

# Curriculum Statement

September 2021



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 variety of Level 3 **academic** and **vocational** courses giving a **diverse curriculum** tailored to individual student needs. Students can choose to study A Levels, BTECs, Technicals or a combination of these qualifications 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 (2021/22)

	KS3		KS4	KS5 <sup>†</sup>
	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 **significate 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.

Leaning 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 2021-22



**Numeracy has a vital role in enabling and sustaining cultural, social, economic, and technological advances.  
Improved numeracy skills lead to better paid jobs, greater wellbeing and a less stressful 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
<b>1.Contextual Data</b> To raise awareness of and understanding of students' data especially CAT and latest assessment scores.  Three of the four CAT scores indicate how numerate a student is (Quantitative Reasoning, Non-verbal Reasoning and Spatial Ability).	<input type="checkbox"/> I have received CPD on interpreting data in terms of students' numeracy skills. <input type="checkbox"/> I am aware of which students have numeracy lessons. <input type="checkbox"/> I am aware of which students receive additional numeracy support. <input type="checkbox"/> I am aware of students with specific learning difficulties related to numeracy. <input type="checkbox"/> I have included numeracy levels in my red folders and/or on my seating plans. <input type="checkbox"/> I know which students might require additional numeracy support in my lessons. <input type="checkbox"/> I am aware of numeracy specific support strategies for my SEND students <input type="checkbox"/> I have identified students in my class(es) who require additional numeracy support.	<ul style="list-style-type: none"> <li>• CAT scores, alongside results from maths assessments, will help to inform how teachers create and adapt seating plans.</li> <li>• Teachers are aware of students' barriers to learning (including numeracy difficulties alongside SEND) and are astutely planning to ensure appropriate support and challenge.</li> </ul>
<b>2. Coherence</b> To ensure coherence, all departments work collaboratively to promote Numeracy, where appropriate, through	<input type="checkbox"/> I am familiar with the Numeracy Strategy and I have received training and support to implement it. <input type="checkbox"/> I am familiar with the correct mathematical language, notation, conversions, techniques and calculator-use relating to my own subject(s). <input type="checkbox"/> I have made my HoD aware of my numeracy CPD needs. <input type="checkbox"/> I am aware of the Common Calculation policy.	<ul style="list-style-type: none"> <li>• A common approach to the teaching of key mathematical ideas and processes will be visible in non-maths subjects; standardisation of common themes will be evident across the academy; the M2M templates will be used for numeracy-related topics (e.g. 'Calculate like a.....', 'Interpret like a.....', 'Measure like a...').</li> <li>• Student attainment in numeracy-content will improve across the academy.</li> </ul>

consistent approaches to the solving of numerical problems.	<b>HoDs</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify numeracy support needs through numeracy focused data analysis of assessment in my department (DDI).</li> <li><input type="checkbox"/> I have provided the numeracy coordinator with appropriate numeracy resources from my subject(s).</li> </ul>	<ul style="list-style-type: none"> <li>• 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 (they know their team's numeracy skills gaps and have put support in place to address them). HoDs ensure medium-term plans identify mathematical content and skills being taught though each theme across the academy. HoDs can identify the next steps in terms of numeracy for achieving student mastery in their subjects.</li> </ul>
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<b>3. Calculator</b> To ensure consistency in the teaching of calculator skills, the Casio FX991 calculator will be used across all subjects.	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have identified my calculator CPD needs.</li> <li><input type="checkbox"/> I have received appropriate calculator CPD, e.g. I can               <ul style="list-style-type: none"> <li><input type="checkbox"/> Reset the calculator.</li> <li><input type="checkbox"/> Access menu functions.</li> <li><input type="checkbox"/> Use fraction, decimal, percentage formats.</li> <li><input type="checkbox"/> Use statistical functions to find the mean.</li> <li><input type="checkbox"/> Convert between measures.</li> <li><input type="checkbox"/> Perform standard form calculations.</li> <li><input type="checkbox"/> Use the table function for sequences and plotting graphs.</li> <li><input type="checkbox"/> Use the ratio function.</li> </ul> </li> </ul> <b>HoDs</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> I have indicated in my schemes of work when and where students are likely to require calculators.</li> <li><input type="checkbox"/> I have made it clear when it would not be appropriate for students to use a calculator for their calculations.</li> <li><input type="checkbox"/> I analyse the effective use of a calculator as part of diagnostics after every assessment in my department (DDI).</li> <li><input type="checkbox"/> I have liaised with the numeracy coordinator to ensure that my team receive appropriate calculator CPD.</li> </ul>	Student attainment in calculator-based content will improve across the academy.
<b>4. Cultural Capital</b> To develop students' cultural capital through a range of extra-curricular numeracy-based learning experiences	<b>Mentors</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> I have received CPD on the delivery of numeracy in mentor time.</li> <li><input type="checkbox"/> I deliver numeracy activities to my mentor group weekly.</li> <li><input type="checkbox"/> I promote external competitions to my mentor group when appropriate.</li> <li><input type="checkbox"/> I promote after-school maths support clubs/clinics to my mentor group when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a raised awareness of numeracy within the broader curriculum.</li> <li>• Students have increased exposure to numerical cultural capital.</li> </ul>

## 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.

### 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