline learning*
- *Ensures all learning is challenging and engaging*
- *Develops transferrable future skills through the application of knowledge into actions for success.*
- *Ensures high rates of progress for all pupils.*
- *Promotes teacher planning that is integral to the success of the curriculum and also manageable.*

Harriers, like any Aspirations Academy, shares a common philosophy but has a distinctive approach to education. There are three guiding principles and eight conditions that all Aspirations Academies adhere to. These follow principles are central of the curriculum:

- Self-worth (Belonging, Heroes, Sense of Accomplishment)
- Engagement (Fun and Excitement, Curiosity and Creativity, Spirit of Adventure)
- Purpose (Leadership and Responsibility, Confidence to Take Action)

In applying knowledge to real-world contexts at Harriers Banbury Academy, and allowing young learners to take the lead in using this knowledge to find solutions and to deepen their learning, we ensure Aspirations' nine **Core Principles** are clearly featured in every element of the Academy's work.

- High Expectations - being the very best you can be in your school and community
- Opportunity - matching your interests with activities that will help you to leave school well-rounded and confident
- Challenge - making your learning exciting and relevant to the real world
- Talent Development - enhancing your natural strengths and abilities so you thrive in school and beyond
- Innovation and Enterprise - supporting your creativity by encouraging you to ask 'Why?' and 'Why not?'
- Makers and Creators - being a creator, not just a consumer, of technology in our digital world
- Global - having the cultural awareness needed to communicate in our interconnected world
- Employability - equipping you with the skills and abilities you'll need to excel in our ever-changing world
- With Big Dreams and Hard Work - Aspirations means to dream about the future while being inspired in the present to reach those dreams.



Staff Wellbeing

The planning, delivery and assessment of the curriculum must not have a disproportionate impact on our staff's workload or work/life balance.

Implementation

The delivery (implementation) of our curriculum is successful due to the existence and implementation our **7 Curriculum Elements:**

Knowledge: *"What we need to know."*

- Core knowledge is planned into the curriculum in order to provide progression
- It is planned in a 'cyclical nature' to ensure the knowledge is revisited and built upon; leading to deeper learning
- Knowledge is transdisciplinary
- All staff have excellent subject knowledge within their key stage.

Content: *"The National Curriculum +"*

- The National Curriculum content is covered, including key skills
- Purposeful learning, transdisciplinary where appropriate, with authentic outcomes
- A local context enhances the curriculum and makes it more meaningful to pupils
- Life skills are embedded to prepare pupils for independence in a modern world with British values
- Life experiences, including trips and visitors, enhance pupils' learning, engagement and their role in the community
- Wellbeing:
 - Psychology: understanding and managing emotions, thoughts and feelings (nurture, mindfulness, Place2Be, safety, RSE, PSHE, behaviour policy)
 - Philosophy: reflecting on values and what makes a healthy, happy life
 - Sociology: exploring pupils' own lives, societal trends and their place within them (SMSC, British Values, local context)
- The curriculum meets the needs of all pupils through effective planning and delivery.

Vocabulary: *"Reducing the language cultural deficit."*

- Key vocabulary and technical vocabulary is explicitly taught
- Oracy – staff and pupils are expected to talk in standard English, modeling and practising good spoken language
- A culture of reading is embedded and celebrated by all; including parents/carers
- Staff CPD ensures all adults in school are skilled in delivering a language rich curriculum; including providing early phonics, spelling and reading support.

Questioning: *"Coach rather than teach."*

- The driving question is the basis of all topics and lessons, leading to purposeful learning
- Staff CPD ensures all adults in school are skilled in using a range of questioning techniques and use their professional judgment to apply them appropriately.

Metacognition: *"Learning to learn."*

- The overall provision map provides a coherent narrative; where the pupil continuously revisits, utilizes and develops previous learning.
- Four of the EEF's seven strands are focused upon:
 - Long-term memory (cognitive load theory)
 - Independence
 - Modelling
 - Challenge
- Growth mindset and resilience become natural strengths of our pupils.

Beautiful work: *"Meet standards and create authentic work that is honoured."*

- Teachers and pupils have the highest expectations for individual outcomes
- Pupils are given time to perfect their work
- Pupils are challenged to produce their best
- Where possible, pupils are given the resources to achieve their best
- Purposeful work with authentic outcomes leads to engaged learners and high quality

- Challenging work for all, leads to a sense of accomplishment and pride in Pupils' work, which is respected and honoured
- The work produced is something for the pupils to be proud of
- High quality homework, which consolidates and/or develops learning, is valued by staff, pupils and parents/carers.

21st Century Skills: *"Skills for now and the future."*

- Resilience
- Cross-cultural competency
- Communication
- Collaboration
- Creative and adaptive thinking
- Cognitive load management
- Sense-making
- Media literacy
- Entrepreneurialism
- Transdisciplinarity
- Productivity and accountability

The 7 curriculum elements come to life through well considered planning; a common pedagogical ethos and effective feedback & assessment:

PLANNING

Precise planning is a roadmap to our pupils' success at Harriers.

Teachers take time to produce a strategic Long Term Plan, per year group, to connect the knowledge of the National Curriculum with desirable 21st century skills and outcomes we want to develop within our pupils. This is implemented through the use of a Driving Question, that all learning will steer towards, ensuring all children receive a broad and balanced Curriculum at Harriers. Effective Long Term planning ensures teachers build on the pupils' knowledge whilst ensuring a progression of skills is delivered.

From the Long Term Plan, Teachers will produce termly Medium Term Plans. Medium Term planning highlights further the opportunities for enquiry based learning, providing a sense of purpose to engage pupils. Each lesson will be driven with a learning question that leads towards the termly outcome; the Driving Question. Pupils will apply curriculum knowledge taught using skills implemented towards an authentic outcome - ultimately answer the Driving Question – showing positive impact.

PEDAGOGY

Harriers Banbury Academy's pedagogy has five strands: Assessment, Challenge, Purpose, Engagement and Progress. It has been developed in consultation with our teachers and underlines our teaching ethos. Every teacher has committed to deliver learning within this ethos and ensure every lesson has these non-negotiables: **learning intention, it matters because, key vocabulary, feedback from previous learning and reflection.**



OUR PEDAGOGY MODEL

Curriculum: Intent, Implementation, Impact				
Assessment	Challenge	Purpose	Engagement	Progress
<p>Accurate Assessment for Learning</p> <p>Formative:</p> <ul style="list-style-type: none"> Feedback Policy Recap/Revisit Cold/Hot tasks Tapestry (EYFS) Set achievable targets <p>Summative:</p> <ul style="list-style-type: none"> PIXL Spellings /Phonics Times Tables DCPro <p>Learning Evaluation:</p> <ul style="list-style-type: none"> It matters because... Key vocabulary Reflection 	<p>Planning informed by assessment</p> <p>Planning includes:</p> <ul style="list-style-type: none"> Effective questioning – Blooms Taxonomy Lesson specific vocabulary Use & Apply prior knowledge & skills Introduce new knowledge & skills Tailored to individuals/groups Guided teaching Use of additional adults Teach to the top - scaffold as required 21st century skills 	<p>From the teacher: "It matters because..."</p> <p>Pose a question that drives a clear learning intention that is:</p> <ul style="list-style-type: none"> Skill or Knowledge based, specific to the learning Moving learning forward Driving question Authentic outcome <p>High expectations:</p> <ul style="list-style-type: none"> Ready Respectful Safe Numeracy & Literacy core skills Presentation Independence Collaboration 	<p>Positive Impact on learning</p> <p>What it looks like:</p> <ul style="list-style-type: none"> Pupil-led learning Active learners Interactive Problem solving Reasoning Resilience Focused discussion Fun Curiosity Creativity Success Pride 	<p>Positive Impact on outcomes</p> <p>Short term:</p> <ul style="list-style-type: none"> Work in books Evidence of achieving targets Reflection Cold/Hot tasks Use of feedback <p>Over time:</p> <ul style="list-style-type: none"> Work in books Cold tasks Data Aspirations core principles

Every lesson has: an effective **question, it matters because, key vocabulary** and **reflection** so pupils can articulate their learning.

FEEDBACK & ASSESSMENT

Aims:

- Assessment is effective in tracking a pupil's development of cumulative knowledge in line with their age expectations
- Assessment informs future planning
- Assessment can be formative (e.g. work scrutiny, pupil voice, staff voice, learning walks) or summative (e.g. regular low-stakes testing, PiXL tests (past papers in Y2 & Y6), national statutory assessment)
- Formative and summative assessment is used to identify if a pupil is making expected progress and if they are working at the expected standard
- Feedback has a positive impact on learning by identifying and addressing misconceptions and/or gaps in knowledge of the individual, group or class
- Feedback is given clearly so it can be understood and utilised by the pupil(s)
- Feedback is efficient and does not have a disproportionate negative impact on teacher workload.

Impact

At Harriers Banbury Academy, we believe that a well thought out curriculum, which meets the needs of all pupils, should lead to good results for pupils which reflect what they have learned. The impact of the curriculum is evaluated through the following measures:

- The percentage of students who achieve at least expected academic progress and high levels of attainment in national assessments and examinations
- Progress and attainment of current-pupils, across key stages
- Reading test data
- The quality of work produced
- 'Cultural Capital' for disadvantaged and pupils with SEND
- The range of high level 21st century skills developed by students

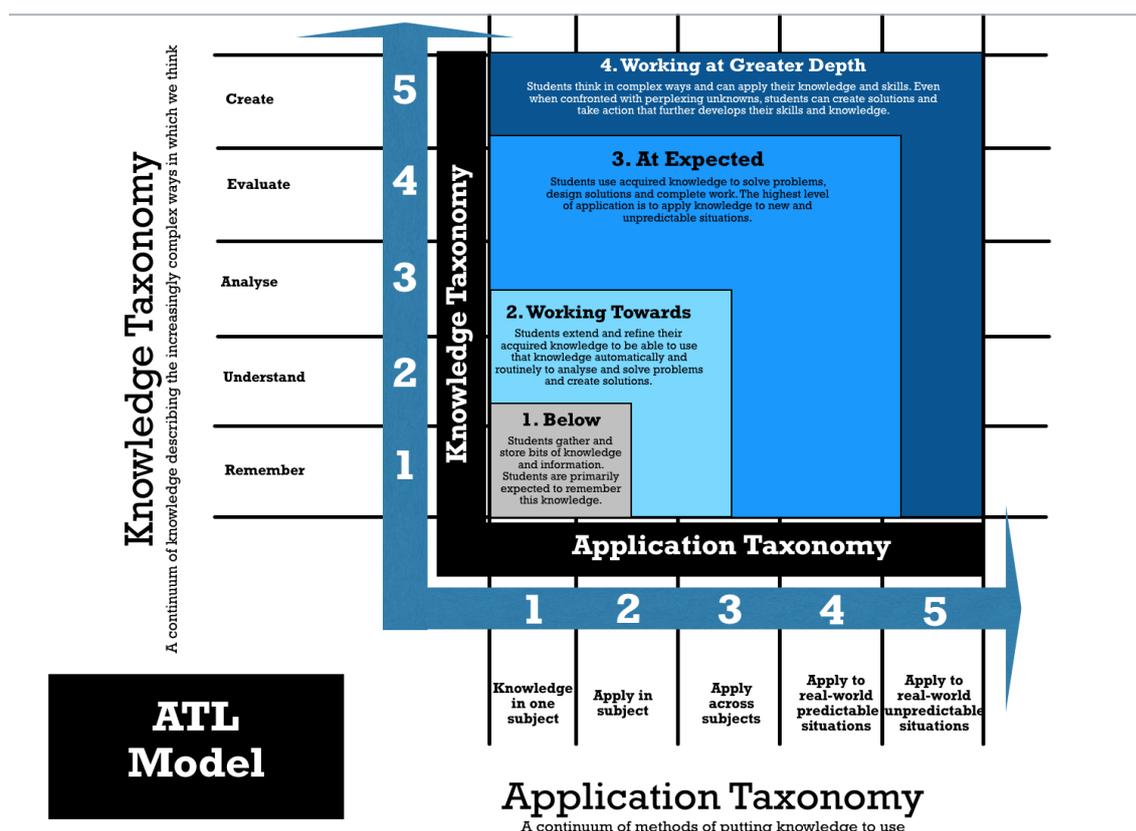
- The percentage of learning that is challenging and engaging
- Attendance data
- Engagement in enrichment activities
- Pupil voice/survey
- Trust reviews/Ofsted
- External moderation.

Curriculum Content

The curriculum incorporates the national curriculum 2014 statutory requirements and Department of Education guidance. Supplementary, the curriculum of the school reflects the local context and development needs of pupils.

Presently, Aspirations Academies Trust has introduced an exciting and creative curriculum which means the curriculum is implemented is two-fold:

1. The 'No limits: Curriculum for success in the 21st century' is being developed and will be introduced in all Aspirations Academies in September 2019 initially in Years 4, 7 and 12. The intention is that the main features of this curriculum will eventually inform a common curriculum approach from the ages of 4 to 18. The expectation is for each academy to follow the collective curriculum outlines and philosophy whilst also putting its own personal and local stamp on their own curriculum which meets the needs of their particular body of students. The shared, collective curriculum will enable sufficient commonality of subjects, topics and assignments to enable cross-Trust moderation and raising of standards.
2. Currently in the other year groups (not 4, 7 and 12) the curriculum is unique to each academy. In the primary phase there is some commonality in that the focus is on English, maths and the Aspirations (creative) curriculum, whilst in secondary phase there has been a move towards using the same GCSE and A level subject specifications in order to drive the curriculum across all year groups. The Early Years Foundation profile along with the National Curriculum form the basis of the curriculum plan in all Aspirations Academies. The knowledge and skills development required in each subject are carefully sequenced and mapped out within each year group and across each Key stage. As a Multi-Academy Trust that educates children from the age of 2 to 18, we also make sure to ensure that there is clear sequencing and progression of knowledge and skills between each Key Stage so there is a clear progression pathway from the age of 2 to 18.



In order to ensure the development of a curriculum that ensures a depth of knowledge, the application of knowledge and the development of future skills, the central feature of the 'No Limits' model is the development of a curriculum that fully embraces both single-discipline learning (CORE) and trans-discipline learning (APPLIED). Both have a place in the curriculum. The CORE learning sessions occur both as regular timetabled single-discipline learning sessions as well as during the ATL assignment sessions as specific knowledge workshops. The APPLIED Trans-discipline Learning (ATL) assignments combine several subjects and run from 3 to 11 weeks in length for at least 2 hours most days for up to 8 hours a week. These assignments are designed to apply CORE learning to real-world situations across different domains to ensure student learning is relevant, engaging and challenging. The curriculum structure:

- Core learning (single discipline subjects): English, Maths, Science (single sciences), Computer Science, MFL, Art and Design, Geography, History.
- Transdiscipline learning: Incorporating a combination of the following subjects: English, Maths, Science (single sciences), Computer Science, Citizenship, MFL, Art and Design, Geography, History.
- Performance: PE*, Music, Drama and Dance
- Assessment, Presentation and Personal Education (APP) weeks: The presentation of high quality transdiscipline subject assignment, assessment of all core subjects, PSHEE*, sex education*, food education*, citizenship* and Religious Education.