



BERLESDUNA
ACADEMY TRUST

Principles of Curriculum and Assessment

This Policy was introduced:	January 2024
This Policy will be reviewed:	2 Years
This Policy will be reviewed on :	January 2026

Rationale

As an educational Trust and a learning community, we consider the key responsibility is high quality teaching and learning in every classroom each day. Embedded and sustained improvement is dependent on this. The expectation therefore is that all children are provided with quality learning experiences that lead to consistently high levels of achievement and engagement in order to become confident, articulate, independent learners.

Curriculum

By promoting a consistent and coherent approach to curriculum and assessment across the Trust, we deem that each school within the Trust must have a curriculum which is balanced and broadly based. It must also, in line with the National Curriculum, promote the spiritual, moral, cultural, mental and physical development of children both within each school and society, and prepare children for the opportunities, responsibilities and experiences of later life. It introduces the essential knowledge they need to be educated responsible citizens and develop a growing appreciation of the breadth of human creativity and achievement.

We aim for the children to leave school within the Berlesduna Academy Trust not only with key skills and knowledge in different subject areas but also an interest and fascination in the pursuit of greater understanding as a foundation to lifelong learning. We also aim for the children to be able to contribute, cooperate, reflect and respect each other's views in order to develop an understanding that much of what we achieve in society is through collaboration and team work.

Where appropriate, subjects may be taught discretely (for example, Maths, English, RE or PE), but a more integrated and cross-curricular approach will often be adopted in other subjects to ensure that children have an understanding and appreciation of the wider context of subject knowledge, understanding and the application of key learning skills.

Each lesson will have a clear subject learning focus which identifies the expectations for children to achieve the expected standard for their age and the expectations for greater depth. It will also be clear that where reading, writing and mathematical skills are being applied, that the expectation for high standards commensurate with their ability in those subjects is the same.

Each school will therefore adopt a curriculum implementation, organisation and planning system which reflect these aims and is appropriate to the local context.

Assessment

- the **assessment criteria** each school has developed is useful for teachers to use in a formative way; hence teachers may refer to this criteria frequently throughout the year
- however, the **system of 'measuring' attainment**, is a summative assessment tool only – taking a step back to reflect on the 'big picture' of where a child is in their learning journey – and as such these judgements are made *no more frequently than once per term*
- 'big picture' criteria can be useful for teachers when considering a child's next steps and giving feedback; however, a good understanding of the success criteria for the specific focus of learning is the most useful basis for feedback to children.

We feel that our principles are very much echoed by the findings of the DfE Commission on Assessment without Levels, which emphasised three different types and purposes of assessment:

- internal formative assessment (ie ongoing day-to-day assessment of children’s learning, through rich questioning, dialogue and feedback, enabling teachers to provide support where necessary and to adapt teaching plans accordingly)
- internal summative assessment (ie tracking children’s progress through school)
- external summative assessment (ie external evaluation of children’s learning at the end of the Key Stage, through national tests and teacher assessments)

It is also important to note that formative (day-to-day) assessment practices are those that are most likely to promote children’s progress – nurturing rather than simply measuring where children are. Discussions around a child’s progress over a shorter time-scale than one term would need to focus more specifically on the areas of learning explored in that time period, or specific targets, using evidence of what the child has produced in those areas.

Educational Visits

The Berlesduna Academy Trust believes children benefit from first-hand experience gained through practical activities, educational visits and visitors. Where possible, children visit sites and museums and have visitors to school relevant to the topics being studied.

Special Educational Needs and Able Pupils

The curriculum is designed to provide access, opportunity and challenge to each child within the Trust. Learning opportunities are adapted to meet the needs of all children. Children who have special educational needs and disabilities are assessed. Additional support is targeted to help them, with outcomes and impact recorded. Children who are particularly able in a subject are also provided with opportunities for further challenge, development and extension.

Wider opportunities and Extra Curricular Activities

Each school within the Trust understands the importance of a wider curriculum and offers the children a broad range of adventurous activities, sports clubs, gymnastics, dance, drama, creative arts, technology, languages and music. These are regarded as an essential part of children’s learning and developing particular skills and talents.

Subject Leaders

Subject leaders provide leadership of their subject and are responsible for ensuring the quality of teaching and learning in their curriculum areas along with its organisation and breadth of study across the school. They are also responsible for ensuring access to and availability of necessary resources and also the maintenance and efficacy of any digital platforms. Each subject leader creates an action plan that focuses on annual objectives for the subject area, linked to the school’s objectives, and includes an evaluation of impact for the academic year.

Monitoring and Review

The curriculum is subject to regular review, responding to statutory requirements and relevant evidence-based advances in pedagogy, educational thinking and technology, reflecting the Trust Principles of Teaching and Learning. Regular curriculum updates are given to Local Governing Bodies.