



Curriculum Statement

Bamford Academy is working towards accreditation as a Thinking School by Exeter University. For further details of this accreditation please follow the link below:
<https://socialsciences.exeter.ac.uk/education/thinkingschools/>

As part of this accreditation we choose the most appropriate metacognitive tools and approaches to support our students. These metacognitive tools will become the building blocks for delivering the school's curriculum. It is expected that the process of becoming a Thinking School will take approximately three years as the school embeds the ethos of metacognition at a deep level. For further details on some of the most common metacognitive tools used in our Academy please see the following link:
<https://www.tsatrust.org.uk/what-is-a-thinking-school/>

By creating a curriculum that enables our students to Think about their Thinking, we are providing them with the cognitive tools to structure and analyse their thinking whilst also building the effective habits that will support them for the rest of their lives. In turn, these tools will enable students to visualise their best selves and give them tools to adapt their behaviour in order to be their best self. Ultimately, this enables students to have the power to Shape their own Success and break free from whatever chains may have held them back from achieving their true life potential.

Curriculum Intent

The uniqueness of every child is recognised and valued. As such, our curriculum embraces the community, recognising and celebrating the diverse backgrounds and experiences from which our children originate. We constantly adapt our learning journey to meet the needs and interests of our children, offering an excellent education underpinned by a broad, culturally rich and powerful curriculum to ensure that all pupils are well equipped for the next stages in their education.

Our curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values, however at Bamford Academy creativity is pivotal. We constantly provide enhancement opportunities to engage learning and to celebrate and develop the individual talents of our pupils, recognising everyone as unique with their own ambitions, skills and dreams. We aim to provide an environment that encourages lifelong learning.

Community involvement is also an essential part of our curriculum as we celebrate local traditions, learning new skills to enable children to take an active role in events throughout the year. Children leave Bamford Academy with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Cultural Capital

It is expected at Bamford Academy that from Reception, in addition to core and foundation subjects, every child will:

- learn a language
- study the Performing Arts
- learn a musical instrument
- visit a theatre/enjoy a theatre experience
- visit a museum
- visit an art gallery
- visit a sports stadium or equivalent
- experience an orchestra
- compete in a team sport
- liaise with other pupils internationally
- participate in philosophical debate
- meditate and reflect
- cultivate seeds
- care for animals
- experience nature: beach, forests, mountains, rivers
- explore the local area
- camp/experience a residential trip
- represent the school at community, local and national events

Curriculum Implementation

Bamford Academy skills and knowledge are taught discretely in subject areas so that our children gain a broad understanding of each subject and know exactly which subject they are studying. The curriculum, however, is designed to embed transferable skills throughout, without weakening essential skills based learning. The quality of our classroom environments serves to stimulate and engage higher order thinking. At Bamford Academy, we also recognise the importance of feedback, both adult and peer, as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and research from cognitive science regarding the fragility of new learning. In response to this, planning is flexible and responsive to pupils' needs. Kagan Cooperative Learning, Reflection and Metacognition are key underpinnings of the pedagogy here at Bamford.

Curriculum Impact

These are the outcomes expected at the academy. We measure children's academic performance and their mental health and well being. It is expected that demonstrable progress in mental health and wellbeing will be evident from Edukit surveys across the year and we hold a minimum expectation that of 85% of children will meet age related expectations in core and foundation subjects and there will be evidence that all children have made progress. Post pandemic we are working hard to meet these challenging objectives.

To achieve this, we plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child, striving to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson and signpost key pedagogy to achieve these outcomes. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

Day-to-day, on-going assessment is a crucial method of assessment which provides instant feedback to the teacher and ensures progress within every lesson. AfL strategies are used in all lessons. These strategies provide a clear picture of a child's level of understanding and, ensure that teachers can quickly assess when a child does not understand and needs greater support. Lessons should be flexible enough to allow teachers to adapt to the needs of the child. AfL should also be used to inform planning for subsequent lessons.

Progress is assessed regularly. At the end of each term, assessment data is gathered and progress is checked by subject coordinators and the Senior Leadership Team. Pupil progress meetings are held every term with class teachers and the Senior Leadership Team. We discuss every child and plan, replan and adapt their pathway for learning if necessary. Children are expected to make good or better progress in all subjects and this individual progress is tracked. In cases where children are identified as making 'slow progress', rapid interventions are put in place to address gaps in learning. These may be academic or pastoral interventions dependent on the needs of the individual.

The child is at the centre of everything we do at Bamford Academy and we strive to:

- √ Consistently perform at above national and local averages.
- √ Make strong progress; improving year on year.
- √ Provide quality experiences which are memorable, worthwhile and challenging.
Facilitate teaching which is personalised, innovative and child led.
- √ Develop learners that are resilient, independent and confident global citizens.
- √ Create individuals who value and respect one another and have an appreciation of a diverse community.

Golden Values



Be Positive

- I am grateful
- I celebrate my success
- I celebrate the success of others
- I help others when they are struggling
- I listen to others with empathy
- I greet every day with a smile

Be Respectful

- I am honest
- I accept others as they grow
- I am peaceful
- I am humble
- I am kind and caring
- I am responsible
- I am polite

Persevere

- I always try my best
- I keep trying especially when it's hard
- I learn from my mistakes
- I know I can achieve my goals
- I am a thinker
- I am proud of my achievements