

BOWER PARK ACADEMY QUALITY OF EDUCATION POLICY

A. Guiding Principles

At Bower Park Academy, our vision is to strive for excellence to transform the life chances of all. The curriculum, defined as all experiences planned for our students including the taught and co-curricular offers, is at the heart of this vision. Through the implementation of our curriculum we seek to develop every student into a well-rounded valued citizen, ready and equipped for a future world and embracing a love of life.

Firstly, we provide a curriculum that develops a **core body of knowledge and key skills** to secure outstanding academic outcomes ensuring students are fully prepared for their next steps and future career opportunities.

Secondly, our curriculum is based on high expectations and aspirations **developing students' cultural capital and learner attributes**. The Bower Park Curriculum ensures learners have a carefully mapped journey from the end of Key Stage 2 to the beginning of Key Stage 5.

To this end, we will provide a curriculum, which is:

- broad and balanced
- challenging (prompts deep thinking)
- knowledge rich
- consciously sequenced and systematically planned to build knowledge
- developing memory and learning power incorporating interleaving
- differentiated appropriately for individuals
- building an understanding of British values

This curriculum has the following three principles at its foundation:

1. **Improving the life chances of all students and ensuring they are life ready by:**

- developing a body of core knowledge and key skills
- achieving the best qualifications and outcomes possible
- equipping them with the skills and attributes for lifelong learning (LEADER: Leadership, Expression, Autonomy, Drive, Endeavour, Resilience)
- building cultural capital and character
- ensuring they know how to make choices and have real choice in their lives
- imparting a love learning
- instilling literacy – ensuring students are literate, numerate and both financially and computer literate
- enabling them to positively contribute to society

2. **Broad and balanced with systematic progression:**

Students will benefit from a broad curriculum both within and outside the classroom incorporating a wide range of artistic, technical and academic subjects and experiences. This will take account of local context, student interests and gaps in student knowledge, experiences and cultural capital. Students will be equipped to progress to sixth form, University and beyond with careers education and aspiration raising activities fully integrated in the curriculum. There will be a logical progression within each subject area to prepare them fully for the next stage in their learning; the curriculum will be personalised, as needed, to a student's needs, skills and aspirations.

3. High expectations and high standards of achievement:

We believe that, irrespective of their starting point or their personal circumstances, every learner has the potential to achieve success. Our curriculum provides the range of experiences, support and intervention necessary to ensure students meet and exceed national expectations, develop their cultural capital and learner attributes. Students will successfully study a strong academic core including a Humanities subject and in the majority of cases a foreign language whilst still benefiting from a breadth of curriculum through the arts and technical subjects. We provide students with outstanding advice and experiences related to careers, further study and employability and develop transferrable skills such as Leadership, Expression, Autonomy, Drive, Endeavour, Resilience (LEADER).

B. Design and Implementation

a) Key Stage 3: Years 7 – 9

The Academy provides a broad and balanced curriculum for as long as possible. We deliver the key stage three curriculum for three years; this includes Art, Citizenship, Computer Science, Drama, Design Technology, English, French, Geography, History, Mathematics, Music, Physical Education, Religious Education and Science.

The vast majority of teaching is in mixed ability groups, however Mathematics is taught in ability groups; English and Science have a Scholar set to ensure students are stretched and challenged even further and are equipped to attain top grades at Key stage four and beyond.

Students benefit from a range of co-curricular opportunities and out of hours learning which further develop cultural capital and complement in-class learning to form a full curriculum offer. These include a range of weekly clubs, residential experiences, theatre visits, performing arts productions, and a range of sporting activities. In addition we plan regular drop down days which provide an opportunity for students to develop LEADER skills and to work in mixed age groups, a popular example of this is Enterprise Day.

In order to prepare students for their adult lives, students develop the attributes of LEADER which are the skills and attributes that will help with their learning and future employment (Leadership, Expression, Autonomy, Drive, Endeavour, Resilience We also build the cultural capital of all our students through the fulfilment of the Bower Park Pledge.

b) Key Stage 4: Years 10 and 11

All students follow a core programme that consists of English Language and English Literature, Mathematics, Combined Science and Core Physical Education. Students are actively encouraged to study EBacc subjects with almost all studying either History or Geography and the majority studying MFL. Those students who do not study MFL still undertake EBacc “light”; they study a Humanities subject and another three options with appropriate stretch and challenge.

Other option choices include Art, Computer Science, Drama, Food Preparation and Nutrition, Health and Social Care, Music, Physical Education and Religious Education.

Key stage four students continue to benefit from the full curriculum including opportunities to develop LEADER attributes, build cultural capital and receive excellent education and advice related to SMSC and careers.

See Appendix A for curriculum model. See Appendix B for Pledge and LEADER overview

C. Implementation: Teaching and Learning

At Bower Park Academy, teaching and learning is at the core of what we do. Teachers plan well thought out lessons, which challenge all students irrespective of their starting points (Teaching to the Top). Lessons build on students' prior learning and further develop their knowledge and skills to prepare them for life in modern Britain.

Teaching typicality – what makes Bower Park unique

Teaching and learning at Bower Park Academy is ever evolving; we are all lifelong learners. We provide outstanding classroom practice through the cultivation of outward-focused and evidence-based approaches to teaching and learning; staff deliver subject mastery through creative and innovative pedagogy.

To allow for professional autonomy we are not prescriptive in our expectations of lesson delivery. However, there are key features we expect across all subjects.

- Teachers explicitly sharing learning objectives and outcomes with students
- Teachers checking what students currently know and build upon this prior knowledge through interleaving knowledge and skills into their curriculum
- Regular low stake testing such as quizzes are used to embed prior knowledge and skills
- A range of questioning techniques to develop students understanding and encourage them to think, reason, justify and explain
- Feedback in various forms checking student progress to further their learning
- Using summative and formative assessments to assess student progress and plan the next steps in their learning
- Teachers' pedagogy including theories on cognitive loading and spaced learning in order to embed students' knowledge and understanding in their long term memory

LEADER

In addition to developing students' subject specific knowledge, skills and cultural capital we believe in developing students' 'transferable skills' to ensure they are equipped for the challenges beyond Bower Park Academy and ensure they are 'life ready'. These are leadership (L), expression (E), autonomy (A), drive (D), endeavour (E), and resilience (R).

LEADER is the golden thread that runs through the curriculum at Bower Park Academy.

CPD

To ensure teachers continue to develop their subject knowledge and pedagogy, we provide continual professional development to ensure teaching practice is at its best. We do this by monitoring and evaluating the academy's needs through climate walks, work scrutinies and lessons observations. CPD is informed by research and we are always outward looking in our approach to developing our staff.

D. Outcomes and Assessment

At Bower Park Academy, assessments form an integral part of the curriculum in order to ensure teaching and learning is having a positive impact on students' learning and outcomes. Both formative and summative assessments are used to inform teachers and students of the progress they are making and areas for development. In addition to assessments, teachers make a professional judgment on a student's attitude to learning, which encompasses a student's effort in lessons, independent study skills and the development of their LEADER attributes.

Guiding principles

All assessment policies and instruments of assessment:

- support learning and teaching
- are chosen strategically to help students recall the right information
- promote the LEADER attributes in students
- acknowledge achievement at all levels to maintain student motivation
- guarantee consistency of approach across the curriculum, while recognising subject specificity
- comply with statutory requirements: align the school with national standards and aim to exceed them

Purposes of assessments

- Formative assessments are used to feedback to students and inform teachers' further planning at a classroom and individual level to further learning
- Summative and synoptic assessments are used to assess to what extent students have learnt the core knowledge and key skills for the subject
- All assessments are an opportunity to:
 - evaluate course materials, learning processes and teaching methodology
 - identify all specific learning needs at an early stage through diagnostic assessment and professional judgement
 - encourage students to reflect on their learning

Data Campaigns

The Academy has two data campaigns for each year group each academic year. At each data campaign, teachers use evidence from assessments and class work to report on each student's attainment, progress and attitude to learning.

At Key Stage 3, the reported grade is a professional judgement including formative and summative assessments (best fit) and teacher assessment of classwork and effort. Assessments are standardised and moderated in departments and across the Trust (*where possible*) before the data entry.

At Key Stage 4, teachers report students current working at grade, a predicted grade of what the teacher thinks the student will achieve in the final GCSE examinations and students' attitude to learning grade. Teachers use students' classwork, assessments and attitude to learning to inform the grades they report. Assessments are standardised and moderated within departments, utilising information from exam boards (such as examiners reports and GCSE exam grade boundaries) and inform teachers' professional judgements.

Appendix A: Curriculum model: Teaching Hours

Key Stage 3

	Maths	English	Science	Geography	History	MFL	RS	Citizenship
7	3.5	3.5	3.5	1.5	1.5	2	1	1
8	3.5	3.5	3.5	1.5	1.5	2	1	1
9	3.5	3.5	3.5	1.5	1.5	2	1	1

	Art	Drama	IT	PE	Music	Technology	Library/ LEADER
7	1	1	1	1.5	1	1.5	0.5
8	1	1	1	1.5	1	1.5	0.5
9	1	1	1	1.5	1	1.5	0.5

Key Stage 4 Core

	Maths	English	Science	PE	CPSHE
10	4.5	4.5	4.5	1	0.5
11	4.5	4.5	4.5	1	0.5

Key Stage 4 Options

	Option1	Option 2	Option 3	Option 4
10	2.5	2.5	2.5	2.5
11	2.5	2.5	2.5	2.5

Appendix B: The Bower Park Academy Edge

At Bower Park Academy, our vision is to strive for excellence to transform the life chances for all.

Through determination and resilience, every child will excel to obtain outstanding outcomes across a breadth of experiences. They will develop into well-rounded valued citizens, ready and equipped for a future world, and embracing a love of life. We believe that through completing the Bower Park Pledge and developing their LEADER attributes our students develop the edge they need to excel.

We want our students to develop their cultural capital and to understand the importance of LEADER attributes in practice and to develop these through the core (and co-curricular) curriculum.

The Pledge

We are committed that, during their time at BPA, all students:

1. Attend a professional performance
2. Undertake charity or community work
3. Join a school club or co-curricular activity
4. Be part of an international experience
5. Lead an activity, event or initiative
6. Visit a museum or art gallery
7. Perform or present in front of an audience
8. Experience another culture or place of worship
9. Participate in a residential activity
10. Gain experience of further and higher education

LEADER

We are committed that, during their time at BPA, all students develop the following attributes, attitudes and skills:

LEADERSHIP: Making decisions, acting responsibly

EXPRESSION: Using the spoken and written word accurately

AUTONOMY: Work independently, make good choices

DRIVE: Aspire to be the best you can be

ENDEAVOUR: Demonstrating creativity, working hard

RESILIENCE: Showing commitment, working under pressure



This policy is to be read in conjunction with the following:

- **Assessment, marking, reporting and recording policy**
- **Behaviour for Learning policy**
- **SEND policy**