



## Curriculum Statement

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<b>Review Date</b>	<b>October 2023</b>

An academy within:



# 1. Introduction

- 1.1. The Beech curriculum is carefully designed to address the needs of every pupil, taking in to account their starting points, dreams, aspirations and ambitions. We have created a curriculum that prioritises personal development and well-being, alongside academic achievement. The curriculum at Beech Academy recognises the importance of enterprise, employability and preparing our pupils for adulthood.
- 1.2 The Beech curriculum is designed to realise the school's vision of '*Turning I can't into I can*' and to reflect our core values;



Ambition



Integrity



Inclusivity



Resilience



Endeavour

Local context (Appendix A) informs curriculum planning at Beech Academy.

- 1.3 Underpinned by nurture principals, our curriculum is the whole learning experience offered by the school. How children learn is as important as what they learn. Children are learning all the time and it is our responsibility to optimise learning opportunities throughout the school day, in curriculum time, during care routines and social times, for example.
- 1.4 This policy should be read in conjunction with the Academy's assessment policy, Careers Education, Information and Advice and Guidance (CEIAG) Policy, Literacy Policy and Feedback Policy.

# 2. Curriculum Intent

2.1 At Beech Academy, we are committed to ensuring that all of our pupils engage in a curriculum that develops interest, curiosity and creativity, and removes barriers. There is a strong emphasis on developing fundamental skills in literacy and numeracy, alongside developing conceptual understanding and rich knowledge across a broad range of subjects. The curriculum is enhanced by high-quality experiences that aim to develop pupils' cultural capital and give them first hand experiences that otherwise may not be possible.

Every pupil is recognised as a unique individual and the curriculum is designed to meet their individual needs. All of our pupils will develop the skills to become contributing

citizens to society that live out our core values of Ambition; Integrity; Inclusivity; Endeavour and Resilience on a daily basis. Our curriculum will enhance the social mobility chances of all our children to ensure they make lasting contributions to society and enable them to turn 'I can't into I can'.

2.2 The intent of the curriculum at Beech Academy is summarised in our curriculum intent statement:

"At Beech Academy, we are committed to ensuring that all of our pupils engage in a curriculum that develops **interest, curiosity** and **creativity**, and **removes barriers**. There is a strong emphasis on developing fundamental skills in **literacy** and **numeracy** alongside developing **conceptual understanding** and **rich knowledge** across a broad range of subjects. The curriculum is enhanced by **high-quality experiences** that aim to develop pupils' **cultural capital** and give them first hand experiences that otherwise might not be possible.

Every pupil is recognised as a unique individual and the **curriculum is designed to meet their individual needs**. All of our pupils will develop the skills to become contributing citizens to society and live out our **core values** of; Ambition, Integrity, Inclusivity, Endeavour and Resilience on a daily basis. Our curriculum will enhance the social mobility chances of all our pupils to ensure they make lasting contributions to society and enable them to turn 'I can't into I can'.

### 3. Curriculum Implementation – The Planned Curriculum

3.1 Curriculum design principles: the Beech Curriculum has been designed based on educational research and is underpinned by the principles below:

- Research on cognitive and schema development theory underpins our design with regular opportunities for knowledge revisits and retrieval;
- Knowledge and the capacity it provides to apply skills is a priority;
- Progression of content and concepts is clearly thought out, with clearly defined expectations for the end of each milestone;
- Reading is a priority as it is the key to unlocking the rest of the curriculum;
- It has breadth because narrowing the curriculum damages the life chances of all children but particularly the most disadvantaged.

3.2 Pupils in Years 7, 8 and 9 study a curriculum that is broad and balanced. Subjects studied include: English, Mathematics, Science, Humanities, Creative Arts (Art, Design and Technology, Food Technology), Computing, Music, and PSHE (Including Sex



and Relationships Education). English and Maths are taught daily with the remainder of the subjects being taught across the week. Each year group benefits from an additional literacy and numeracy lesson each week.

Drop down enrichment days contribute to the delivery of the curriculum.

At Beech we prioritise the inclusion of Forest Schools, swimming and Physical Education within our curriculum.

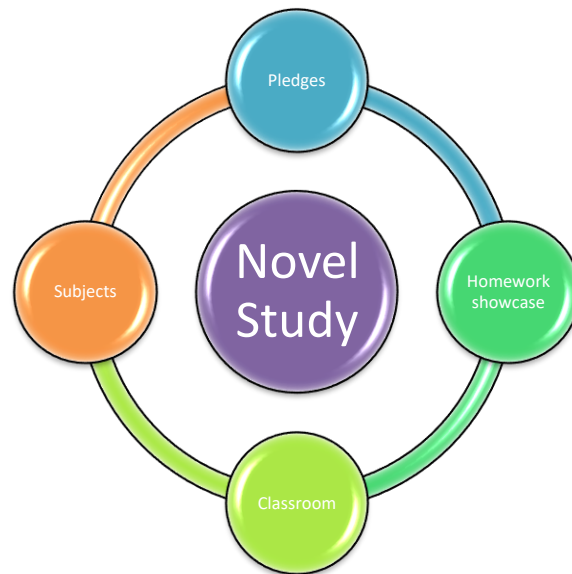
**3.3 A Novel Study approach** has been adopted at Beech Academy to deliver the Key Stage 3 curriculum.

Novel Study is the approach for the teaching of English. Pupils spend up to a term reading a particular novel that is chosen to provide an appropriate level of challenge and cover a range of genres over the key stage. Parts of pupils learning environments are converted to reflect the novel they are studying, getting them excited and ready to learn all about the novel. The text is explored through the use of immersive learning experiences: drama, speaking and listening activities and shared reading activities, for example. Reading is taught through a variety of ways using this approach.

The maths curriculum has been designed to ensure that children have schemes of learning that are challenging and aspirational and that develop the key concepts needed to lead towards accreditation pathways in Key Stage 4 while meeting the requirements of the KS3 National Curriculum. Importantly, it has been designed to help prepare pupils for independent living.

All other subjects link to the novel that is being covered in some way to ensure that knowledge 'sticks'.

Knowledge is developed through teaching that includes principles of repetition and interrogation for eventual long-term memory retention which is supported by appropriate Knowledge Organisers.

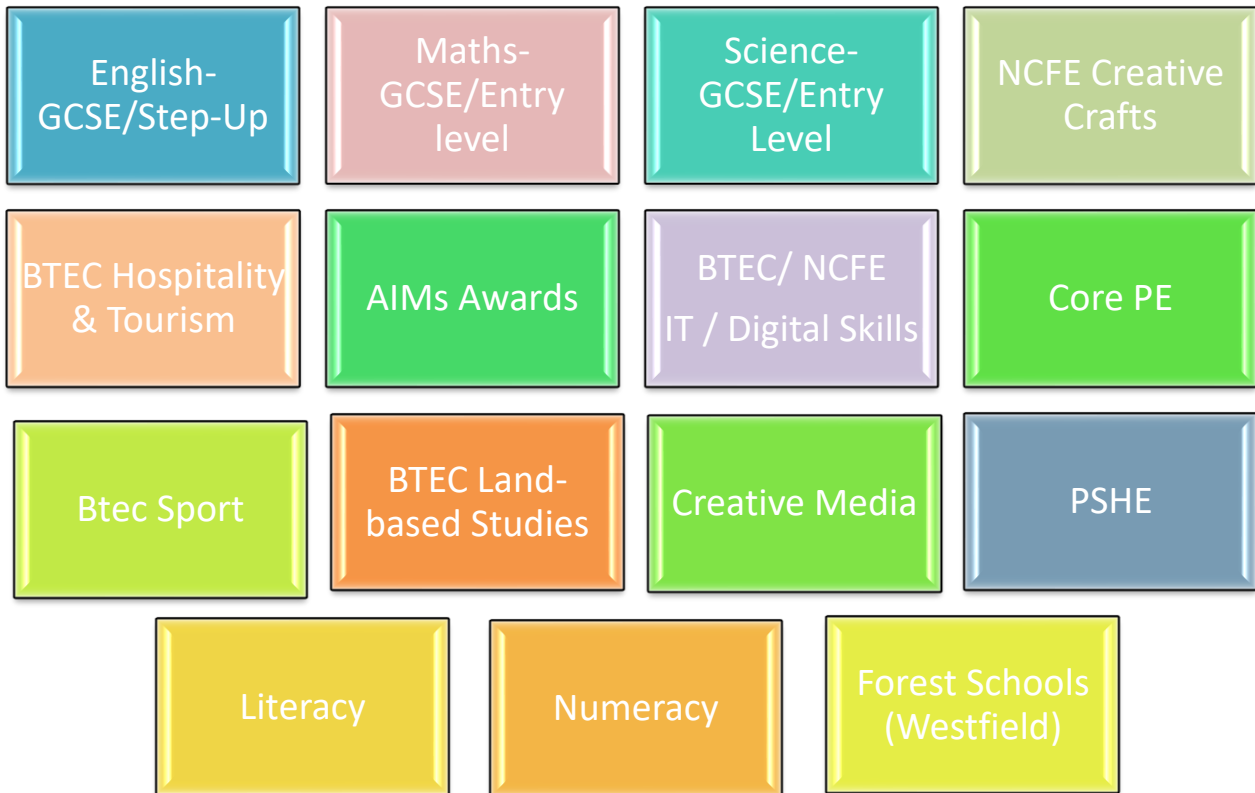


**3.3.1** At Beech Academy we develop pupils' Cultural Capital through the Beech Pledge. The Beech Pledge aims to develop the body of knowledge children need to succeed in life. Pledges include a wide variety of educational visits and experiences including; residential visits, touring theatre groups, pantomimes, author visits, charity fundraising as well as a plethora of school-based activities such as forest school and visiting guest speakers. These activities give pupils the platform to succeed in different environments / alternative scenarios while providing them with opportunities to learn new skills. Pupils also have the opportunity to develop their personal, social and communication skills through these activities, some of which are in partnership with other educational establishments.

**3.3.2** Half-termly home learning projects are set for pupils to develop their knowledge and skills outside of school. Pupils have a range of activities to choose from; these projects are then shared and celebrated through a termly 'Homework Showcase' event.

An overview of the novels studied can be seen in Appendix B.

**3.4** In Key Stage 4 pupils continue to be offered a broad and balanced curriculum and are taught a range of subjects that lead to appropriate accreditation which can be seen on the overview below. Qualifications may vary year on year depending on the cohort of learners that enter the key stage and their profiles. The core curriculum includes:



Pupils work towards external accreditation, which is offered at a level appropriate to the individual needs of each pupil and ranges from Entry Level 1 to GCSE. The framework of qualifications on offer ensures that pupils achieve qualifications so that they can progress to the next stage of their education, whether this be at Beech Academy or an alternative educational establishment.

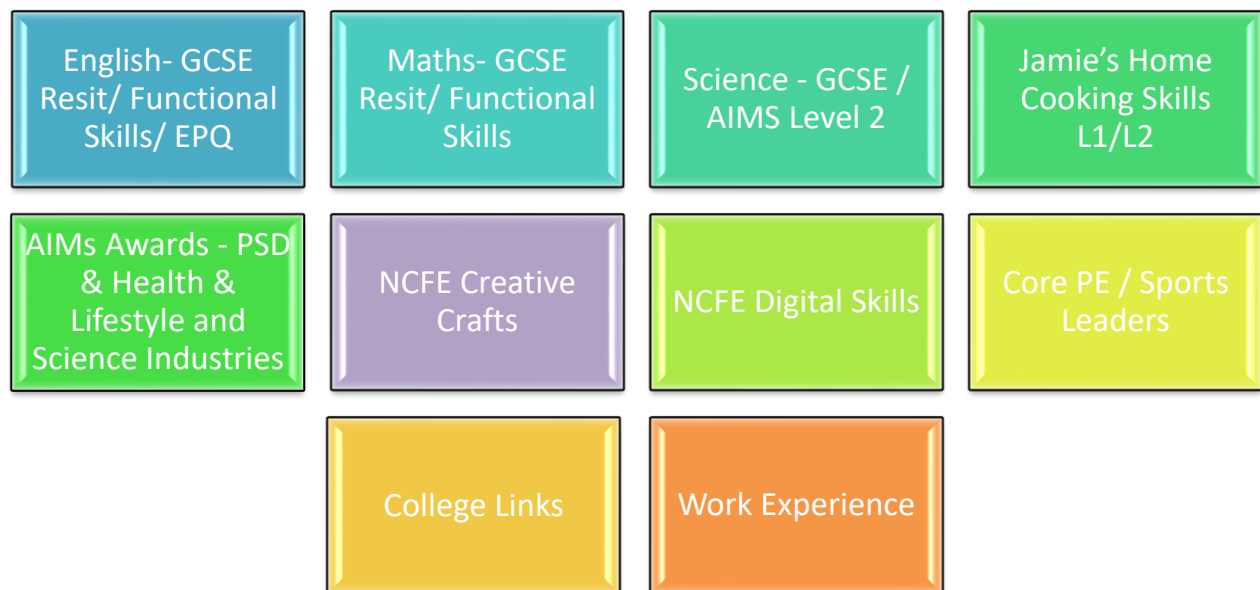
Pupils also have exposure to activities that supplement and support their learning experiences. These activities provide pupils with the platform to succeed in different environments while being provided with an opportunity to learn new skills, transfer, and apply these skills in a variety of settings

**3.5** In Key Stage 5 pupils have the opportunity to gain improved qualifications in English, maths as a core offer. Where pupils achieved a GCSE grade 3 in English or maths then they will follow a GCSE resit pathway, however where they haven't they will

follow other appropriate courses, including 'stepping stone' qualifications to further develop the key skills required in these subjects.

The focus is on developing skills for life, independence and readiness for leaving school. As part of this pupils follow targeted AIMS units that build and enhance these skills along with opportunities to engage in work experience placements and linked courses with local college providers. Pupils also have the opportunity to develop their independent travel training (TITAN) experiences and learn Home Cooking Skills through Jamie Oliver's accredited qualification.

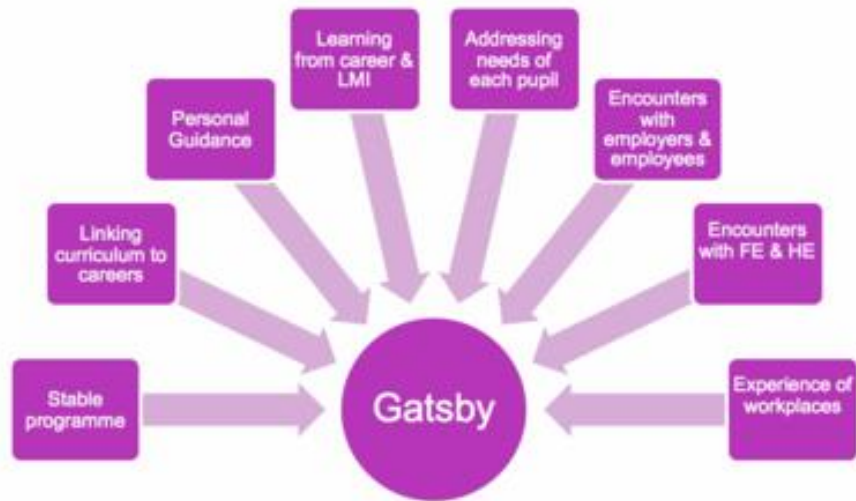
An overview of the curriculum that pupils follow is outlined below:



**3.6 Careers Education** - at Beech Academy, we appreciate that young people and parents will need advice, guidance and support in working towards and planning for the future after leaving the academy. Our aim is to ensure that all pupils are prepared for the challenges of the 21st century. For the pupils at the academy this will mean:

- Helping them gain qualifications;
- Preparing them for the next steps in their education and working life;
- Developing the skills for independence and independent living;

At Beech Academy leaders use the Gatsby benchmarks to plan for a high-quality careers education programme. Provision is based around the eight benchmarks;



Pupils in years 7-13 are entitled to independent specialist careers advice and guidance commissioned through Ideas4Careers. This will include:

- A comprehensive PHSE curriculum which focuses on careers, advice and guidance for all pupils during term two. There is also a scholarship pathway for all pupils to achieve pledges which include careers themes and skills for the world of work.
- All year groups have opportunities to meet with and engage with employers from the local area through our links with the careers and enterprise company.
- To get careers guidance from a careers registered professional to enable them to make well informed realistic decisions for their future pathways. This information is shared through the annual review process.

Further details can be found in the academy's Careers Education, Information and Advice and Guidance (CEIAG) Policy.

**3.7** Reading is a priority at Beech Academy. A strong culture of reading is developing. Further details can be found in the Literacy Policy.

**3.8** Beech Academy promotes British values through the curriculum: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through the provision of SMSC teaching at our school we:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;



- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## 4. Curriculum Implementation – Teaching And Learning

4.1 At Beech Academy we believe that effective learning takes place when pupils know:

- how to make progress;
- what they are achieving;
- how to learn, including thinking and questioning skills, using methods and resources;
- the approach to learning needed in the classroom, including respect, interest, responsibility and responding to challenge;
- how to work independently;
- how to work collaboratively;
- the skills they need to develop, including enquiry, research, analysis and reflection.

4.2 At Beech Academy, we aim to create inclusive learning environments that support the individual special educational needs of our learners. This involves working closely with parents/carers to identify and remove any barriers to learning previously faced by their child in mainstream or previous learning environments and minimising the impact that trauma and ongoing SEMH needs may have on each pupil's ability to learn. To support this, two Learning Assistants are assigned to each teaching group.

4.3 Effective teaching for pupils who have ASD, SEMH needs or who suffer trauma includes:

- Careful planning
- An awareness of the SEND needs of individual pupils
- An awareness of potential trauma triggers and sensory stimulus in the curriculum
- A trauma aware environment that offers comfort to hypervigilant learners.
- An awareness of each pupil's sensory needs/diet
- An ASD aware environment with reduced sensory stimulus
- Planned sensory breaks where required
- Organised classroom management
- Effective partnership with Learning Assistants and pastoral support colleagues
- A teaching style that can respond effectively to changing pupil needs
- Short and simple instructions
- Allowing pupils thinking time to process information, especially verbal instruction
- Being literal in saying what you mean
- Use of visual cues & 'now and next' task prompts
- Tasks that are well structured with shared success criteria and a clear purpose
- Assessment for learning (check and correct)
- On-going feedback
- Monitored progress
- Regular evaluation and review

The range of teaching and learning methodologies used at Beech Academy is extensive and always reflects the needs of pupils.

4.4 At Beech Academy we plan and structure lessons using the **Teaching for Excellence** Model. The key components of this model are:

**Do Now Activity (DNA):** The DNA usually takes place at the beginning of the lesson. Daily review is an important component of instruction. It helps strengthen the connections of the materials learned. Automatic recall frees working memory for problem solving and creativity.

**Explanation:** 'Explanation' refers to delivering key information or modelling and explaining the process / new learning that you want pupils to know, understand or be able to do. Direct instruction is often the most effective method of delivery and new learning should be presented in small steps, to avoid overloading the working memory.

**Modelling (Making sense):** Effective modelling helps students to make sense of new learning. During 'making sense' teachers gradually allow pupils to complete examples with less assistance on more of the task – the 'I do, we do, you do approach'.

**Questioning:** We use questioning to provoke thinking and develop pupils' understanding whilst also gaining information to inform future teaching and learning. We encourage pupils to contribute to classroom discussions and aim to create tasks and activities that elicit evidence of learning.

Effective questioning:

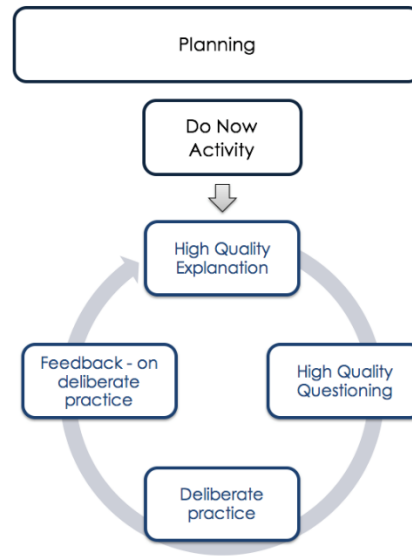
- Allows pupils to engage with the learning process.
- Uses strategies such as no hands rule and thinking time to promote extended responses from pupils.
- Provides links to the learning objectives of the lesson
- Promotes independent learning; giving opportunities for pupils to ask their own questions and seek their own answers.
- Enables teachers to use pupils as learning resources for one another.
- Creates a classroom climate where pupils feel secure enough to take risks, be tentative and make mistakes.
- Teachers plan questions of different degrees of cognitive complexity in order to challenge pupils and help them to develop their thinking.

**Deliberate practice:** In the 'deliberate practice' step, teachers provide pupils with the opportunity to practice on their own (or with developing independence), giving them multiple opportunities and situations of increasing difficulty to master the knowledge. Effective scaffolding is essential in ensuring effective deliberate practice.

**High quality feedback** (in the lesson and through marking): At Beech Academy pupils benefit from both live in-lesson feedback and feedback through marking and assessment.

**High expectations:** at Beech Academy we recognise that the needs of our young people are varied and often complex. Through effective planning and lesson delivery we encourage each pupil to be the best that they can be, turning 'I can't' into 'I can'.

The Teaching for Excellence Model is summarised in the diagram below;



**4.5** Quality learning objectives - learning objectives should be specific and outline the learning expected to take place in that lesson (To be able to.....). Ideally, they should be level appropriate and contain words from Bloom's Taxonomy. A maximum of one learning objective should be shared with pupils each lesson. At Beech we ensure that learning objectives are:

**Manageable** – an objective must be of the size and scope that can be taught in a single lesson.

**Measurable** – an objective should be written so that success in reaching it can be measured.

**Made First** – an objective should be designed to guide the activity, not to justify how a chosen activity meets one of several viable purposes. The objective comes first.

**Most important** – an objective should focus on what's most important on the path to the pupils' educational success.

**4.6** Success criteria describe to pupils what the teacher is looking for in their work and how they will know they are being successful in their learning. They need to be specific and related to the learning objectives and the tasks set by the teacher. Building appropriate success criteria into short-term planning is vital to ensure a focus on learning as opposed to activities.

4.7 The primary role of the Learning Assistant (LA) is to enable access to the curriculum, to facilitate independent learning and to promote inclusion. All LAs will circulate in the room and not support one pupil for the whole of the lesson so as to develop the independent learning skills of pupil. LAs are trained in how to support the SEND needs of our pupils and are involved in the planning (and reviewing) in relation to intended outcomes as set out in individual EHCPs.

Teachers and Learning Assistants should work in partnership, planning together as appropriate, and directing the support to have maximum impact on the learning outcomes of pupils so that progress is made. The productivity of this partnership can only be effective if true collaboration takes place.

4.8 For the majority of lessons, pupils are taught in their own classroom and teachers move to them. Classrooms should be safe, stimulating places, where pupil work is valued, marked and displayed. Classroom organisation and appearance should support learning and behaviour. Pupils are involved in the selection of sensory equipment/ comforters and room layout decisions to instil a sense of pride and control over their learning environment.

4.9 Continuous professional development (CPD) supports the curriculum at Beech Academy. Teachers and support staff receive specialist training aligned to the needs of our pupils and we employ relational and trauma informed approaches across the school to support the needs of our learners.

Within this ethos, children will gain confidence in making choices and increase their knowledge and understanding of the world around them. All teachers and professionals engaged in teaching and learning activities will be partners in learning and continuously develop their skills and competencies for providing an appropriate range of strategies to inspire all our learners.

## 5. Curriculum Impact

1.1 The curriculum at Beech Academy ensures that our pupils are confident, happy individuals that have a safe place to make mistakes. They are inquisitive, resilient and inspired learners that believe in themselves and achieve their full potential.

1.2 Pupils at Beech Academy make progress academically, socially and emotionally. Current performance data reflects strong academic outcomes for Beech pupils;

pupils leave with qualifications and accreditations that are appropriate for their aspirations, next steps and the world of work

- 1.3 Pupils at Beech Academy are ready for their next steps in learning and life within the school and beyond. Over the last 4 years all pupils have gone into education, training or employment.

## 6. Monitoring and Evaluation

6.1 As an Academy we undertake quality assurance activities because we always want to improve. We strive to be the best that we can be so that our pupils can be the best that they can be.

“Every teacher needs to improve, not because they are not good enough, but because they can be even better” – Dylan William

We use lesson observation, developmental drop ins (DDIs), pupil voice activities, work sampling (Book Looks), subject reviews and pupil progress standards to evaluate the quality of education at Beech Academy.

This evaluation contributes to:

- The continued success of the school
- Improved ability to support individual pupil needs
- Raising achievement and school improvement
- Appraisal and management of performance
- Improved classroom teaching
- Determining teachers’ own development needs (CPD)
- Identifying the future development needs of the school
- Curriculum development

6.2 To ensure the quality of teaching does not remain static, whole school Quality of Education priorities are identified within the School Improvement Plan reviewed termly, which identifies areas for improvement or development.

6.3 Assessment at Beech Academy is on-going with class teachers expected to use a range of strategies both in lessons and through marking to clarify understanding and measure progress against the skills and content expectations as outlined in curriculum plans. Pupil progress is recorded and tracked against targets. Further details regarding assessment can be found in the academy’s assessment policy.

## Appendix A: Local Context



### Local Context

- Mansfield (wards within) is one of the most socio-economically deprived wards in the country.
- There is high unemployment and many families are in receipt of some sort of state benefits. The number of people in the area who have never worked is also well above the national average.
- The number of people who hold a passport is less than half the national average and twice the national average live in socially rented accommodation.
- Adult literacy levels are among the lowest in the country/almost 1/3 of adults hold no formal qualifications.
- Mansfield was the first town to return a Brexit result. 85% of the electorate voted leave.
- Life expectancy is 9 years shorter in the area compared to the national average.
- 41% of the population is obese/those reporting a long term health problem is twice the national average.
- Our pupils at Beech face significant, additional challenges relating to a range of SEND needs that can impact in a detrimental way and further limit the opportunities/chances of living a successful, independent life.

**Appendix B: Novel Study Overview**

Fairholme Site

	Autumn Term	Spring Term	Summer Term
Year 7 Novel Study	<p>The Great Kapok Tree – Lynne Cherry</p> <p>A Midsummer Night's Dream – William Shakespeare</p> <p>Shakespeare Other Cultures Non-Fiction writing on conservation</p>	<p>The Lion, The Witch and The Wardrobe – C.S. Lewis</p> <p>Classic Literature Fantasy Fiction Writing to describe</p>	<p>The Street Beneath My Feet – Charlotte Guillain &amp; Yuval Zommer</p> <p>Holes – Louis Sachar</p> <p>Non-Fiction / Media Contemporary Fiction Comparing Texts</p>
Year 8 Novel Study	<p>When The Mountains Roared – Jess Butterworth</p> <p>Contemporary Fiction Other Cultures Non-Fiction Travel Writing</p>	<p>Titanic: Death on the Water – Tom and Tony Bradman</p> <p>Historical Fiction Drama Writing Play Scripts</p>	<p>Hidden Figures – Margot Lee Shetterly</p> <p>Non-Fiction / Media Speech Writing</p>
Year 9 Novel Study	<p>The Arrival – Shaun Tan</p> <p>Graphic Novel War Poetry</p>	<p>The Edge – Alan Gibbons Noughts and Crosses – Malorie Blackman</p> <p>Contemporary Fiction Play Script</p>	<p>Shackleton's Journey – William Grill</p> <p>The Tempest – William Shakespeare</p> <p>Historical Fiction Shakespeare</p>





Westfield Site

Westfield Site			
Nurture 1	The Lion, The Witch and The Wardrobe – C.S Lewis	Charlotte's Web – E.B White	The Twits – Roald Dahl
Nurture 2	Owen and The Soldier – Lisa Thompson	The Jungle Book – Rudyard Kipling	The Magic Paintbrush - Julia Donaldson
Nurture 3	Around The World in 80 Days – Jules Verne	Alice in Wonderland – Lewis Carroll	Stig of the Dump – Clive King