



Curriculum Statement 2021/22

INTENT

Our vision is to deliver an **authentic education for the 21st century** for children from the age of 2-11. The aim of the curriculum is to ensure all pupils are **inspired**, develop 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 at Dashwood Banbury Academy is to provide an authentic education for the world today. The curriculum allows for the development of the knowledge, skills and personal development required for success in life. All pupils at Dashwood Banbury Academy learn in a challenging, engaging and supportive environment **through a well-thought-out, purposeful and relevant curriculum**, which encourages **creativity, celebrates diversity and utilises knowledge, skills and cultural experiences of the local community** to be **active citizens** in modern Britain.

Aim:

OUR VISION

-  **Inspire, motivate and encourage** everyone to dream big, be creative and become **lifelong learners**
-  Create a **safe** place where people **take risks**, make the **right choices** and **challenge** themselves to improve
-  Ensure we have **high expectations** and **aspirations** for all
-  Offer **opportunities** to experience the world, **communicate**, build friendships and create a **brighter future**
-  Develop a culture of **respect, integrity** and **compassion**
-  Equip pupils to be **resilient, confident, self-assured** young people who are ready for what their future holds in an ever-evolving world
-  **Believe** in **inclusion** ensuring the **community** works together in **unity**

In order to achieve our mission statement: *Growing together; Succeeding together* and the whole school vision, we require a curriculum that:

- Ensures broad coverage*
- Is knowledge rich*
- 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.*

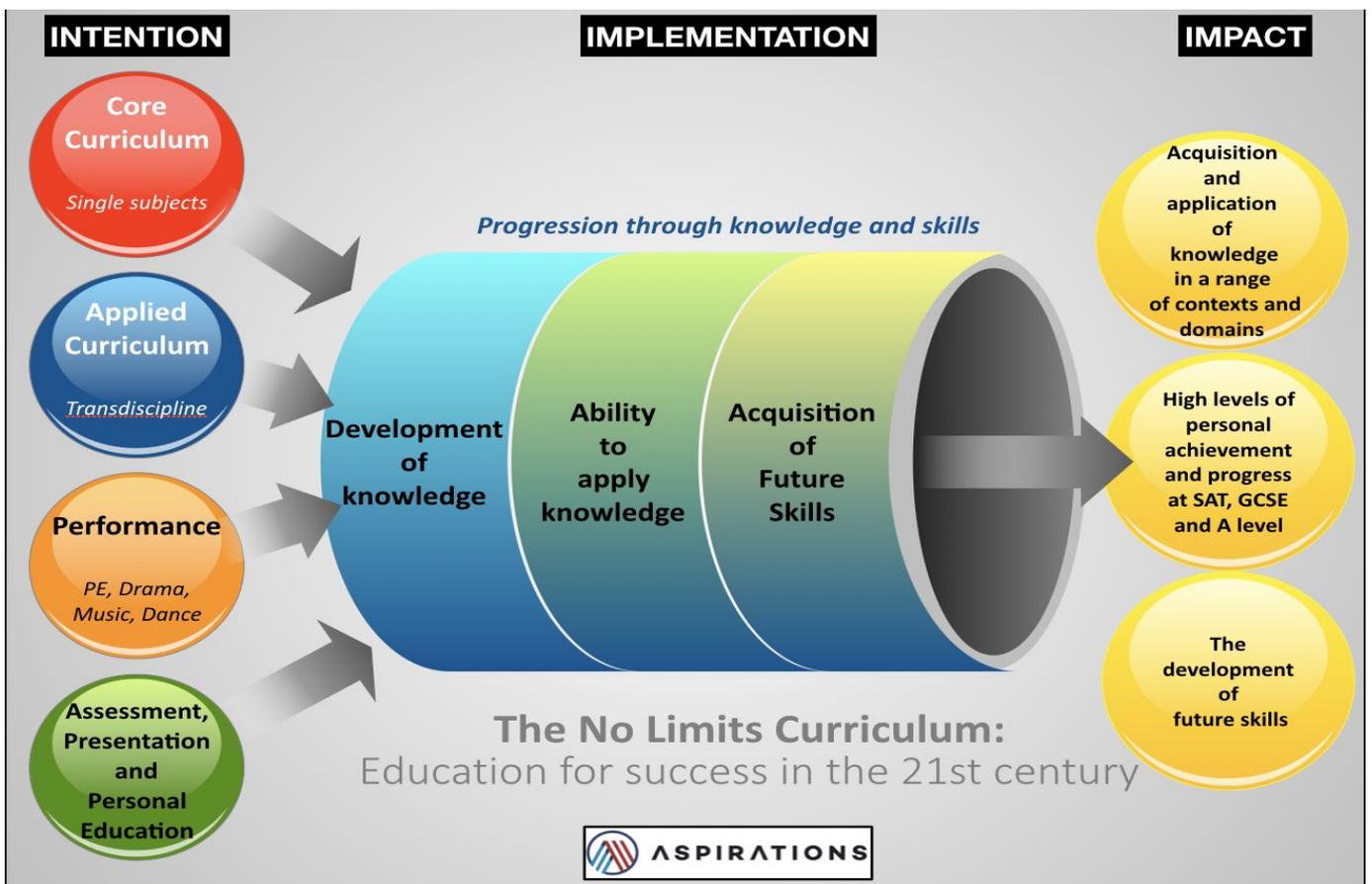
Dashwood, like any Aspirations Academy, shares a common philosophy but has a distinctive approach to education. There are three guiding principles and eight conditions that all Aspirations Academies adhere to. These follow principles are central of the curriculum:

- 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 and allowing young learners to take the lead in using this knowledge to find solutions and to deepen their learning, at Dashwood Banbury Academy, we ensure Aspirations' nine **Core Principles** are clearly featured in every element of the academy's work. These are:

- 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 - schemas
- 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' understanding of the world around them and supports their topic to bring certain aspects to life
- Wellbeing:
 - Psychology: understanding and managing of emotions, thoughts and feelings (nurture, mindfulness, Place2Be, safety, RSE, PSHE, behaviour policy)
 - Philosophy: reflecting on values and what makes for 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 full sentences, modeling and practicing good 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
- Etymology

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, utilises 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 Pupils' work 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

Planning is instrumental in ensuring the curriculum meets the needs of all learners academically, socially and successfully inspires awe and curiosity. The whole school, long term curriculum is:

- mapped throughout the year, guided by the National Curriculum and coverage is tracked
- progressive through the use of 'I can skills statements' for each subject
- progressive in terms of knowledge and skills document to support short term planning
- topic based and is brought to life and, lead by, a driving question to focus and direct meaningful and relevant learning. A purposeful authentic outcome, that reflects the knowledge and skills learned in the topic is expected, celebrated and assessed at the end of each topic.

Medium Term plans:

- ensure each topic covers relevant learning objectives
- ensure learning is sequenced and shows clear progression
- supports the teacher to have a clear understanding of the purpose of the topic and its learning outcomes

Daily Plans:

- ensure all learners needs are met each day
- short term planning format ensures prior, new knowledge, vocabulary and reflections are taught in each session
- scaffold learning to support and extend learning opportunities.

PEDAGOGY

Dashwood Banbury Academy's pedagogy has five strands: Assessment, Challenge, Purpose, Engagement, 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>Clear learning intention (WALT) 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 **learning intention, it matters because, key vocabulary, feedback from previous learning 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 Dashwood Banbury Academy, we believe that a well-thought-out curriculum, which meets the needs of all pupils, should lead to at least 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 the 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 pupils
- The percentage of learning that is challenging and engaging
- Attendance data
- Engagement in enrichment activities
- Pupil Voice

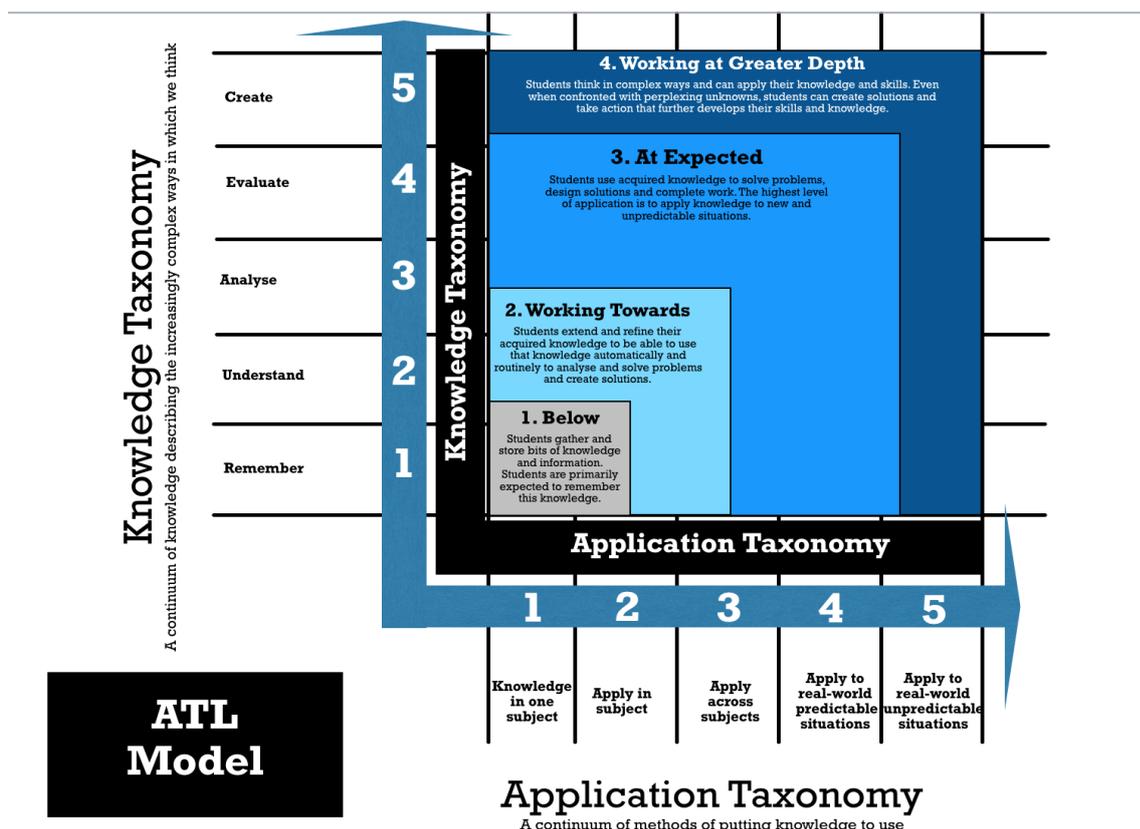
Curriculum Content

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:

No Limits Curriculum

1. Our 'No limits Curriculum' for success in the 21st century is in place in all year groups. Each term, each year group has one or two driving question/s based around their topic. Each topic has a clear learning outcome which is a combination of individual pieces of work or a collaborative project. We use the Tasc wheel to support the children to plan, organise, implement and evaluate their ideas. The group tasks are guided by the teacher to ensure we are developing the 21st century skills through the collaborative projects. (See appendix 1 for overview of driving questions)
2. 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 3-4 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.

Early Years Foundation Stage (EYFS)

During Nursery and Reception, pupils do most of their learning through exploration and play in their discovery time as well as taking part in adult directed activities. Staff encourage pupils to become active learners by providing a stimulating and exciting environment where children can ask questions and find out more. The classrooms in our Foundation Stage are set out according to the 7 different areas of learning: **Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy (Reading and Writing), Mathematics, Understanding the World and Expressive Arts and Design.** We track pupils learning in all 7 areas using tapestry which parents and carers are encouraged to contribute to. When the pupils start with us, we assess their knowledge and understanding of key aspects in the curriculum during home visits and the first few weeks at school. They are then taught on a personal level according to their stage of learning rather than their age. This means we can tailor our approach to ensure all pupils make outstanding progress in all areas.

We are 'early adopters' of the new development matters guidance and early learning goals this year. We take a pre set topic based learning approach which enables pupils to find relevance in their learning; making it meaningful and purposeful. However, we are flexible in our approach and ensure we adapt topics to suit current events and the needs and interests of our pupils. **Our current needs are: communication and language; managing their emotions; making relationships and fine motor control.** These areas of development are threaded throughout each topic, each term, to ensure that we recap and continually develop key skills in order for the children to thrive and are ready to transition to the next phase of learning. Each topic is linked to at least one story which we learn off by heart and used to introduce new vocabulary and develop their language. We finish our topics with a reflection piece of work which may be a showcase for parents or even a trip.

Key Stage 1

As the pupils transition from reception to year 1 we understand at Dashwood 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 and pursue their own interests in discovery time. In their discovery time the pupils are set learning challenges; they take ownership for completing these challenges which are shared, recorded and tracked daily. Each day there are short, direct, whole class, adult-led teaching of phonics, literacy, maths and topic. Then, in discovery time, staff will work with small groups to direct their learning further. Each term the level of formality increases. There is a clear timetable of progression 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 using tapestry as well as recording 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 marking and feedback 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)

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. Schools often also teach:

- personal, social and health education (PSHE)
- citizenship
- modern foreign languages (at key stage 1)

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
- Ancient and modern foreign languages (at key stage 2)

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. Schools often also teach:

- personal, social and health education (PSHE)
- citizenship
- modern foreign languages (at key stage 1)

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 years 4 and 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 Dashwood Banbury Academy we offer a selection of after school clubs depending on the time of year. All children from years 1- 6 have the opportunity to take part in a club afterschool. Examples of these include: Yoga, Arts and Crafts, Dance, Construction, Multi skills, football, board games, textiles. 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.

Appendix 1

This is the whole school overview of driving questions. Each year group has one or two driving questions a term and a clear learning outcome. Throughout the year, we have innovation weeks and days e.g science, art and cultural days as well as assessment weeks. These days and weeks are subject to change depending on current events.

Whole School Overview: Driving Questions

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	How could we help Goldilocks and the three bears to become friends?	How can we, as architect, build a house for the wolf that can withstand all weathers?	What makes a good friend? Monkey See Monkey Do.	If I was a ladybird, where would I want to life?	How can we, as palaeontologists, reunite a lost egg with its grown up?)	How can we, as tour guides promote a trip to our chosen European destination?	How can we save Lake Titicaca from the negative impacts of urban development to ensure a sustainable future?	What lessons have society learned from significant individuals in black history?
			Why Should people visit Banbury?		How can we, as Geographers, investigate the differences between Banbury and London?			
Innovation/ Assessment week	PHSE and wellbeing week							
Term 2	How could we plan an enjoyable celebration for parents and children in our class?	What if doctors and vets didn't exist?	How could the Great Fire of London been prevented? (2 weeks)	How would my life be similar or different if I were to grow up in Chembekoli?	In what ways did resilience and perseverance support the successful leadership of King George VI?	The magna carta was said to have been the start of a democratic society. What are the similarities and differences between rules set then and our current British values?	How could we prove that Queen Victoria's reign had a positive impact on the nation? (3 weeks)	How can we, as historians, prove whether Mary I or Elizabeth I had a more successful reign? (3 weeks)
			How will I be able to tell the difference between pieces of work that are inspired by Andy Goldsworthy and Van Gogh? (3 weeks)					
Innovation/ Assessment week	Celebrations (1 week)							
Term 3	How can we ensure Jess doesn't get in a mess again?	How can we, as engineers, create a rocket to get out stranded alien back home?	How can we improve our school to make sure everyone's health is looked after? (5 weeks)	What would our world have been like today if our early explorers hadn;t taken risks? (5 weeks)	How can we educate people that the Stone Age had a positive impact on how we live today? (5 weeks)	How can we prove that the Romans have had a positive impact on life in Britain? (5 weeks)	Did the vikings deserve to be known as the the criminals of Europe? (5 weeks)	How can we educate people about what life was like for children in WW2? (5 weeks)
Innovation/ Assessment week	Whole School Focus: creative arts week							
Term 4	How could we make a new toy that's suitable to play with in water?	How can we, as actors and actresses, create an effective African film to show our parents?	Could we, as designers, build a moving toy for EY children?	How can we prove that all creatures' needs are different? (3 weeks) Adaptation and habitats and endangerment?	What impact did Ancient Egypt have on modern day medicine? (3 weeks)	How can we, as advertisers, persuade someone to buy our chocolate bar? (3 weeks)	How can we, as environmentalists prove our planet is worth saving?	How can we, as scientists, develop the uses of microorganisms in the future?
Innovation/ Assessment week								

Assessment week								
Term 5	How could we adapt our garden to attract caterpillars and butterflies to live there?	How can we reduce the amount of plastic waste in the ocean?	How could we as scientists, prove that shadows exist? (3 Weeks)	How can we create a puppet that children will want to buy?	How can we preserve our waterways to ensure they have a sustainable future?	Why should humans work harder to protect habitats and the environment?	What was Banbury's involvement in WW1 and what impact did the war have on Britain?	How can we demonstrate how our bodies work?
Innovation/ Assessment week	Science week							
Term 6	Could we create an area in the classroom for all the children to enjoy exploring?	How can we, as farmers grown the tallest sunflower?	Why are castles important to Britain? Why is it important to look after my body?	I joined Dashwood school in 1902, what would it have been like? (1 week) Seaside How would my life be different if I lived by the sea? Now and in the past?	How will you make your game appeal to others?	How can we use technology to create an attractive and appealing summer fayre stall?	How can we, as entrepreneurs, create a product that is environmentally friendly?	How can we, as entrepreneurs persuade our target customers to buy our product?
	Enterprise Week							
	Transition Week							

- Please note that these questions/topic focus could change