



The Salesian Academy of
**St. John
Bosco**



Proud to be part of
Pope Francis
Catholic Multi Academy Trust

Quality of Education Policy

'We learn not for school, but for life'

Respect Understanding Affection

Happiness & Humour

Approved by:	LGB	
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Everyone is:

Valued, Challenged, Inspired

Our vision:

Every pupil in our school is valued, challenged and inspired, being 'made in God's image' and therefore, infinitely precious, morally responsible and gifted for a purpose.

Founded on our Salesian values of respect, understanding, affection and humour and inspired by Christ, we pursue excellence in character development, learning across the curriculum, and service to our communities.

1 – Curriculum

The Salesian Academy of St John Bosco is a Catholic Academy for the whole community. Our curriculum is the vehicle through which we deliver our ethos of "Learning for Life and not just for school"

Our curriculum designed to be:

- knowledge-rich with clearly defined, coherent progression which strengthens schema to enable all students to secure ambitious curriculum goals
- enabling as all students have access to the whole curriculum and students master fundamentals in reading, writing and mathematics
- responsive as assessment identifies security of learning and students are supported to achieve our curriculum goals
- inspiring as it takes students beyond their own experience, offers opportunity for creativity, cultural capital and spiritual development
- transformative as by developing character, we build learners who exemplify our core values and make a positive contribution to their community

Our curriculum is **structured and progressive**, focusing on building knowledge with a layered approach. This approach is particularly important in subjects like mathematics, science and languages, where some concepts can only be understood if other concepts have been taught first. Even in a subject like history where some units might stand alone, the development of *skills* requires vertical integration; advanced skills build on more basic skills, and these must be mastered first.

- Optimal order of content needs careful consideration within and across subjects to promote the development of capabilities **across subjects**. Careful consideration the optimal amount of content each year is vital so as not to overload students but ensure retention in the long-term memory. The curriculum is interleaved to ensure that knowledge sticks and students are given the opportunity to develop their understanding over time.
- We aim to overcome students' barriers to progress by ensuring that every student has competence in **literacy**, reads widely and develops **numeracy**. They will master the basics and be supported when they fall short. All students will be **appropriately** challenged. Planning for

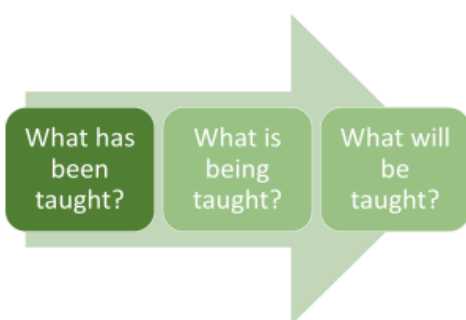
challenge is not about just making work as hard as possible; the curriculum at each stage should present an *appropriate* element of challenge. To pitch work correctly requires an understanding of what students already know, and an appreciation of the misconceptions that they may bring to their learning.

- Our curriculum also incorporates moral and spiritual development by creating learners who are compassionate, caring and aware of their responsibilities in the world- This again exemplifies our Salesian values.
- Our curriculum extends our students' experiences, and creates lasting memories, by ensuring all students participate in character and leadership development each year as well as sport, music, charitable and extra-curricular opportunities. We actively seek to increase cultural capital by ensuring all students have access to enrichment opportunities.
- Our curriculum is inclusive, particularly for pupils with SEND. Curriculum leaders have written their plans in collaboration with our SENDCO and important elements for adaptation have been considered such as cognition and learning, communication and interaction covering social, emotional, physical and sensory elements.
- Our curriculum is designed to raise students' aspirations, by creating carefully planned opportunities to experience a wide range of enrichment, including careers provision and information. We increase participation in community events for our students by ensuring explicit links to charitable local organizations, industries as well as routes into universities. These are directly built into our curriculum and CEIAG.

2 - Principles of Curriculum Design

Leaders at all levels have carefully considered the curriculum journey for their given subject to create clearly defined, coherent progression towards ambitious curriculum goals. Broad and deep-thinking over time has led to the curriculum as it is currently planned.

We believe that curriculum planning is never complete, and sequencing and design must be continually evaluated.



It is the responsibility of every classroom teacher to ensure that they understand each step in the curriculum planning journey, to ensure every lesson has its intended purpose.

The main principles of curriculum design are:

- Learner Centred: Design the curriculum with the needs, interests, and abilities of students in mind. This approach encourages active engagement and motivation.
- Flexible: Incorporate flexibility to accommodate diverse learning styles, cultural backgrounds, and individual needs. This can include differentiated instruction and varied assessment methods.

- **Integrated:** Promote interdisciplinary connections, allowing students to see the relationships between different subjects and real-world applications.
- **Relevant:** Ensure the curriculum is relevant to students' lives and future challenges, incorporating current events, technology, and skills needed in the workforce.
- **Inclusive:** Design for inclusivity, ensuring that all students, including those with special needs, have equitable access to learning opportunities.
- **Progressive:** Create a curriculum that builds on prior knowledge and skills, allowing for logical progression and scaffolding of learning experiences.
- **Includes Assessment:** Incorporate formative and summative assessments that not only measure learning outcomes but also provide the opportunity to identify gaps in knowledge, misconceptions and question level analysis.
- **Engaging:** Foster student engagement through interactive, hands-on, and meaningful learning experiences that stimulate curiosity and critical thinking.

3 - Sequencing key knowledge

The careful sequencing of key knowledge towards increasingly complex curriculum goals ensures that the curriculum itself is the progression model. Every key piece of knowledge in curriculum planning should be an explicit next step, ensuring that identified key knowledge demonstrates clear progression from one linked unit to the next.

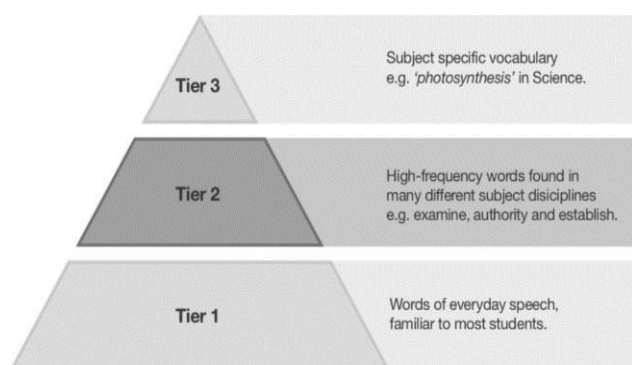
To ensure that our rich curriculum model does not become limited to remembering successive facts, careful consideration is given to that knowledge which is needed to enable students to become scholars of the subject. To this end, key knowledge is usually (but not exclusively) identified as substantive or disciplinary, as outlined below.

Substantive knowledge – carefully sequenced and progressive, this is substantial knowledge which students need to master. *What students need to know.*

Disciplinary knowledge – carefully sequenced and progressive, this is the knowledge students need, to be able to learn the subject (discipline) well. *How students need to think.*

4 - Identifying Tier 2 & 3 Vocabulary

By identifying the words students may not have encountered and explicitly teaching this vocabulary, we ensure that each subject remains accessible to all learners.



vocabulary required for academic precision.

In primary years, the emphasis is on tier 2 vocabulary (defined as that which unlocks substantive knowledge, develops disciplinary knowledge, and has high instructional potential).

In secondary years, the emphasis extends to include tier 3 vocabulary. Knowledge of these low-frequency, subject-specific words is crucial to enable students to be able to build the schemata required to secure long-term memory and equip students with the technical

5 - Assessment

All assessments will:

1. Have a clear purpose linked to curriculum goals; all assessments, whether they are a hinge question in a lesson or an annual exam need to have a rationale to support them.
2. Be valid; this term is used to describe the degree to which an assessment provides information that we can trust and can be used to evaluate the effectiveness of the planned curriculum.
3. Be reliable, producing information that can lead us to make conclusions about the level of pupil learning and our future planning with confidence.

Evidence suggests that assessment functions best when it is designed collaboratively, identifying a shared purpose and relevance to the curriculum. Leaders have a responsibility to ensure that when planning for assessment and feedback, it is meaningfully linked to curriculum planning, manageable for both staff and pupils, and motivates pupils to improve their learning.

Data from formal assessments will be shared with parents and analyzed at a subject and whole school level. It will inform strategic planning, evaluation of the curriculum and evaluation of teaching.

6 - Ensuring assessment is fit for purpose

- We do not use generic descriptors as the basis for assessment, instead, assessment is tailored to the curriculum goals or key knowledge which is being assessed. This ensures that assessment is focused on the curriculum as it is intended, and not a generic measure of performance.
- Formative assessments take place regularly across subjects using AfL strategies. This practice highlights misconceptions and gaps in knowledge so that teaching can be adapted to meet pupil's needs.
- Summative assessment takes place at fixed points in the year, and these examinations are designed to evaluate students' overall performance, including long-term memory and security of annual curriculum goals.

7 - Written Feedback

- Teachers will provide pupils with written feedback on a key piece of work each half term
- They will receive teacher feedback in red pen which will allow pupils to improve and redraft their work
- Pupils are expected to respond in green pen during allocated time in the lesson or subsequent lesson
- Teachers will routinely live mark to check for accuracy and misconceptions
- Teachers are responsible for ensuring that all students in their groups receive regular feedback driven by the needs of the students and the curriculum.
- This will enable more opportunities for self-reflection and allow pupils to build resilience over time.

The result of curriculum planning is that students know more, remember more and can do more. We are only able to evaluate the effectiveness of the curriculum and students' progress by planning opportunities for them to independently demonstrate what they can do.

9 - The Common Lesson Framework

Each lesson across all subjects is structured into five components:

1. Do Now- retrieval task focussing on recall
2. Activate- New Learning
3. Modelling (when appropriate)- teacher models a technique or method
4. Independent- Pupils work independently on a task
5. Plenary- Summary of learning task

10 - Homework

- Homework can result in students making accelerated progress; however, consideration must be given so that the type of homework set does not exacerbate gaps in knowledge for pupils that fail to complete it.
- Homework is set on a regular basis across all subjects, and this allows students to consolidate new knowledge, learn how to organise themselves and learn independently.
- Emphasis will be placed on the following types of homework:
- Reinforcement: Assign tasks that reinforce skills learned in class, allowing students to practice and solidify their understanding.
- Application: Encourage students to apply concepts in real-world contexts through projects that require research, creativity, and problem-solving.
- Teamwork: Promote group assignments that foster collaboration, communication, and peer learning. This can enhance understanding and social skills.
- Critical Thinking: Assign reflective writing or discussions where students analyse what they learned, how they learned it, and how it connects to other topics.
- Engagement: Provide options for students to choose assignments based on their interests and learning styles, increasing motivation and ownership of their learning.
- Comprehension or pre-reading: Assign reading materials followed by discussions or written responses that promote critical thinking and comprehension skills.
- Technology Use: Utilize educational apps or online platforms for engaging assignments that provide instant feedback and adaptive learning experiences.
- Community: Design homework that encourages family participation, such as interviews or collaborative projects, to foster connections between home and school.

11 - Quality Assurance

Core principles

- Quality assurance is a transparent, open and honest process
- Everyone is responsible for engaging and contributing to the process
- Quality Assurance must lead to improvements in quality of education across the Academy.
- Quality Assurance directly informs individual, departmental and Academy wide CPD (including coaching) and improvement planning
- Regular and focused on typicality of teaching and always identifies strengths and areas for development to support our improving practice.
- Accurate so that a true picture is gained of current practice at individual, departmental and whole school level
- Creates a positive culture of continuous evaluation and feedback. A Curriculum Review is an in-depth analysis of a department which includes meeting with curriculum leaders, teachers and pupils. They are undertaken to establish an understanding of how the curriculum is constructed, how securely it is being implemented across the curriculum area and the extent to which leaders, teachers and pupils can articulate curriculum goals.
- The process is outlined below:

Step 1: Curriculum Review Meeting with Curriculum Leader

Step 2: Lesson Observations of all teachers within the department by SLT, curriculum leader and when possible external partners.

Step 3: Book Look

Step 4: Pupil Voice

Step 5: Staff voice

Step 6: Formal write up of review documentation which highlights areas of strength and areas for improvement.

- Curriculum reviews are calendared at the start of each academic year with the aim of varying the time of year so that different sections of curriculum are observed
- Feedback is shared with curriculum leaders and is used to inform their Departmental Improvement Plans

12 - Staff Appraisal Cycle

- All staff are entitled to high quality appraisal that supports their development as teachers and enables career progression and leadership development. The appraisal cycle begins with accurate, evidence-based self-reflection. Appraisal objectives are based on teacher standards that reflect career stages and previous areas of development.
- UPS teachers need clear expectations that ensure highly effective practice is increasingly the norm and that they are making a substantial and sustained contribution to the improvement of curriculum delivery or teaching and learning either in their department or across the wider academy.
- Curriculum Leaders will need to demonstrate impact across their teams and will be held to account for a wider range of targets.
- SLT will need to demonstrate impact their whole school areas of responsibility
- Evidence from curriculum reviews will be used to support the appraisal cycle.

Appraisals will be conducted in line with the processes set out by the Pope Francis Trust

13 - Professional Development

Our Professional Development is delivered in 3 tiers:

- Whole Academy priorities and knowledge development through INSET and Twilight
- Departmental via curriculum meetings
- Bespoke through SLT, SIP's, SLE's and the use of Step Lab for wider professional training and 1:1 support

We secure strong teacher habits by ensuring that our Professional Development offer:

- Builds Knowledge
- Motivates Staff
- Develops the delivery of the curriculum
- Develops teaching expertise and embeds practice
- Enables emerging leaders to grow

This is based on the Education Endowment Foundation (EEF) *Effective Professional Development*

Guidance 2021

Teachers are provided with a high level of training and support to ensure that they meet the required standards of performance. The Capability Policy is designed to provide support to staff who are under- performing or not meeting the required standards for their role.

14 - Reporting

Reporting of students' progress and attainment is via Pupil Progress. This enables parents to view the most recent attainment and progress data of their child. At KS4, the current data is set against target grades which are typically generated from KS2 data. This provides information on how each pupil is performing and it is an effective way to highlight underperformance. Individual subject reports can be generated which also provide guidance on how to improve performance in specific subject areas. The report also provides information on effort, behavior for learning and homework.

15 - Setting Targets

- Pupils are not given targets at KS3
- KS4 pupils are given targets based on KS2 prior achievement in line with official A8 estimates from SISRA or FFT Aspire software. Formal assessment is used to evaluate the progress of students in relation to these targets.
- AT KS4, students begin studying their GCSE subjects, and we report progress and academic targets in relation to GCSE grades via pupil progress reports.

