



Harriers Banbury Academy
an Aspirations Academy

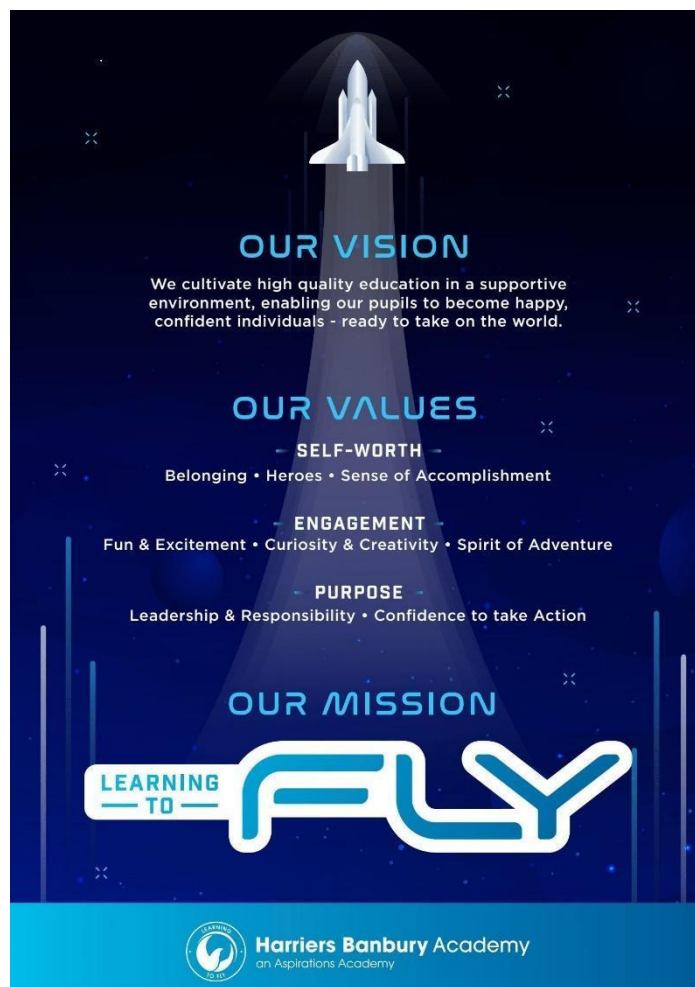
Curriculum Statement 2023-24

Intent

As an Aspirations Academies school, situated in Banbury, Oxfordshire, we have designed a bespoke and innovative curriculum, tailored to meet the needs of all children in our school. 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:



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

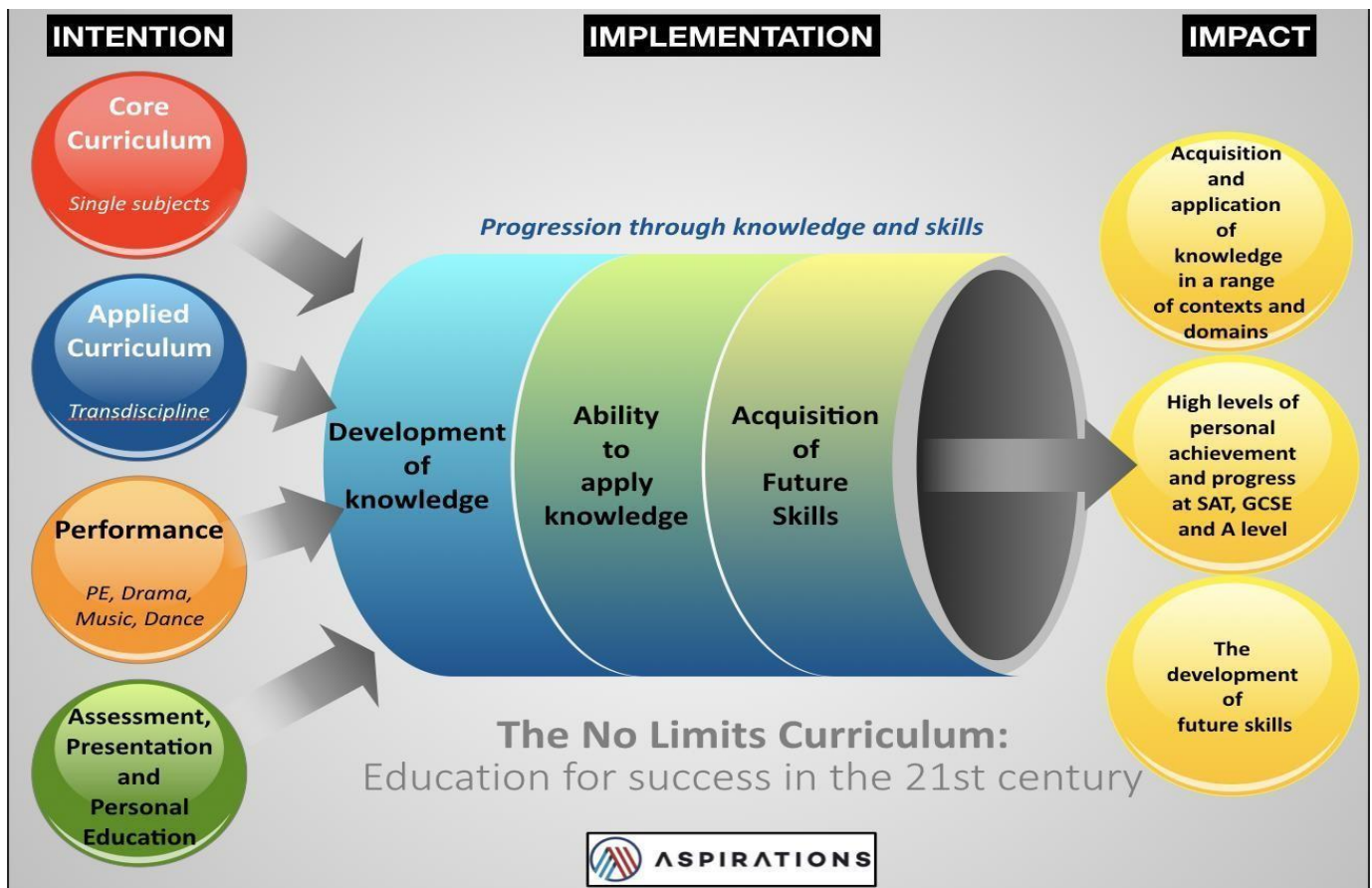
- Ensures broad curriculum coverage
- Develops a knowledge rich curriculum
- Ensures that knowledge acquisition is enhanced through being effectively applied to real-life situations and problems
- Widens knowledge acquisition through single discipline and transdisciplinary learning
- Ensures all learning 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 of 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 through our wellbeing curriculum (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, modelling 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 where appropriate. Pupils will apply curriculum knowledge taught using skills implemented towards an authentic outcome - ultimately answer the Driving Question – showing positive impact. Other lessons that are taught discretely also have clear learning questions to work towards. The subjects that are taught independently from our topics are supplemented with various schemes of work that teachers adapt to make learning effective and meaningful.

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 nonnegotiables: **learning question, it matters because, key vocabulary, remember** and **reflection**.



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OUR PEDAGOGY MODEL

Curriculum: Intent, Implementation, Impact				
Assessment	Challenge	Purpose	Engagement	Progress
Accurate Assessment for Learning Formative: <ul style="list-style-type: none"> Feedback Policy Recap/Revisit Cold/Hot tasks Tapestry (EYFS) Set achievable targets Summative: <ul style="list-style-type: none"> PiXL Spellings /Phonics Times Tables DCPro Learning Evaluation: <ul style="list-style-type: none"> It matters because... Key vocabulary Reflection 	Planning informed by assessment Planning includes: <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 	From the teacher: "It matters because..." Pose a question that drives a clear learning intention that is: <ul style="list-style-type: none"> Skill or Knowledge based, specific to the learning Moving learning forward Driving question Authentic outcome High expectations: <ul style="list-style-type: none"> Ready Respectful Safe Numeracy & Literacy core skills Presentation Independence Collaboration 	Positive impact on learning What it looks like: <ul style="list-style-type: none"> Pupil-led learning Active learners Interactive Problem solving Reasoning Resilience Focused discussion Fun Curiosity Creativity Success Pride 	Positive impact on outcomes Short term: <ul style="list-style-type: none"> Work in books Evidence of achieving targets Reflection Cold/Hot tasks Use of feedback Over time: <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:

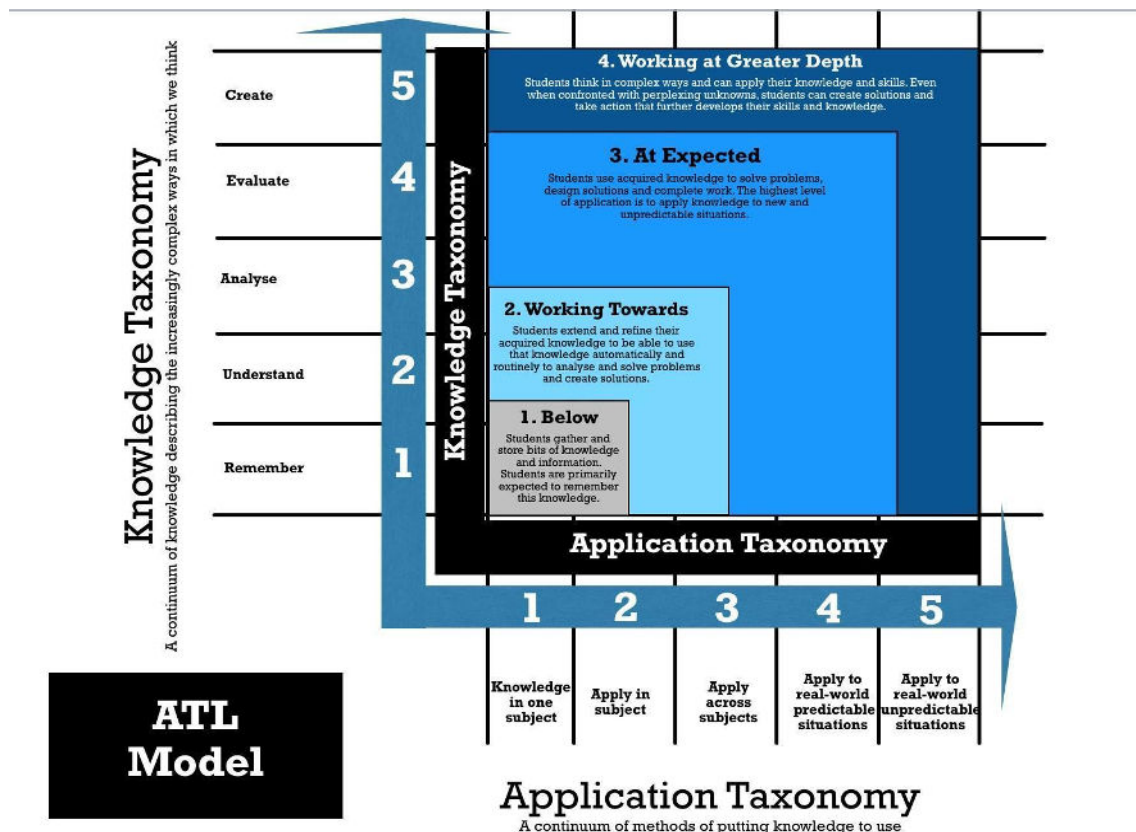
- The percentage of students who achieve at least expected academic progress and high levels of attainment in national assessments and examinations
- Progress and attainment of current-pupils, across key stages
- Reading test data
- The quality of work produced
- 'Cultural Capital' for disadvantaged 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:

The 'No limits: Curriculum for success in the 21st century' has been developed and has been introduced in all Aspirations Academies from September 2020. 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.



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 with sessions taking place twice 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, Computer Science, MFL, Art and Design
- 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.

Early Years Foundation Stage (EYFS)

Our Values

Our belief in Early Years at Harriers Banbury Academy is that every child should be given the best start to life and we build a curriculum that is centred on meeting every child's needs.

Early Years at Harriers Banbury Academy comprises of children from ages 3 to 5. A large amount of time is spent in Early Years developing personal, social and emotional skills. By valuing these skills, the children can develop resilience and confidence in themselves in order to transition through the rest of the school. We also strongly value our belief in our behaviour policy, understanding that all behaviour is communication. Focussing upon allowing children to express themselves and to understand why they may feel or act a certain way forms a large role in our pedagogy within Early Years. We also continue these beliefs into Key Stage 1 as children from Early Years transition each September.

Teaching and learning

All Early Years children are baselined within the first 6 weeks using the statutory government baseline. This process is monitored by the Principal. We also baseline for NELI and Wellcomm to see who may need early intervention.

The day in Reception will involve four discrete lessons: Daily phonics, maths, handwriting, and an area of the curriculum. These 4 lessons are situated at the start and end of the morning and afternoon. Between each lesson is "choosing time" where the children can independently access the environment and the adults in the room either do interventions or observe to gather evidence for each child's journal. Learning through play is highly valued in our setting. The interventions are heavily based around Communication and Language skills, PP children and SEND provision.

A new approach we are adopting this year is to carousel activities and lessons from 9am to 10.15am. The purpose of this is to allow children to access some structured learning that meets the needs of development matters, and then for the rest of the day to be used constructively to meet SEN targets, daily 1:1 reading expectations, and doing more focused skill such as handwriting and PSED activities. We value the need for children to learn through play, therefore we ensure that they get the full amount of "suggested" time for free-flow play during the day.

We aim for a proportion of the day to be devoted to child-initiated learning. Children learn best through exploration and experimentation and our curriculum reflects this. All children will be involved in adult directed carpet sessions throughout the day at various levels related to the age and stage of the individuals. For those who are here for lunch, we offer the opportunity to bring a packed lunch or have a hot school meal. These

are nutritionally balanced and follow our school food policy. We are part of the fruit and milk schemes that give children one piece of fruit and a carton of milk a day. Water is freely available. These snacks can be taken at any point in the day. Eating is a social event and helps children to develop their skills in this area of learning.

Children also learn through talk, play, repetition and first hand experiences. We ensure the environment and resources reflect this and encourage children to take ownership over the experiences they have. There are clear areas of learning set out within the rooms and outside spaces; these are labelled so children know where they can access the resources they need. These areas are stimulating and offer interest for all age phases providing challenges and opportunities to develop language. Communication skills underpin all learning so we offer great opportunities to develop these skills through the use of visual aids, signing and speech. The role of the interactor is to facilitate child initiated learning through having a clear understanding of the curriculum from age Birth to 3 years leading into the Key Stage One curriculum. There is a great focus placed on the Three Prime Areas – Personal, Social and Emotional Development, Communication and Language and Physical Development. Our curriculum reflects this focus.

Key Stage 1

As the pupils transition from Reception to year 1, we understand at Harriers Banbury Academy that the children want to be active, autonomous learners who can explore, create and take risks in both an inside and outside environment. Therefore, in year one, we continue the continuous provision where there are opportunities to both explore a variety of objective led areas of learning that relate to the National Curriculum. Each day there are short, direct, whole class, adult-led teaching of phonics, literacy, maths and topic. Each term the level of formality increases. A clear timetable of progression is in place for the year; carpet sessions become longer, environments become more demanding and expectations of whole class teaching increases so they are ready for their transition to year 2 where the structure is more formal.

We assess the pupil's learning and record tasks in a literacy, numeracy and topic book. We encourage the children to be reflective learners so are taught and encouraged to edit their work in line with the whole school Feedback and marking policy.

This is the expected curriculum coverage to be planned:

KS1

Compulsory [national curriculum](#) subjects at primary school are:

- English
- Maths
- Science
- Design and technology
- History
- Geography
- Art and design
- Music
- Physical education (PE), including swimming
- Computing
- Ancient and modern foreign languages (at key stage 2)
- RSE

Schools must provide [religious education \(RE\)](#) but parents can ask for their children to be taken out of the whole lesson or part of it.

We also teach:

- PSHE (Personal, social and health education)
- Spanish

Key Stage 2

As the pupils take their important and exciting leap from key stage 1 into key stage 2, we work hard to support them and to ensure their transition is smooth. Throughout their learning journey from year 3 to 6, we build on the skills they have already acquired through a stimulating, challenging and creative curriculum; a curriculum where the pupils are encouraged and supported to take risks to ensure they are extending and experimenting with ideas they may have and want to develop. Within each lesson, the pupils are expected to develop their independent learning skills as well as support and work with their peers in group tasks. At the forefront and woven through our curriculum are 21st century skills; the skills that we know are fundamental to a successful future.

Each term our curriculum creatively scaffolds the pupil's learning to ensure there is clear progression throughout the school. It successfully threads lead subjects within meaningful topics which allow the pupils to develop particular skills, as well as gain fascinating knowledge. Purposeful topics encourage the children to ask questions and become curious learners, developing a sense of awe and wonder.

This is the expected curriculum coverage to be planned:

KS2

Compulsory [national curriculum](#) subjects at primary school are:

- English
- Maths
- Science
- Design and technology
- History
- Geography
- Art and design
- Music
- Physical education (PE), including swimming
- Computing
- Spanish: ancient and modern foreign languages (at key stage 2)
- RSE (Relationships and Sex Education)

Schools must provide [religious education \(RE\)](#) but parents can ask for their children to be taken out of the whole lesson or part of it.

We also teach

- personal, social and health education (PSHE) and citizenship

Extracurricular

We want all of our children to leave school having experienced a wide range of activities and have the life skills they need to do well. Our extra-curricular programme is an important part of the education we offer. Each class goes on at least one educational visit a year as well as trips to the local library, local schools, the theatre, Banbury museum, places of worship and much, much more. In year 2, the children have a sleep-over at school; in year 4 children have a camp-out in the school grounds and in year 6 they go on a residential and participate in a range of risk-taking and adventurous activities which also encourages them to develop independence and resilience.

Although our curriculum is very broad and gives pupils a huge range of skills, we believe it is important to offer additional activities that build pupils' confidence, resilience and self-belief. We recognise that every pupil is unique, therefore we are committed to providing an opportunity for every child to develop their talent further.

At Harriers Banbury Academy we offer a selection of lunchtime and after school clubs depending on the time of year. All children from early years to year 6 have the opportunity to take part in a club. Examples of these include: Yoga, Arts and Crafts, Dance, Construction, Multi skills, football, board games and Science. We are constantly looking for new ideas to encourage our children to take part in extracurricular activities as we know it is essential for them to develop all the skills they need to enjoy school and for the next stage in the learning journey.