



Dashwood Banbury Academy
an Aspirations Academy

Dashwood's Curriculum



Aspirations Academies Trust
In association with Quaglia Institute

Our School Vision...

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**

Our mission statement

Growing together; succeeding together



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Our Curriculum vision

We strive to create and deliver an authentic education which will support and challenge all learners. Pupils will develop a strong sense of self and be inspired to have a thirst for learning. We want to inspire and develop a passion for learning so that all pupils have the knowledge, skills and cultural awareness to embrace an ever changing world.

No Limits. No barriers.



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Our Curriculum INTENT

No Limits. NO barriers

Develops the whole child.

Know More.
Remember more.
Understand more.
Apply more.

Develop curious learners.

Empower all pupils with the knowledge, skills and personal development required for success in life



Intent: No limits

Pupils will know and remember more:

- Our curriculum will immerse learners in the essential, primary knowledge and widely known cultures of our world.
- Our curriculum will be planned and delivered to embed knowledge in the long-term memory, attach new learning to existing schemas of prior understanding and contextualise knowledge for deeper meaning.
- Our curriculum will be filled with authentic and purposeful opportunities for learners to apply their understanding in a variety of ways.



Intent: No barriers

Pupils will be empowered:

- Our curriculum will ensure that all learners develop a wide base of knowledge, skills and sophisticated vocabulary which enables them to articulate their understanding and communicate outside of their immediate sphere.

The whole child will be developed:

- Our curriculum will nurture the mental, physical, social and emotional wellbeing of all learners and foster resilience and risk-taking in all.
- Our curriculum will value and celebrate diversity and support our learners to become active citizens of modern Britain and an ever-changing world.
- Our curriculum will value each subject equally.



Intent: No barriers

Develop curious learners:

Our curriculum will challenge and support all learners to engage thoughtfully in their learning, think deeply and persist to master each concept.



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Curriculum Intent: Coverage, breath and ambition

- Our curriculum has been planned to ensure full and comprehensive coverage of the National Curriculum.
- Curriculum and subject leaders have meticulously planned and logically sequenced the requirements of each subject to ensure that our learners receive a broad and balanced education, excellent outcomes and are extremely well prepared for their secondary education.

Evidence documents in school:

- Whole school curriculum map
- Subject leader planning overviews
- Subject leader knowledge and skills progression planning documents



Curriculum Intent: Progression, end points and securing knowledge into the long term memory...

- Curriculum and subject leaders have carefully planned each subject to ensure that learning is sequenced and progressive and builds upon what has been learned before.
- All topics of learning are sequenced logically to ensure that all children are able to move towards the defined end point of each area of the curriculum; best preparing them for their secondary education.
- Our Marking and Feedback policy, alongside our teachers' excellent understanding and application of assessment for learning throughout the school, ensures that prior understanding is constantly reviewed and revisited so that learners can embed and use their knowledge fluently and develop their understanding; connecting new knowledge with existing understanding (building schema).
- Curriculum and subject leaders have ensured that learning is revisited and revised across terms and years to ensure that learners make links in their learning and build on what they already know.
- A robust assessment cycle has been created to ensure that assessment is used effectively to identify misconceptions and next steps for learning in all subjects.

Evidence documents in school:

- Whole school curriculum map
- Subject leader planning document
- Subject leader knowledge and skills progression planning
- Marking and feedback policy
- Whole school assessment cycle
- Milestones to show sequence of learning and end points for each unit of learning.



Curriculum Intent: Developing well equipped and well rounded learners

- The knowledge and skills covered and taught in our curriculum have been carefully planned and selected by curriculum and subject leaders to match the needs of our school context and to address the educational and social needs of our learners.
- Our curriculum is designed to best equip all learners with the knowledge and skills they need to take advantage of future opportunities and be best prepared for their secondary education as well rounded learners.
- All leaders across the school have planned each subject carefully to ensure that the curriculum is filled with opportunities to develop their cultural capital.

Cultural capital is defined in the National Curriculum as, '...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity.'

- As an Aspirations Academies Trust school, all leaders have planned the curriculum to develop the wellness and complete, rounded health (SMSC) of all learners.
- As an Aspirations Academies Trust school, all leaders have planned opportunities across the curriculum for children to develop their understanding of employability and develop desirable learning skills that will equip them for the future stages of their life.

Evidence documents in school:

- Whole school curriculum map
- Subject leader planning document ☐ Subject leader progression planning
- Developing cultural capital and employability plan



Curriculum Intent: Developing excellent readers

- We use Read Write Inc as a scheme to teach phonics. Weekly staff CPD sessions ensure consistency of approach and to maintain expert teachers of reading.
- Throughout our curriculum, high-quality, age-appropriate and engaging texts have been selected as the core of the curriculum.



Our Curriculum: Subjects

Following the National Curriculum, our curriculum ensures full coverage of the following subject areas:

- English (Reading, writing, speaking and listening)
- Mathematics
- Science
- Geography
- History
- Religious Education
- Modern Foreign Languages (Spanish)
- Music
- Art and design
- Design and Technology
- Computing
- Physical Education (PE)
- Personal, social, health and economic (PSHE) education
- Relationships and Sex Education (RSE) and Health Education



What does this look like in practice?

IMPLEMENTATION

NO LIMITS. NO BARRIERS.

Remember more. Understand more. Apply more.



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Curriculum Implementation: Ensuring high quality teaching and consistency across the school

- The teaching approach adopted across the entire school in all subjects is dedicated to removing barriers, ensuring challenge and enabling all children to know more, understand more and apply more.
- Stringent planning tools and resources and shared planning time in school are in place to ensure that all teachers, regardless of confidence or teaching experience, are able to deliver learning opportunities and subject knowledge to the same high standard and ensure that learning builds upon what they already know.
- All staff, as part of their performance management, are encouraged to partake in a variety of CPD opportunities e.g weekly phonics training and maths mastery training
- Triangulation through regular learning walks, book looks and data analysis is completed regularly by senior leaders and subject leaders to ensure that all teaching is good or better across all subjects.
- The planned use of IRIS and fluid opportunities for all staff to observe excellent practice within and outside of the academy ensure that staff professional development is valued highly by all.
- Our Marking and Feedback policy, alongside our teachers' excellent understanding and application of assessment for learning throughout the school, ensures that prior understanding is constantly reviewed and revisited so that learners can embed and use their knowledge fluently and develop their understanding ; connecting new knowledge with existing understanding.



Assessment for learning

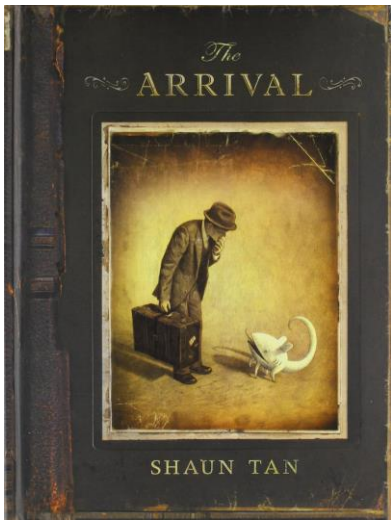
- To ensure that learning builds upon what children already know, our teachers are proficient in their use of assessment for learning.
- Before any topic or area of learning, teachers use a range of strategies to check for initial understanding or misconceptions for example pupils will complete a 'What we already know', cold task, or quiz. In response to this, subsequent learning opportunities ensure that learners start at the appropriate point and lessons are tailored to meet the needs of individual learners.
- Our Marking and Feedback policy, alongside our teachers' excellent understanding and application of assessment for learning throughout the school, ensures that prior understanding is constantly reviewed and revisited so that learners can embed and use their knowledge fluently and develop their understanding; connecting new knowledge with existing understanding (building schema).
- We use PIXL assessments with all year groups to identify misconceptions and inform planning.



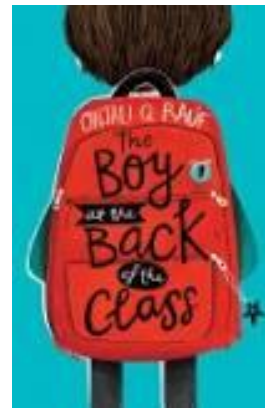
The teaching of reading

- Reading is at the centre of our curriculum
- We want to create a culture and life-long love of reading throughout the school. We want all pupils to become thoughtful readers.
- We immerse learners in high-quality, diverse texts and meaningful opportunities which empowers them to build resilience: taking risks, learning from their mistakes and persisting to master each concept.
- Classes are allocated library slots to explore a variety of texts.
- Teaching reading: staff select high-quality texts in their Talk for Reading sessions that lend themselves to a particular question style - the content domains are sequenced throughout. Teachers use a variety of strategies to teach reading to improve fluency etc echo reading.
- Chosen texts can link in with units of learning.
- Through regular assessment cycles and QLA analysis, staff can identify specific areas for development.

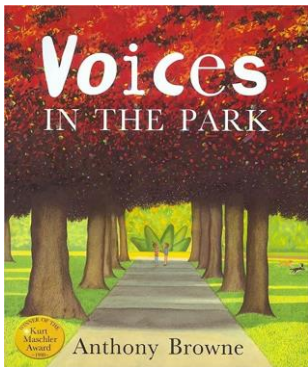




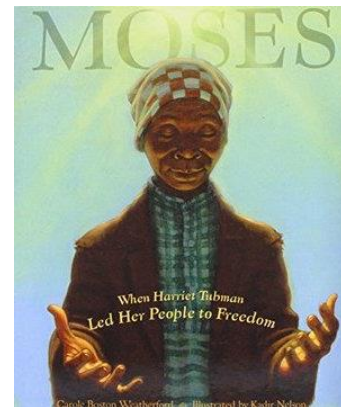
Theme: The exploration of what it is like to be an immigrant arriving alone in a strange country.



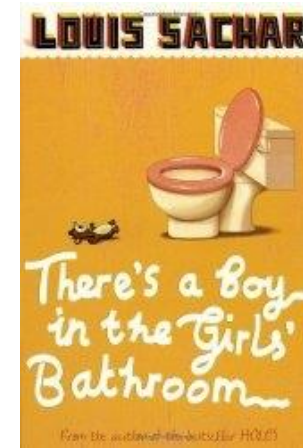
Theme: Refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense.



Theme: Not everything is what it seems, our prejudices affect how we view the world, and our actions and emotions affect others.



Theme: Slavery



Theme: Building self esteem and friendship



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The Teaching of Writing: our approach

- Our English curriculum ensures that progression and consistency of high-quality teaching and learning is evident across the school, where feedback is diagnostic and all learners are challenged and supported to reach their full potential.
- Our English curriculum ensures all learners develop a wide base of vocabulary to articulate their understanding, opinions and desired impact, both written and spoken.
- We use Talk for Writing to teach writing. Pupils learn a text by heart so they rehearse different sentence structures and a wide vocabulary. Teachers use shared writing to teaching the skills needed to write confidently and with flair.
- A cold task is written at the start of a unit and then a hot task at the end where progress will have been made. Teachers use the cold tasks to adapt planning to teach the skills needed to be successful.
- High-quality model texts allow children to analyse a text and generate their own writer's toolkit.
- Teachers model the editing process - pupils edit theory writing in green pen
- Moderation takes place within the Academy Trust and in our Banbury Partnership to ensure accuracy of assessment for all levels of writing ability.



The Teaching of Maths: our approach

- We use White Rose to support the teaching of mathematics at Dashwood.
- We teach maths as a mastery approach using the CPA method (concrete - pictorial - abstract).
- We want children to be able to be fluent in the mathematical concepts then to be able to apply them - with reasoning - to solve problems.
- We use Mastering Number in Reception, Year 1 and Year 2 to ensure the pupils have confident number sense and will leave KS1 with fluency in calculation and a confidence and flexibility in number.
- As well as the core maths lesson, there are separate arithmetic sessions tailored to filling gaps and stretching areas of the maths curriculum specific to that class or group, especially as they reach upper key stage 2.
- At Dashwood, we understand how important the key knowledge of times tables is for developing a deeper understanding of more complex areas of maths. All year groups explicitly teach times tables.
- Children are encouraged to think more deeply about the reasoning of maths and to use mathematical vocabulary in their discussions and written work. Teachers model sentence stems to support the pupils articulation of concepts and findings.
- At Dashwood, we are developing our mathematical links to how maths can support the children in their future careers and in other areas of the curriculum.



Implementation: Putting it into practice

Driving questions and authentic outcomes:

- The driving question is the **BIG** question at the beginning of the topic which guides the learning to a final destination and gives the learning a tangible purpose for the pupils.
- The driving question will link the learning to the final product, often linking to employability and cultural opportunities.
- The end product is an opportunity for the learners to present, apply or showcase their accumulation of knowledge in a real-life scenario.
- All of the learning from appropriate subjects is relevant to the final product and builds towards the success of this.



Driving Question: How can we prove that Queen Victoria's reign, and the era, had a positive impact on the nation?

Outcome: An in-depth presentation sharing what you believe was the most important aspect of this reign and time period

What we will be learning:

Art and design: A study of Victorian Christmas decorations and textile artist, Mr Finch, to design, create and evaluate a 3D stitched decoration.

Geography: Learning about where Mr Finch lived

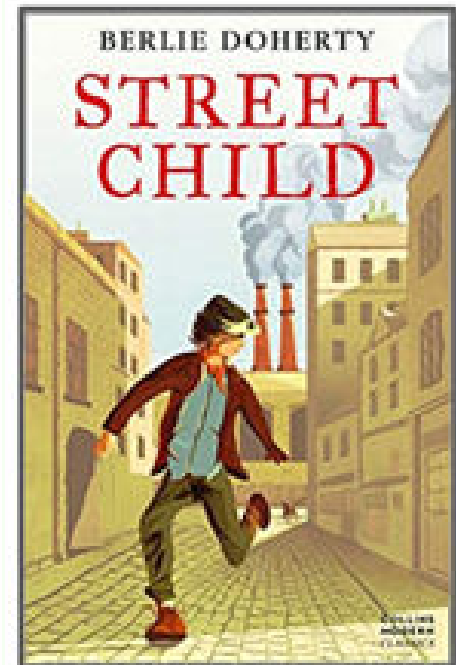
Music: A study of Christmas music and the composers of the music

History: A study of the Victorian Era with focus on positive impacts of the time period - Industrial Revolution, work and education

Science: focus on the forces of gravity, friction and resistance and how Victorian engineers overcame these forces by inventing things like parachutes, levers, pulleys and gears.

Religious Education: Key inspirational figures - Samuel Wilberforce

Class Novel: Street Child by Berlie Doherty - The unforgettable tale of an orphan in Victorian London, based on the boy whose plight inspired Dr Barnardo to found his famous children's homes.



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Implementation: Remember more, understand more and apply more

- Subject leaders for all subjects have planned the 'must knows' of their subject: the essential knowledge.
- Each subject has key threads. This is so the pupils can make purposeful links and triggers knowledge learnt from previous years.
- Recap slides are used in short term planning to revisit learning from previous topics and previous lessons.
- Quick quizzes are used informally to regularly check understanding and inform next steps.

Recap/Revisit

Properties of materials? Why are they good for some jobs?

Think back to your lesson on materials. What are some of the properties of plastic?

Why are these properties important for plastic?

Let's re-cap/revisit

What do we already know about biomes and climates of the location of Lake Titicaca?

Let's locate it on a map and add to a map of our own.

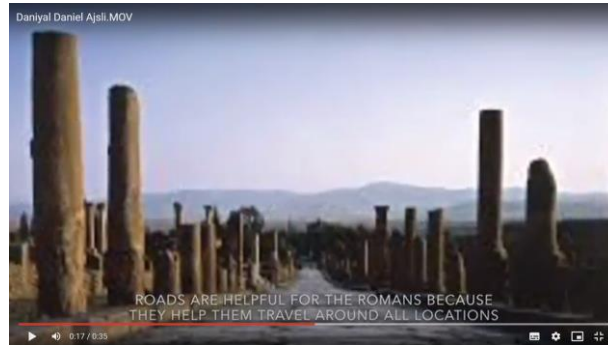


Implementation: Remember more, understand more and apply more

There are end products for each unit of learning so the pupils can apply the learning. Examples include:



Green Screen



I-movies



Design and make own chocolate bar



What now?

To remember, understand and apply even more, we will develop...

- Exit Quizzes
- Flashcards to recap and revisit key concepts in all subjects



How do we know we have been
successful?

IMPACT

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Impact: Developing well- rounded learners

- Our curriculum has been designed to be broad and balanced ensuring that the essential knowledge is taught progressively, building on prior understanding, to ensure that our learners leave us at the end of Key Stage 2 best prepared for the next stage of their education.
- Although we prepare our learners for their end of key stage assessments in the best way possible, our curriculum is not narrowed or reduced in order to do so.
- We firmly believe that the essential knowledge and understanding embedded in our broad, rich curriculum has a direct and positive impact on end of key stage results in reading, writing and maths.
- Our curriculum, and how it is delivered, is planned and designed to ensure that all children, regardless of any disadvantage or special educational need, is supported and challenged to achieve their full potential; removing any barriers inhibiting them from gaining the essential knowledge and cultural capital they need to succeed.



How will we know we have been successful?

All pupils will:

- Be engaged and engrossed in their learning
- Understand and confidently use a range of sophisticated vocabulary to articulate their understanding.
- Understand and be respectful of differences in cultures, beliefs and society.
- Be resilient, persistent and willing to take risks in their learning.
- Be healthy in all aspects (mental, social, physical and emotional).
- Enjoy coming to school



Impact: What will it look like if we are successful?

All learners will know more as they will....

- Make expected or above progress in all areas of the curriculum including reading, writing and maths.
- Retain this knowledge over time and be able to retrieve and recall this in future terms and years to support their future understanding.
- Talk about and make links to previous learning.



Impact: What will it look like if we are successful?

All learners will understand more as they will...

- Be able to use their embedded knowledge to confidently explain their understanding to meet or exceed the expected standard during exit questions/tasks.
- Make connections between learning across subjects and year groups and be able to retrieve this to deepen their understanding and create meaning.



Impact: What will it look like if we are successful?

All learners will apply more as they will...

- Be able to manipulate their understanding of the topic to work creatively and apply their knowledge to evaluate, present to others or solve problems.
- Make expected or better progress from their starting points in all areas of the curriculum.

