

Curriculum Statement

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Sapere Aude

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Overall Statement

The curriculum at The Bishop of Winchester Academy ('The Bishop') has been designed with the key aim of enabling students to **live life to the full**. Through the acquisition of knowledge and the practiced application of skill, students can **have the courage to be wise** and make intelligent, informed decisions.

Our knowledge-based curriculum is ambitious in its breadth and depth, offering challenge to learners irrespective of their background. Through setting **high expectations** and accepting **no excuses** for all, we counter social disadvantage and bolster aspirations. Students are nurtured and supported throughout their journey at The Bishop, and explore ways to develop their **awareness, collaboration, creativity, empathy, independence** and **resilience**, collectively referred to as our LApps (Learning Applications).

Our curriculum will:

- **Secure understanding** in the world's major disciplines of learning, including English, mathematics, science, humanities and modern foreign languages
- Ensure learning takes place in **meaningful contexts**
- Develop **key skills** and **competencies** for learning and life

The purpose of our curriculum is to:

- Meet the needs of every learner at The Bishop, making learning **inspirational** and **igniting awe and wonder** in the students
- Be **rooted in the needs of our community**, whilst being mindful of national and international expectations for learner's preparedness
- Raise students' **aspirations** and **expectations** of themselves
- Prepare students for the challenges they will face in life and equip them with the **support techniques required to be successful**.

We will provide all our students the opportunity and support need to reach the highest level of their **God-given potential**. We will do this by:

- Providing a **broad** and **balanced** curriculum
- Ensure our curriculum is rooted in the **context of our school** and the needs of the **local community**
- Ensure **equality of access** for all students, tailoring our curriculum offer to the needs of individuals where necessary
- Promoting attitudes and values that **challenge any discriminatory behaviour** or prejudice

Using teaching practices for the whole school population which are inclusive, engaging and stimulating.

Language of the Curriculum

What we mean by 'Curriculum'

The curriculum is the knowledge and skills that students will learn which will help them make sense of the world, their place in the world, the place of others in the world and allow them to go on to 'live life to the full' (John 10:10). The curriculum defines the journey needed for that.

The idea of mastery, making the students are proficient as possible, defines our approach to the curriculum. We plan forwards to mastery not backwards from an exam specification.

The curriculum includes every learning experience a student has throughout their time at the Academy. This is provided through lessons as well as through our wider curriculum, which includes a programme of collective worship, extended learning days, visits and journeys, sports, competitions, visiting speakers, careers programme, leadership opportunities and mentor time.

What we mean by Learning Journeys

The curriculum in each subject area is carefully constructed to achieve progressive development throughout the student's seven/five/three-year journey. Concepts and skills are sequenced coherently so that they are developed over time. This supports students of all abilities, especially SEN students.

Cross curricular links are explicitly referenced and exploited in order to deepen understanding.

Students reflect upon the destination and purpose of their Learning Journey being on the knowledge gained and skills developed, instead of being centred around examination and testing.

Each half term students engage in the why, how and what of each subject – why they are entitled to study that subject, how their lives are enriched by the new knowledge and skills they encounter, and what that new knowledge and skills looks like in each subject area.

What we mean by 'Wider Curriculum'

Our wider curriculum contributes significantly to a student's knowledge. It includes learning experiences which take place outside of traditional one-hour subject specific lessons. This could be learning new vocabulary from a news bulletin in tutor time, taking part in a performance during an extended learning day or gaining knowledge from a visiting speaker.

What we mean by 'Mastery'

Mastery is the idea that you learn best incrementally, with one skill building on the next. Mastering a subject means acquiring a deep, long-term, secure and adaptable understanding of the subject. The curriculum is precisely sequenced to give students the best chances of mastering each subject.

Traditional teaching keeps time spent on a topic constant. Mastery learning keeps learning outcomes constant but varies the time needed for students to become proficient or competent at these learning objectives. All students are encouraged by the belief that by working hard at a subject all can master, with extra support and intervention, each key learning point. Instead of aiming for a certain grade, students aim to reach mastery learning goals.

Deep understanding is rigorously checked and those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they

can reach the expected level. Although it may take longer in the early stage's learners will need less time to master more advanced material because of improved levels of basic competence.

What we mean by 'Key Concept'

Key concepts are the important ideas and principles of a subject. Subjects provide bridges for learners to move from their 'everyday concepts' to the 'theoretical concepts' associated with each subject. For example, 'energy' in science, 'proportion' in art and 'healthy living' in food technology.'

The mind best understands facts when they are woven into a conceptual fabric. This material can then sit 'comfortably' in the long-term memory as sorted and meaningful schemata or concepts.

What we mean by 'Components'

The components are the building blocks of knowledge needed in order to achieve a desired outcome or composite. For example to 'paint effectively with colour' (desired outcome) would involve several components e.g. understanding basic colour theory, awareness of the effects/properties of different paints media (oil, watercolour, acrylic), ability to understand and use resources (paper, canvas, brushes, easel). If any one of the components was missing that would jeopardize the desired outcome. However, if all components were taught simultaneously this might result in cognitive overload. The right attention needs to be paid at the right time to each component.

What we mean by 'Knowledge'

Knowledge is the sum of everything a student knows. It is the facts and information acquired from the curriculum and life-experience. This is embedded in the long-term memory as a network of accessible memories.

- Knowledge makes learning easier; it allows links and associations to be made and deepens knowledge further
- Knowledge allows us to bring concepts together
- Knowledge learned across the curriculum facilitates understanding
- Knowledge is highly transferable between contexts
- Knowledge allows comprehension/understanding
- Knowledge is generative, the more knowledge you have the more you will learn because new learning 'hooks' onto old learning
- Knowledge empowers students
- Knowledge frees up 'working memory'

What we mean by 'Subject Knowledge'

Subject knowledge is the subject content or information gained from a specific subject, such as maths, which is committed to long-term memory. For example, a student might learn how to calculate the perimeter of a square. This would contribute to a student's overall knowledge which could be used to calculate how much it would cost to carpet a room in a house.

What we mean by 'Skill'

Skills have a very important place in the curriculum, and it is important that appropriate time is allocated so that students can become competent in these.

Skill is the ability to do something well. These are acquired through direct experiences and practice. For example, communication skills, problem-solving skills and practical skills. In many subjects, you must be able to produce something practical as a result of acquiring knowledge.

What we mean by 'Learning Apps' (Lapps)

At 'The Bishop' we have six Lapps: Resilience, Empathy, Awareness, Collaboration, Creativity and Independence.

Our Learning Applications equip our students with the skills needed to become life-long learners and to cultivate the habits and attitudes needed to ensure that they can face difficulties and uncertainties calmly and with confidence. They are used consistently in classrooms and across the Academy and form the basis for our worship themes.

What we mean by 'Understanding'

Understanding is the combination of knowledge and skills. Understanding deepens as structures of knowledge in the long-term memory become increasingly complex.

What we mean by 'Deficits in Knowledge'

A deficit in knowledge is where there is a gap in knowledge and understanding. Research shows this is often linked to the extent a child is exposed to a rich variety of words.

Our curriculum is designed to overcome any deficits in knowledge students may have. This is through a planned focus on vocabulary both within subject areas and within the wider curriculum.

What we mean by 'Cultural Capital'

'Cultural capital is the essential knowledge that children 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 and achievement' (Ofsted, 2019) and 'to thrive in the modern world (Ed Hirsch)

What we mean by 'British Values'

The five British values are Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of Different Faiths and Beliefs.

Teaching British values provides strengthened guidance on improving the spiritual, moral, social and cultural development of students to ensure that they leave school prepared for a life in modern Britain. The values underpin what it is to be a British citizen in a modern and diverse Britain and promotes moral and cultural understanding to celebrate the diversity of the UK.

What we mean by 'Learning'

Learning is the alteration in the long-term memory. If a student has committed subject content to their long-term memory and this can then be used both in the subject and in other areas of life, then this has been learned.

What we mean by 'Progress'

Progress means knowing more, remembering more and applying more. It is the increase in layering of knowledge acquired.

What we mean by 'Memory' and 'Encoding'

Memory is essential to all our lives. Without a memory of the past, we cannot operate in the present or think about the future. We would not be able to remember what we did yesterday, what we have done today or what we plan to do tomorrow. Without memory, we could not learn anything.

Memory is involved in processing vast amounts of information. This information takes many different forms, e.g. images, sounds or meaning. The term memory covers three important aspects

of information processing: encoding, storage and retrieval. Memory Encoding is the crucial first step to creating a new memory.

When information comes into our memory system (from sensory input), it needs to be changed into a form that the system can cope with, so that it can be stored. There are three main ways in which information can be encoded (changed): Visual (picture), Acoustic (sound) and Semantic (meaning). For example, a word which is seen (in a book) may be stored if it is changed (encoded) into a sound or a meaning (i.e. semantic processing).

Encoding is the act of getting information into our memory system through automatic or effortful processing and then recalled later.

What we mean by 'Short-term' and 'Long term' memory

When we encounter new material, the information is stored for a very brief time in our short-term memory – ranging from a matter of a few seconds to a matter of a few minutes. Almost all information stored in short-term memory that is not rehearsed is lost in less than 30 seconds. Most students can store between 4 and 9 items in their short-term memory.

Repeated exposure to content, concepts, vocabulary and skills enables this information to be stored in long-term memory. The capacity of LTM is thought to be unlimited. But it is not enough to store that information in our long-term memory. We need to be able to retrieve it from there too.

What we mean by 'Retrieval Storage' and 'Retrieval Strength'

Retrieval storage refers to how well information is stored in our long-term memory. Retrieval strength refers to how easily a piece of information can be recalled when required. What good is information it is in your memory, but you cannot find it or use it? We need to be able to access that information easily when we require it.

What we mean by 'Retrieval Practice' (RP)

Retrieval practice is an essential learning strategy and study habit where we focus on getting information out. Retrieval practice refers to the act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it stronger. Through the act of retrieval, or calling information to mind, our long-term memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful tool for improving learning and is a crucial part of daily teaching practice. Our approach to retrieval practice is

What we mean by 'Spaced Practice'

Spaced practice is one of the most effective revision strategies. Instead of cramming at the end it is better to start planning early for exams and set aside time every day. And instead of mass practice e.g. five hours studying one topic or subject it is better to spread out the studying of that topic over two weeks. Using spaced practice for recalling, for example, keywords, facts or formulae can result in massive gains in learning. By repeatedly retuning to content students' knowledge has had time to 'rest and be refreshed'.

What we mean by 'Interleaving' and 'Blocked practice'

Interleaving is a process where students mix and combine multiple subjects and topics while they study in order to improve their learning. Blocked practice, on the other hand, involves studying one

topic very thoroughly before moving to another. Interleaving has been shown to be more effective than blocked practice, leading to better long-term retention.

Retrieval, spaced practice and interleaving is a winning combination when it comes to long-term learning.

What we mean by 'Dual Coding'

Dual coding is the process of combining verbal or written materials with visual materials. Visual links such as a timeline, a diagram, a graph or a picture help to deepen understanding. The reference to visuals supporting learning is not a reference to people learning better because they are visual learners. Individuals learn better when they have two different ways of processing information – and working memory, despite its limitations, does not struggle with this. The use of visuals is an effective teaching and learning strategy.

What we mean by 'Cognitive Load Theory'

Cognitive load theory is the concept that information should be presented at a pace and level of difficulty that corresponds to how the human brain processes information.

What we mean by 'Assessment'

The word 'assessment' comes from the Latin 'to sit alongside'. The etymology of this word tells us how we might think about assessment. Assessment allows us to gain insight into what our students know, understand and can do as a result of what we have taught them – as if we were sitting alongside. Assessment gives us greater insight into mastery - what appears to have been learnt, what needs to be consolidated or revisited and where the gaps are.

Assessment opportunities are built into the curriculum, are formative and summative, verbal, written or practical, and high, low or no stakes.

Analysis of the assessment itself gives insight into the appropriateness of the curriculum as well as the suitability of the test.

What we mean by 'Literacy'

Literacy constitutes speaking, listening, reading and writing and each are important mediums for gaining academic knowledge

Speaking, the development of talk, underpins everything else: all learning, including reading and writing. Many children are disadvantaged by a lack of talk and so talk is particularly beneficial for accelerating the progress of low attaining students. Quality of talk is more important than quantity.

Listening is more than good manners - it is a building block through which knowledge and understanding grows.

Reading, for different subjects, takes on different purposes but vocabulary development is fundamental to successful reading. Providing students with the opportunity to read high-quality texts enables them to observe the discipline specific aspects of writing that relate to subjects.

Writing is cognitively very challenging. Focusing on the micro elements of writing until students are fluent in each of these processes will support students to write longer, high-quality responses. For example, teachers can help students break down writing tasks by providing word level, sentence level and whole text level instruction. Ensuring that students understand the subject specific

connotations of teacher vocabulary used in writing questions is key to success. For example, in English literature, 'evaluate' questions often require students to justify their answers with reference to a personal response, whereas in physical education 'evaluate' questions require students to refer to the likely consequences, strengths and weaknesses of particular choices.

Spelling and grammar can hamper communication and credibility and need to be actively taught, although teachers in different subjects should not feel obliged to teach grammar that is not relevant to their discipline.

What we mean by 'Disciplinary Literacy'

The term disciplinary literacy stresses the idea of subjects as disciplines and that each subject discipline has its own 'language' that students must learn. Within each subject there are nuanced differences in the vocabulary and the skills needed to think, read, write and talk as a historian or a scientist or a mathematician. This will support students to master the nuances of the curriculum - at an increasingly challenging level as they move through the key stages.

What we mean by Tier 1, Tier 2 and Tier 3 vocabulary

"Good words are worth much but cost little"

George Herbert, 1651

Tier 1: These are the common, everyday words that most children enter school knowing already

Tier 2: This tier consists of words that are used across the content areas and are important for students to know and understand. Included here are command words like 'analyse' and evaluate that students will run into in everyday life, in many careers, and in tests.

Tier 3: This tier consists of subject-specific vocabulary—the words that are often defined in textbooks or glossaries. These words are important for imparting ideas during lessons and helping to build students' background knowledge.

What we mean by 'Disciplinary Numeracy'

Disciplinary numeracy can be described as the mathematical knowledge and skills required to understand a certain discipline. It includes 'mathematical thinking' within the subject area.

These are some of the ways mathematical thinking might naturally occur across the curriculum:

- Thinking logically
- Being systematic
- Breaking down problems into smaller parts
- Searching for patterns
- Predicting and checking
- Interpreting solutions in the context of problem
- Estimating to check likelihood of answers
- Identifying structures and relevant data

Many, if not most, subject areas can find space to expand students' thinking by asking them to express their understanding using the tools of mathematics. Below are some key words to help with this:

- specialising – trying special cases, looking at examples

- generalising – looking for patterns and relationships
- conjecturing – predicting relationships and results
- convincing – finding and communicating reasons why something is true.

All teachers and support staff play a role in supporting students' progress with disciplinary numeracy and in equipping them with the necessary language knowledge, understanding and skills to master each discipline.

What we mean by 'Application of Maths'

The phrase 'Application of Maths' is the Key Stage 5 equivalent to the phrase 'Disciplinary Numeracy'. We recognise that, within each KS5 discipline, there is often mathematical curriculum content that needs to be understood and applied in order to master the depth of that discipline. Explicitly highlighting where students will need to be able to apply mathematics effectively within each discipline will support that depth of mastery.

What we mean by 'Interdisciplinary Approach'

Advanced study is fundamentally inter-disciplinary - to understand the depth of any one discipline it is vital to explore the organic connection to other disciplines. This approach to study is described as 'interdisciplinary.'

What we mean by 'Intellectual Autonomy'

Intellectual autonomy is the willingness and ability to think for oneself. For example, the ability to independently comprehend challenging texts, think critically and apply the right strategies.

Programmes of Study

Key Stage Three

The Key Stage Three curriculum operates throughout Years 7, 8 and 9, and focuses on the **pursuit of mastery**. Students benefit from a **comprehensive** range of subjects, enabling them to develop a **broad understanding** of the world, and the links between academic disciplines.

The KS3 curriculum reaches beyond the National Curriculum, with students studying additional subjects that we identify as needs for our learners. In recognising the requirement for comprehensive education on **health and wellbeing** needed to combat increasing child obesity and mental health concerns, students study Healthy Living (practical and theoretical Physical Education combined with teaching on personal health and hygiene) and extra Food Technology lessons where students study healthy diets as well as practice preparing healthy meals.

The depth of learning within the curriculum is **intentionally challenging**, introducing and expanding on the key concepts required for each subject. **Essential knowledge** is taught and developed throughout the course, interleaved to ensure long term learning and **vocabulary** is reinforced to ensure students can access discipline-specific texts and communicate with peers at advance levels.

In tandem with ambitious academic content, teaching is delivered in ways that also encourage students to reflect upon the learning skills required to be successful, namely: **awareness, collaboration, creativity, empathy, independence** and **resilience**. Referred to as our LApps, students are given opportunities in lessons and mentor time, as well as around the Academy, to explore the necessity for these skills, and the positive impact honing these skills can have on both **academic performance** and **personal development**.

When students reach year 9, their curriculum is further expanded to allow students to apply the knowledge and skills learned in years 7 and 8 in a range of **new contexts and subjects**. Links to prior learning are clearly established. This takes the form of a rotation. Our broad KS3 curriculum, along with comprehensive support from our **careers** team, serves to aid our students in making **informed decisions** regarding their KS4 Options.

Key Stage Four

The Key Stage Four curriculum is a two-year programme with the intent of preparing all students for **post-16 studies** and **beyond**. Students move to studying advance levels in the core subjects (English Language, English Literature, mathematics, sciences and a humanities), whilst also specialising in two 'options'. Whilst students are working towards qualification in their subjects, the subject depth goes **beyond the examination syllabus** in order to ensure **mastery** and **successful progression** to their future studies. All students also study Religious Studies at GCSE level, with significant resources dedicated to developing students understanding of major world faiths.

Students continue to develop their learning skills through LApps in lessons, in mentor time and around the Academy.

During these two years students are given real experiences in business and the working world, including **mock job applications, CV writing, interview skills** and **work experience placements**. Combined with comprehensive independent advice from our careers team, these programmes ensure that students are prepared for post-16 and beyond.

Key Stage 5

Many of our students choose to stay at the Academy for their 6th form studies. The Academy offers a **diverse curriculum** tailored to individual student needs. Students can choose a variety of Level 3 **academic** and **vocational** courses which demonstrate the **breadth of skills** that are increasingly required by the world of work and higher education.

A 6th form prospectus and information evening for parents are part of the provision to support students in making choices pre- and post-16. All Year 11 students are provided with a **1:1 careers consultation** to discuss their choices and future plans. The Academy employs an **independent careers advisor** who provides information and **impartial advice** about the full range of available provision locally to inform their choices about the most suitable provider for them. Careers advice and guidance is on-going throughout the 6th Form.

All students are expected to study at least three subjects Post 16 totalling 540 guided learning hours. Students may also choose to take an Extended Project Qualification (EPQ) and Core Maths.

Entry requirements Post 16

For all advanced level (Level 3) courses such as GCE A levels and BTEC Level 3, the entry requirement will be 5 GCSEs at grade 4 or above (including Maths and English). For most subjects, a GCSE grade 9—6 is required in the chosen or related subject or a merit at a BTEC Level 2. Individual courses may have additional specific entry criteria. Those students not gaining Maths or English GCSEs are required to continue their studies as part of their study programme.

Post 16 – Preparation for work and life

To complement their studies, 6th form students will also engage in a range of exciting and fun **enrichment opportunities** to develop other skills and interests to **broaden their experiences**.

Students are also encouraged to take an **active leadership** role and **keen interest** in the wider life of the Academy, leading others and making decisions which will influence Academy life.

There is a wide range of enrichment opportunities available to 6th formers, enabling students to develop **leadership skills**, support projects in the **local community**, partake in **fundraising** and develop **talents**. In addition to the core curriculum 6th form students have a weekly guest speaker programme designed to develop their **personal skills** and **employability** and provide information for **social, health** and **citizenship development**. There are also Year 12&13 **parental engagement** evenings where we help parents to assist their child in discussing progression pathways after 6th form.

Please see our 6th form prospectus and website for further details.

Curriculum Offer (2022/23)

	KS3		KS4	KS5 [†]
	7-8	9	10-11	12-15
Art & Design	✓	✓*	✓	✓
Biology			✓	✓
Business Studies		✓*	✓	✓
Chemistry			✓	✓
Child Development			✓	
IT/Computer Science	✓	✓*	✓	✓
Drama	✓	✓*	✓	✓
DofE	✓	✓	✓	✓
English	✓	✓		
English Language			✓	✓
English Literature			✓	✓
Film studies				✓
Food Technology	✓	✓*	✓	
Further Mathematics				✓
Geography	✓	✓	✓	✓
Health & Social Care		✓*	✓	✓
Healthy Living	✓	✓	✓	
History	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Media Studies		✓*	✓	✓
Music	✓	✓*	✓	
Music Technology			✓	
PSHE inc. SRE	✓	✓	✓	✓
Photography			✓	✓
Physical Education		✓*	✓	✓
Physics			✓	✓
Psychology			✓	✓
Religious Studies	✓	✓	✓	✓
Science	✓	✓	✓	✓‡
Spanish	✓	✓	✓	✓
Sociology				✓
Sport Studies			✓	✓
Statistics			✓	
Travel and Tourism			✓	

* Studied on rotation

† Subject to student numbers

‡ Applied science

Alternative Learning Provision (ALP) Curriculum Statement

Support for our students with complex needs is dependent on their primary SEN need.

The **Phoenix Centre** supports students with SEMH Needs.

The **Ark** supports students with Cognition and Learning Needs.

The **Emmaus Centre** supports students with Communication and Interaction needs.

The **Alternative Learning Centre** support students with Sensory and Physical needs.

The curriculum in ALP has been designed to maintain the **pace** and **precision** of our curriculum intent, supporting students to 'keep up' rather than 'catch up'.

At all times, students in ALP are expected to **learn** and **allow others to learn**.

Whilst in the ALP, students in

- Key Stage 3 will follow the **same learning journey** as their peers in English, Maths, Science, History, Geography and Spanish, complete outstanding Knowledge Organiser homework and receive 1-1 **English** or **maths tuition** if scheduled to do so
- Key Stage 4 will follow the **same learning journey** as their peers in all subjects by tuning in to their lessons which will be streamed via Teams, complete any outstanding homework and receive 1-1 **English** or **maths tuition** if scheduled to do so. If it is not possible to stream a lesson due to, for example, staff absence, students will be able to use the 'ALP spreadsheet' which will allow them to learn the ideas, knowledge and concepts outlined in their learning journeys

The platforms used:

- encourage **independent learning**
- provide students with **immediate diagnostic feedback**
- allow students to revisit previously misunderstood content in order to **improve** and **reach mastery**

English

Students will complete work that aligns with the English curriculum. Each hour of English is linked to a learning question that reflects the work identified in the English learning journey.

Students will develop their English knowledge, comprehension and communication skills by using three online learning platforms: Seneca Learning, Renaissance Learning and MyOn.

Seneca Learning tasks support students in learning new knowledge and concepts and developing their skills. The tasks set are aligned to the texts being studied in class. Students will continue to study the plots, characters and the context essential to understanding each text as a whole.

MyOn is an online reading service, which provides students with access to a range of reading books. Through this service students can exercise the skills of inference, comprehension, synthesis and analysis.

Renaissance Learning allows students to complete quizzes based on books they have recently read independently or together in class, checking their reading comprehension and vocabulary knowledge. These quizzes support long term memory retention as students have to recall

information they have learned from each book. This supports them in overcoming the projected Ebbinghaus Forgetting Curve.

Maths

Students will complete work that aligns with the Maths curriculum. Each hour of Maths learning is mapped to a learning question that reflects the work that forms their learning journey for the given half-term and is in line with the whole school Maths Learning Journey.

Students will learn Maths through the use of the **Hegarty** platform which is built upon high-quality videos targeting specific Mathematical skills. The videos have built-in guided practice and students can pause, play and repeat at their own pace, until they reach mastery. All the activities foster independent practice and success checking. Regular use of the built in **MemRi** and **FixUp5** features will ensure that students get plenty of daily retrieval practice.

Students will know that they are making progress towards their learning objectives as the tasks are automatically marked and students are given instant feedback. Correct answers are shown to help students to close their own skills gaps.

Use of the Hegarty platform in this manner will help students to return to mainstream lessons in step with their peers mathematically.

Science

Students will complete work that aligns with the Science curriculum. Each hour of Science learning is mapped to a learning question that reflects the work that forms their learning journey for the given half-term and is in line with the whole school Science Learning Journey.

Students will learn Science through the use of the **Seneca** platform which is built upon high-quality videos targeting specific scientific knowledge and skills. The videos have built-in guided practice and students can pause, play and repeat at their own pace, until they reach mastery. All the activities foster independent practice and success checking.

Regular use of the built-in diagnostic features to close skills gaps will ensure that students get plenty of daily retrieval practice.

Students will know that they are making progress towards their learning objectives as the tasks are automatically marked and students are given instant feedback. Correct answers are shown to help students to close their own skills gaps.

Use of the Seneca platform in this manner will help students to return to mainstream Science lessons in step with the learning of their peers.

History and Geography

The learning questions for History and Geography align with the learning questions students are completing within mainstream lessons. These learning questions form a cohesive journey that students within class follow, building on prior knowledge and skills so students can reach mastery in History and in Geography.

Students will use online resources to follow, as closely as possible, the subject matter and skills being taught in class without needing a specialist teacher. Seneca is mostly used. Seneca modules allow students to be guided through the content using videos or animations. Students then complete independent practice on that topic before completing a low stakes assessment on what they have

learnt. Should the students have failed to master a particular area of study they are directed back to guided practice in order to address gaps in understanding or misconceptions.

Students will know if they are completing the work successfully as their work will be automatically marked and diagnostic feedback given. They will then be guided through content they may have struggled so that they are able to reach mastery.

On return to lessons, students will have kept up with the History and Geography knowledge and skills needed, and will return confident that they are in step with their peers.

All other subjects

Students will complete work that aligns with the curriculum. Each hour of learning is mapped to a learning question that reflects the work that forms their learning journey for the given half-term and is in line with the whole school Learning Journey.

Teaching Beyond the National Curriculum

Spanish

Learning another language has **immense value** of its own but it also improves our students' ability in English. As they learn a new language and focus on the constructions of that new language this then makes them think about language constructions in English and this supports better progress in English.

In learning another language our students' brains learn to **absorb** and **makes sense** of new patterns. This develops key skills such as **cognitive thinking** and **problem solving** – skills needed to digest and remember fresh information. This has been shown to improve performance in other academic areas.

In the process of learning a new language, students are being constantly tested in their ability to remember and think quickly and improves the processes in the brain used for **planning, solving problems**, and performing other **mentally demanding** tasks.

Currently, students' level of **mastery** is assessed via a national examination at Level 1. The academy is growing this expectation through such that a **significante portion** of each cohort achieve a certification at GCSE level at the end of Key Stage 4. Students will also be encouraged to continue to study languages in their mother tongue and sit a GCSE in that language.

Learning a new language also entails learning about a new **culture** and **worldview** and this broadens our **perspective of the world** and its people. This, in turn, helps our students grow as people, appreciate things that they would not have noticed before and experience life more fully.

Information Technology

We are living in an increasingly digital age, and our learners approach a future where being **computer literate** is essential for previously low-skilled jobs. Furthermore, the expansion of international business and online trade mean that being able to **communicate clearly** and **accurately** with the aid of office software packages is an essential quality for many employers when recruiting.

In order that our learners are best prepared for this digital future, all year 7 and 8 students study a programme that covers both an introduction to **computational thinking**, and **comprehensive teaching** of the use of Microsoft Office. This programme also included an introduction of **programming** using Python. In year 9, all students are introduced to more advanced **computational methods** and **programming-based projects**.

Healthy Living

We want to equip students with the skills and knowledge needed to be able to make **healthy choices** and look after themselves. This is especially pertinent in light of the child obesity epidemic and the increasing strain on mental health and wellbeing in our young people. This is being achieved through an increased focus on **Food Technology** in Key Stage Three, and **Health Living** lessons in Key Stages Three and Four.

In Food Technology students are taught, mostly, how to prepare **nutritious** and **healthy** savoury meals. In Healthy living lessons students undertake a combination of **practical** and **theory** lessons, equipping them with the skills and knowledge needed to make **informed decisions** regarding their health. In order that students receive recognition for this learning all are entered for a GCSE equivalent qualification.

Statistics

Whilst students are taught basic **statistical analysis** and **graphical representations** of data in Key Stage 3 and Key Stage 4 mathematics, we recognise the increased need for students to be **data-literate**. With the increase in use of inappropriate and misleading data in the media it is essential that our students are 'data savvy', equipped to be able to recognise where data is being misused.

In the light of that, we have increased the prominence of Statistics within the curriculum at all years, including **project work** and **practical applications** of data handling. This allows students learn not just how to **calculate summary statistics** (for example, the mean) but, critically, how to **apply** it, and ways in which it could be **manipulated** for various means. Students are also introduced to additional statistical methods which are beyond the scope of GCSE Mathematics and our Maths Curriculum, such as **standard deviations** and **measures of correlation**. In order that students receive recognition for this learning all are entered for a GCSE in Statistics. This also supports our students in being successful in a wide range of post-16 subjects.

Native Language Certification

We have developed a **comprehensive** program to support students for whom English is an additional language (EAL) to be able to access our curriculum and be able to succeed from the day they first step foot into the Academy. Whilst these students may begin their studies at the Bishop further disadvantaged compared with their English-speaking peers, we recognise they have **additional skills in communication** beyond those taught within our curriculum.

In order that these students be certificated for their additional language skills, we have produced a program that prepares these students for the GCSE examination. This course is offered to all EAL students in year 10 where a GCSE course is offered, regardless of if that qualification counts towards performance tables.

Literacy

We are all committed to developing the Literacy skills of our students so that they can live life to the full.

Literacy is **fundamental** in enabling our students to access our curriculum. We hold **high expectations** of student Literacy within the classroom. We believe Literacy skills are both **general** and **subject specific**. We teach **Disciplinary Literacy** within all subject areas, as the most effective way of developing Literacy is ensuring that students can access the academic language and Literacy conventions found in each subject discipline. We therefore embed Disciplinary Literacy into all curriculum areas and train all teachers to be teachers of Disciplinary Literacy. Our premise is that each subject has its own **unique language**, ways of knowing, doing and communicating. We anchor Literacy skills clearly in subjects, for example in Maths we explicitly teach mathematical vocabulary and specific reading strategies for written problems, to enable students to read like mathematicians. In English students are taught the discipline of structuring analytical writing so they are able to speak and write like literary critics.

We want all of our students to leave our school as literate young adults, with a foundation of Disciplinary Literacy skills that can transfer to the wider world and carry them in life, enabling them to access greater social, professional and academic opportunities. We prioritise providing our students with a wealth of **vocabulary knowledge** and nurture this through our consistent approach to delivering **explicit vocabulary instruction** in all subject areas and in mentor time.

We provide experiences of reading different text types, in all subjects and in our wider school community; empowering our students to broaden their vocabulary and foster reading strategies to enable them to understand texts better. We want our students to have a **love** and **appreciation** of literature. We believe the power of literature will have a **long-lasting impact** on the lives of our students, developing their **empathy** and supporting their **spiritual** and **moral** development. Our bespoke Reading for Pleasure and Purpose programme delivered during mentor time is fundamentally aimed at consolidating strategies for reading and furthermore improving the **cultural capital** of our students. Our mentors are trained in **reciprocal comprehension reading strategies**, including questioning, clarifying, summarising and predicting; to further support general comprehension skills.

We understand that the science of reading is complex and difficult for students; consequently we **assess, track, and monitor** the reading level of our students to identify and support students who find reading challenging. We have implemented a range of targeted Literacy interventions for our students, including one to one tuition and afterschool Literacy support.

We believe that students learn through the **medium of talk**. Students experience different opportunities to speak and listen in all subjects. The history and art of articulation is taught in English to support students in developing their **confidence** and **oracy** skills. In English students apply oracy skills frequently by contributing in fortnightly oracy lessons, in which they speak in formal contexts by participating in formal **presentations, debates** and **discussion**.

Numeracy

Numeracy has an increasingly important role in enabling and sustaining cultural, social, economic and technological advances. Improved numeracy skills lead to better paid jobs, greater well-being and a less stressful life.

We believe that students' numeracy skills (the ability to talk, listen, read and communicate effectively as Mathematicians) are the key to educational progress, social integration and personal development. Numeracy will be consolidated and enhanced through opportunities to apply and develop numeracy skills across the curriculum. All teachers and support staff will have a role to play in supporting students' progress in numeracy and in equipping them with the necessary language knowledge, understanding and skills.

The intent, implementation and impact are outlined in the following table.

Numeracy Strategy 2022-23



**Numeracy has a vital role in enabling and sustaining cultural, social, economic, and technological advances.
Improved numeracy skills lead to more aspirational jobs, greater well-being and a happier and fuller life.**

Students' numeracy skills (the ability to effectively talk, listen, read, and communicate numerically) are key to educational progress, social integration and personal development.

Numeracy skills are fundamental life skills: interpreting data, charts, and diagrams; solving problems based on logical thinking and reasoning; understanding and explaining solutions.

Numeracy will be developed and consolidated through opportunities to apply and develop skills across the curriculum.

All staff have the privilege of supporting students' progress in numeracy and in equipping them with the necessary language, knowledge, understanding and skills.

Our aims in developing Numeracy across the Academy

Intent	Implementation	Impact
<p>1.Contextual Data To raise awareness of and understanding of students' data especially CAT and latest assessment scores.</p> <p>Three of the four CAT scores indicate how numerate a student is (Quantitative Reasoning, Non-verbal Reasoning and Spatial Ability).</p>	<p>September INSET for all new staff</p> <ul style="list-style-type: none"> • HWA - CPD will be delivered during September's INSET on interpreting data in terms of students' numeracy skills. • HWA - teachers include numeracy data in their red folders and on seating plans. <p>Ongoing as required</p> <ul style="list-style-type: none"> • LPE - teachers are aware of which students receive additional numeracy support • LPE - results of maths assessment data is regularly analysed to identify students who require additional support in lessons across the academy. • SENCO - teachers are aware of students with specific learning difficulties, especially related to numeracy e.g. Dyscalculia. • SENCO - support strategies will be developed, shared with heads of department and their implementation monitored • All teachers need to be able to identify students requiring additional numeracy support within their curriculum area. 	<ul style="list-style-type: none"> • CAT scores, alongside results from maths assessments, will help to inform how teachers create and adapt seating plans. • Teachers are aware of students' barriers to learning (including numeracy difficulties alongside SEND) and are astutely planning to ensure appropriate support and challenge so that all students know more and remember more.
<p>2. Coherence To ensure coherence, all departments work collaboratively to promote Numeracy, where appropriate, through consistent approaches to the solving of numerical problems.</p>	<ul style="list-style-type: none"> • All staff - all will be familiar with the correct mathematical language, notation, conversions, techniques and calculator-use relating to their own subject(s) and where it links with others (making explicit use of learning journeys). • All staff – To ensure coherence M2Mtemplates will be used for numeracy-related topics (e.g. Calculate like a, Interpret like a, Measure like a). 	<ul style="list-style-type: none"> • Student mastery of and attainment in in numeracy-content will improve across the academy. • Heads of department can identify what elements of numeracy are delivered in their department to support students to mastery. HoDs know the barriers to implementation (including their

	<ul style="list-style-type: none"> • HoDs & HWA - staff CPD needs with regards to disciplinary numeracy and/or calculator will be identified (short tasks/surveys) • HoDs - support students to achieve mastery in each subject by undertaking data driven intervention (DDI) analysis for each year group in order to improve numeracy-related knowledge and skills across the curriculum. • HWA - a Common Calculation policy (and CPD to support) will be promoted within the school to ensure the appropriate methods for each stage of learning are correctly identified. 	<p>team's numeracy skills gaps and have put support in place to address them).</p> <p>HoDs ensure medium-term plans identify mathematical content and skills being taught though each theme across the academy.</p> <p>HoDs can identify the next steps in terms of numeracy for achieving student mastery in their subjects.</p>
Intent	Implementation	Impact
<p>3. Calculator</p> <p>To ensure consistency in the teaching of calculator skills, the Casio FX991 calculator will be used across all subjects.</p>	<p>HoDs - all departments will:</p> <ul style="list-style-type: none"> ○ indicate in their schemes of work when and where students are likely to require calculators. ○ be clear when it would not be appropriate for students to use a calculator for their calculations. ○ analyse the effective use of a calculator as part of CSEF DDIs. <p>HWA - a common checklist for essential calculator skills will be shared and CPD sessions will be provided for all departments as required.</p> <ul style="list-style-type: none"> • Resetting the calculator. • Accessing menu functions. • Using fraction, decimal, percentage formats. • Using statistical functions, e.g. to find the mean. • Converting time measures. • Converting between metric and imperial measures. • Performing Standard form calculations. • Using the table function for sequences and plotting graphs. • Using the ratio function. 	<p>Student attainment in calculator-based content will improve across the academy.</p>
<p>4. Cultural Capital</p> <p>To develop students' cultural capital through a range of extra-curricular numeracy-based learning experiences.</p>	<p>HWA - A ten-minute 'numeracy across the curriculum' activity will continue to be shared in mentor once a week for years 7 to 10. The following themes will be used: Famous Mathematicians (Y7); Numeracy problem solving (Y8/9), Life skills including calculator skills and cross-curricular numeracy skills (Y10).</p> <p>HWA - CPD on the delivery of numeracy in mentor will be provided during September's INSET.</p> <p>HWA – Students will be given regular extra-curricular numeracy opportunities including external competitions, money week, practical investigations, and maths support clubs/clinics.</p>	<ul style="list-style-type: none"> • Students have a raised awareness of numeracy within the broader curriculum. • Students have increased exposure to numerical cultural capital.

Literacy Strategy 2022-2023

Literacy has rightly been described, by Kofi Annan, as ‘the road to human progress and the means through which every man, woman and child can realise his or her full potential’. As such, we are all committed to developing the literacy skills of our students so that they can live life to the full.

Literacy skills are both general and subject specific and we hold high expectations of student Literacy within the classroom. Disciplinary Literacy – the ability to read, write and communicate according to the conventions of specific subjects – offers schools an effective strategy for developing students’ literacy skills within and across all disciplines. Disciplinary Literacy is explicitly taught within each subject area so that students can master the subject-specific language and conventions that will enable them to demonstrate mastery in each subject and access greater social, professional and academic opportunities in their future.

Part A: Our aims in developing General Literacy across the Academy

Our goals	Our Methods	Our Results
<ul style="list-style-type: none"> • To further foster a life-long passion and proficiency for reading among our students. • To embed opportunities for students to develop their extended and creative writing abilities. • To continue to develop our students’ ability to listen and speak as life skills so that students leave us as active listeners and confident speakers. • To further students’ curiosity in the etymology and morphology of words. • To expose students to the best of what has been said and thought. 	<ul style="list-style-type: none"> • Students can use our ever-expanding library and resource collections to read widely across all subject areas. • Students read and discuss literature regularly in mentor time as part of the 9:9 Reading programme. • The power of reading is promoted in ACWs, in each Department area, and through the Base Camp programme. • Students can join one of many different reading clubs as part of the 10:10 offer, such as the Creative Writing Club, and take part in Young Writers competitions. • Staff use students’ data on literacy to plan their teaching. • Staff model mastery in their own speaking, listening, writing and reading of English across the academy. • Staff and students can take part in further reading activities such as ‘Bookbuzz’, Hardspell, Read for Good, World Book Day and STARBOOKS activities. 	<ul style="list-style-type: none"> • More students will leave our academy passionate about literacy and more literate in all areas – reading, writing, speaking, and listening – enabling them to live life to the full by finding and using their own voice, and by using their skills to learn more autonomously. • Our students’ ability to decode words, read for purpose and pleasure, and use standard English confidently in written and spoken sentences will improve. • Student mastery of and attainment in disciplinary literacy activities will improve.

<ul style="list-style-type: none"> • To raise awareness of and understanding of contextual data relating to literacy and how best to support and challenge all our students. • To continue to ensure that our own speaking, listening, writing, and reading of English supports students in developing their language and vocabulary. 	<ul style="list-style-type: none"> • Literacy intervention activities (such as the Accelerated Reader programme, Reading Intervention, Reading Recovery and Writing Intervention programmes) support students' literacy. 	<ul style="list-style-type: none"> • Students' cultural capital will expand. • More students will be inspired to join extra-curricular activities to read and write for purpose and pleasure. • Teaching will be better-informed and planned more astutely to support and challenge all students and their literacy needs. • Teachers' own professional understanding and use of literacy will improve, enabling more effective feedback on student misconceptions.
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Part B: Our aims in developing Disciplinary Literacy across the Academy

Intent	Implementation	Impact
<p>1. Disciplinary Vocabulary</p> <ul style="list-style-type: none"> • To embed the teaching of disciplinary vocabulary so that students know more and use 	<ul style="list-style-type: none"> • Students discover and explore words using the "Frayer model" which is used in most subject areas. • Students are taught how to maximise the use of tier two (general technical terms) and tier three vocabulary (subject specialist terms) in their work. 	<ul style="list-style-type: none"> • Students will know more specialist disciplinary vocabulary and will be using them more regularly and appropriately.

<p>more specialist vocabulary accurately and effectively.</p>	<ul style="list-style-type: none"> • Students learn and embed new vocabulary through knowledge organiser (KO) homework and KO tests. • Students explore the etymology and morphology of words. • Students compile key term glossaries to help them know and remember more new terms. 	<ul style="list-style-type: none"> • Student mastery of and attainment in tasks requiring students to recall and use vocabulary will improve. • Students will be able to start decoding independently new academic words that they encounter.
<p>2. Disciplinary Reading</p> <ul style="list-style-type: none"> • To embed the teaching of disciplinary reading to allow students to read increasingly complex academic texts like subject specialists. • To further foster in our students a lifelong passion for each subject. 	<ul style="list-style-type: none"> • Staff receive training on how to instruct students to read like professionals using active and interactive reading strategies across the academy. • Students read aloud in every lesson. • Students are encouraged to read academically rigorous texts, and are given the necessary scaffolding and support to access those texts. • Our Map to Mastery lessons include ‘interactive reading’ and ‘Read Like a Specialist’ activities. 	<ul style="list-style-type: none"> • Students will be able to read more rigorously academic texts, enabling them to acquire new knowledge like subject specialists. • Students will have an enhanced academic reading stamina to read texts of various lengths effectively. • Student attainment in tasks where reading is required to demonstrate their mastery will improve. • Students will seek out opportunities to read disciplinary-specific texts that will help expand their subject knowledge independently.

<p>3. Disciplinary Writing</p> <ul style="list-style-type: none"> • To embed the teaching of disciplinary writing in all subjects so that all students write like subject specialists. • To continue to instruct students towards the correct use of SPaG and appropriate technical accuracy in all subject areas. • To further establish that students take pride in their writing. 	<ul style="list-style-type: none"> • Staff instruct students to write like subject specialists, including through our Map to Mastery lesson slides. • Students are given feedback on their writing in our frequent and incisive feedback policy and are taught how to improve their writing in dedicated lesson time, where relevant. • Teachers use writing frameworks, writing mats, structure strips, and metacognitive talk during teacher modelling of writing. 	<ul style="list-style-type: none"> • Students will write further like subject specialists, using more disciplinary vocabulary and standard English (such as full sentences and paragraphs) appropriately and effectively. • Students will have an enhanced academic stamina to complete more high-quality writing. • Students will continuously seek chances to improve on their writing with their goal of reaching mastery. • Student attainment in tasks where writing is required to demonstrate their mastery will improve. • Students will take pride in their writing.
<p>4. Disciplinary Oracy</p> <ul style="list-style-type: none"> • To embed the teaching of disciplinary oracy so that all students speak and listen actively, like subject specialists. • To continue to develop our students' confidence to speak aloud. 	<ul style="list-style-type: none"> • Students are guided to speak like subject specialists through the use of structured talk activities in classrooms. • Staff model high-quality talk with our students. • Students are expected to hone their skills in the habits of attention – active listening and speaking. • Staff expect students to say the new words that they learn, read aloud in every lesson, and use academic language in class. 	<ul style="list-style-type: none"> • Students' confidence and ability to listen actively, ask questions, and to speak and read aloud will increase. • Students will correctly pronounce and use more disciplinary key terms in spoken answers.

- To enhance our students' ability to use talk as a tool to clarify and deepen their understanding.

- Students will respond to questions clearly in standard English and using full academic sentences.

Teaching of RS

Religious Studies (RS) is taught to all students as a core classroom subject in Key Stage 3 and in Key Stage 4. The development of each student's **religious literacy** is a fundamental aim of the teaching of RS, and our school's Christian vision that all our students '**live life to the full**' (John 10:10) drives the high expectations that we have for learning in this subject.

Students learn about:

- Christianity as a **global living faith**, its **diverse traditions**, and the **continuing influence** it has on Britain's cultural heritage and society today. Our curriculum draws attention to the academy's liturgical calendar and the acts of collective worship students observe during their time at the academy. 50% of our time is spent studying Christianity
- a wide range of non-Christian religious beliefs and practices and non-religious worldviews including **Islam, Judaism, Sikhism, Buddhism, Hinduism, and Humanism**
- **ethical** and **social issues** and how these relate to them, others, and the world in which we live.

Because RS is not a subject with a single academic lineage, students experience the subject from the perspective of **theology, anthropology, ethics, philosophy, and social history** as well as religious. What this means for our students is they have the chance to embody disciplinary knowledge across a **broad curriculum**.

To deepen their understanding of this subject, the RS curriculum has been mapped across our **whole curriculum**. Inter-disciplinary links reinforce **key concepts** and **aid retention**.

Dedicated curriculum time

All students in Key Stage 3 study RS for two hours per fortnight, and four hours per fortnight Key Stage 4. Studies are enriched by extra-curricular trips and Academy 'drop down' days.

All students in Key Stage 4 work towards a GCSE in Religious Studies.

Staffing

All teachers of Religious Studies have specialist qualifications in **Religious studies, Theology or Philosophy**. All teachers teaching RS have good access to appropriate professional development and access to a professional membership association to support with continued professional development.

SIAMS

"Religious education enables students to ask and reflect on difficult questions of the meaning and purpose of faith and belief" (2014)

"The religious education (RE) team is teaching well. There are good resources for learning and much support from school leaders. The current team are now all specialists and there are suitable courses at GCSE and A-level. Students are thoughtfully engaged in lessons, discuss well and are aware of the role of religions as living faiths (2019)

Personal Development

British Values

To prevent extremism and the religious radicalisation of young people, the Government in the 'Prevent Strategy' (2011) set out its definition of 'British values'. These values are:

- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of Different Faiths and Beliefs
- Democracy

The promotion of 'British values' is **central to education** at 'The Bishop' as British values have their origin in the Christian values of our nation. They form a core aspect of our delivery of **Social, Moral, Spiritual** and **Cultural** education.

At 'The Bishop' we recognise the importance of helping students to **flourish** academically but also spiritually, morally, socially and culturally, so they are fully prepared for life in **British society** and for their role as **citizens**, able to make the strongest possible contribution to the '**Common Good**' of all.

We teach the importance of British values by going much deeper into the meaning of what it means to **live a good life**. We highlight and focus on the celebration of **individuality** and **difference** within our communities and our calling to work together for the 'Common Good', in the service of others. Our school ethos, which includes explicit reference to Christian and British values, makes a **tangible difference** to the way we work together and with our wider communities. The examples that follow are an indication of some of the many ways we seek to embed British values at 'The Bishop' and should be seen as an indication of our approach rather than an exhaustive list.

The Rule of Law: The importance of laws, whether they be those that govern the class, the school, or the country (civil or criminal), are **consistently reinforced** throughout every day, as well as when dealing with 'Culture for Learning' and through Collective Worship. The curriculum is designed to ensure students are taught the values and **reasons** behind laws, that they govern and protect us, the responsibilities this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are regular parts of our learning programmes in PSHE and help reinforce this message, as does the development of students' knowledge and respect for public institutions and services.

Individual Liberty: Within 'The Bishop' students are actively encouraged to make **independent choices** knowing that they are in a **safe, secure** and **supportive** environment. As a school we educate and provide boundaries for students to make choices **safely**, through the provision of a **safe environment** and an **empowering education**. We encourage students to accept responsibility for their own behaviour and see themselves as individuals able to make a contribution to building community. Students are encouraged to know, understand and exercise their **rights, responsibilities** and **personal freedoms** and receive advice about how to exercise these safely, for example through our exploration of E-Safety in PSHE.

Mutual Respect: Respect is one of our core values and is modelled by students and staff alike. The school promotes respect for others and this is reiterated through our 'Culture for Learning' policy,

alongside classroom and learning environments, as well as extra-curricular activities such as sport. Our emphasis on **ethics, fairness and justice** means that we ask our students to ensure that they look out for those who might be marginalised and disadvantaged. Our approach to teaching and learning across the school fosters **mutual respect** throughout the curriculum and our Home – School Agreement promotes the values both of respect and responsibility. ‘The Bishop’ takes a very strong stance on social inclusion and anti-bullying focusing on strategies to enable respect for difference by, for example, reflections on bullying.

Tolerance of those of different faiths and beliefs: This is achieved through equipping students with the ability to develop **positive values**, understand their **own beliefs** and their place in a **culturally diverse society**. We give our students opportunities to experience such diversity within the school community and within the wider community. All students experience a connection with other cultures and beliefs through our Religious Education and PSHE programmes. Our Religious Studies curriculum provides a **broad and balanced** education, which includes an **understanding** of and **respect** for people of other faiths or none and other religions, cultures and lifestyles.

Democracy: In line with our commitment to democracy, students are always able to **voice their opinions** as we develop an environment where students can **debate ideas** and are **encouraged to disagree** with each other. We also encourage students to substantiate opinions and to realise the value of **co-operation** and **consensus** as well as decision making through voting. Student voice questionnaires on a range of topics such as teaching and learning and behaviour and safety are an effective mechanism for students to have a voice and make a change. Students are also given opportunities to see **democracy in action**. This could be meeting with the local MP, an annual visit to the House of Parliament or participating in ‘General Elections’.

Personal, Social, Health & Economic (PSHE) Education

‘The Bishop’s’ PSHE education aims to help students to develop the knowledge, skills and attributes they need to manage many of the **opportunities, challenges and responsibilities** they will face as they mature into adulthood. It intends that students are taught how to stay safe, be healthy and build **self-esteem, resilience, empathy** and become **confident** members of their community. Life skills that are covered at ‘The Bishop’ can support students understanding and knowledge of how to tackle barriers to learning, raise aspirations and the life chances for all.

The overarching concepts for PSHE at ‘The Bishop’ are:

1. Physical health and mental wellbeing
2. Relationships and sex education
3. Living in the wider world

The very nature of PSHE is that it is not an exam subject. Topics covered in PSHE lessons do not have formal GCSE qualifications; however assessment for learning opportunities are built in and are also enhanced with self-evaluation and reflective chances. All students at ‘The Bishop’ have an hour of PSHE each week.

Evidence suggests that effective PSHE programmes address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and improved emotional and mental health. The skills and attributes developed throughout PSHE education are also shown to increase academic attainment

and attendance rates, particularly among students from disadvantaged socio-economic backgrounds. This in turn improves employability and boosts social mobility

The PSHE curriculum at 'The Bishop' will positively impact **wellbeing, safeguarding** and **SMSC outcomes**; ensuring that all students are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Careers & Work Experience

All Bishop of Winchester Academy students are entitled to access to **high quality** Careers Education, Information, Advice and Guidance (CEIAG) to ensure they are able to 'Live life to the full'.

The Careers team continues to develop a wide range of **innovative strategies** to encourage every student within our school community to **take ownership** of their own individual **career plan**. The focus is upon **career** and **option choice, raising aspirations** and **achievement** of individual students and equipping them with **skills, attitudes, knowledge** and **understanding** as a foundation for managing their lifelong career and learning. We strive to help our students and their parents to make **informed decisions** about subject choices and future career pathways.

The Careers Plan is delivered across all year groups during mentor time and with additional calendared **careers enrichment opportunities**, often supported by the strong links we have forged with **local employers, colleges** and **universities**. We believe that by providing regular, impartial information about a variety of careers and pathways, students can make informed choices and take ownership of their own individual career plan.

All Year 10 students participate in a **work experience programme** during the Pentecostal term. Support and guidance is given to enable students to identify and apply for work experience positions themselves. This includes **job search activities, CV** and **covering letter design, interview skills** and preparation for **work briefings**. Students are visited by staff at their placement and complete Logbooks to encourage the development and recognition of skills gained.

Students in the 6th Form are encouraged to undertake **work experience** to support their future career aspirations. All work experience and community service is be monitored by tutors and recorded on the work experience tracker and in students' Unifrog accounts.

The Academy is committed to meeting the requirements of the **Gatsby Benchmarks** of Good Career Guidance.

Please see our **Careers Policy, Careers Plan** and **External Provider Access** documentation for further details.

Wider Curriculum

Acts of Collective Worship

At 'The Bishop' Collective Worship plays a significant part in the **spiritual, moral, social and cultural** education of students, which in turn impacts on their readiness to **learn and achieve**. We therefore aim to provide an education that provides students with opportunities to explore and develop their **own values and beliefs, spiritual awareness**, high standards of **personal behaviour**, a positive and **caring attitude** towards other people, an understanding of **social and cultural traditions** and an appreciation of the **diversity and richness** of other cultures.

Mentoring

Every school day begins with a mentor session during which students participate in a diverse and reflective range of activities designed to broaden their world view and equip them with the strategies needed to be successful. Students engage in teacher and student led acts of daily worship aligned to our Academy worship themes, including service, friendship and reflection. Students cooperatively discuss current events considering the impact on environmental and social issues promoting courageous advocacy. Students' literary knowledge is broadened through engagement in the 9.9 reading program with tasks aimed at developing reading comprehension, oracy and contextual awareness. Numeracy skills and historical understanding of the development of Mathematics are honed through the mentor numeracy program.

Throughout every activity, students develop a positive professional relationship with their mentor who acts as their ambassador and their first point of contact for any queries or concerns.

The Bishop Base Camp

At our Academy, we recognise that **proper preparation** is essential for our students' success on any extensive journey. With this in mind, students at the Academy are trained to prepare for their journey ahead through the "Bishop Base Camp". These sessions, which run in our **ACWs** (acts of collective worship) and through **workshop activities in mentor time**, are designed to help students **hone the soft skills, habits and mindset** that they will need to succeed in the academic year and beyond.

The sessions begin by exploring the **characteristics** that Bishop students are proud to hold and which will set them up for **success**, considering how each student can hold the qualities in our **Learning Applications (Lapps)**. Additional sessions run throughout the year covering vital topics such as **study skills**, understanding how our **brains and memory** works, and how best to **look after ourselves** and each other on the journey. The programme lets students reflect on the progress that they have already made in previous years of their education, and plan to **face the new challenges** that lie ahead, helping students gain skills that lead to success and which employers and universities desire in their candidates.

In all, this exciting programme has been tailored to support our students and help them thrive so that they can **live life to the full**.

Cultural Capital

'Cultural capital is the essential knowledge that children 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 and achievement' (Ofsted, 2019) and 'to thrive in the modern world (Ed Hirsch). Through our 'TBOWA 200' we introduce our students to 200 key figures from all areas of history, society and

culture. These key figures were identified by staff through a survey. All students gain an understanding of why they are important, how they made or are still making an impact on the world today and how this can support them in living life to the full. These important figures are introduced during Mentor time and Acts of Collective Worship. During our Acts of Collective Worship, we also explore music linked to our key figures and students and staff members play musical instruments sharing their creative talents with the Academy.

10:10 Programme

Our after-school enrichment programme is called the 10:10 programme in line with John 10:10 'I came to give life – life in all its fullness.' Enrichment gives students the opportunity to take part in activities they are interested in and may not have opportunity to otherwise take part in. Most of the activities are free of charge but a few have a small charge to cover costs.

In the 10:10 programme, activities are divided into three categories: **Academic, Sports, Creative, Arts** and **Other**. Through attending these sessions' students can further develop their **academic, physical, creative** and **social skills** including **communication** and **interpersonal skills**. Students can also complete the Duke of Edinburgh Award.

A full timetable of the enrichment activities is made available at the beginning of each term. Students get the chance to choose their enrichment activities and, if they manage to secure a place in that activity, we expect them to attend all the sessions for that term. Many sign up so that they can live life to the full.

Educational Trips

We offer a wide range of **super-curricular** opportunities for our students that helps to facilitate a **love of learning** and a **hunger to learn more**. These opportunities include off-site trips to access locations or provisions designed to extend our students' learning **beyond the classroom** and into the real-world. These provide students with **invaluable experiences** of speaking with people at the heart of the issue, such as meeting Franciscan Monks when studying theology, to seeing the **real life impact** of a topic, including investigating the impact of urban-sprawl of residents in Hampshire.

These enriching opportunities are scatter throughout the students' journey at the academy.

The Grammar Stream

All students at The Bishop of Winchester Academy benefit from **high academic standards** and our philosophy of 'high expectations – no excuses'. However, we recognise the unique challenges that high ability students face. These could include:

- Access to career path information
- Development of confidence in oracy
- Opportunities to develop a well-rounded nature through extracurricular interests
- Local grammar schools offering only single-sex learning environments

The Grammar Stream at The Bishop of Winchester Academy provides a **challenging curriculum** and **outstanding facilities** within a **co-educational setting**. We prepare students for life after school and support them to develop the **social** and **communication** skills they will need to form effective relationships in the workplace and their social lives.

The Grammar Stream provides students with the opportunity to pursue A-level studies with us, with **seamless consistency** between GCSE and post-16 education. Students on the Grammar Stream will be able to go on to university studies, equipped with the skills to succeed in higher education.

Our key aims do not just include promoting academic success, but also encompass the development of the whole person.

In addition to the high-quality teaching and learning provided to all students, our Grammar Stream offers the following tailored experience:

- **Opportunities to develop a growth mindset to overcome challenges and reach potential**
 - Guidance to overcome academic barriers
 - Support in identifying problems and generating solutions
 - Development of metacognition study skills
- **Aspirational careers advice**
 - Guided access to the Unifrog careers library
 - Direction in setting concrete goals and aspirations
 - Support in recognising and developing the specific skills and personal attributes they require to be successful in their chosen careers
- **Personalised mentoring**
 - Regular feedback to parents from mentors on a half termly basis
 - Liaison between mentors and subject teachers to discuss progress and next steps
 - Support for the students' emotional, social, and mental wellbeing
- **An enhanced and rigorous curriculum**
 - A GCSE in a Modern Foreign Language as a subject sought after by Higher Education Institutions
 - A seamless consistency between GCSE and A-level experiences
- **After school enrichment**
 - Opportunities to access a versatile and challenging enrichment programme
 - Tailored enrichment activities
 - Encouragement to learn to play a musical instrument
- **Bespoke guest speaker experiences**
 - Opportunity for students to attend guest speaker events tailored to their interests and goals