



Bishop Fox's

High Standards & High Expectations



**QUALITY OF EDUCATION
AT BISHOP FOX'S**

Quality of education at Bishop Fox's comprises of Intent, Implementation and Impact. Intent sets out the knowledge and skills that students will gain. This includes the curriculum, our rationale for why we have made these choices and our ambition of what we wish students to achieve. Our implementation considers the way that the curriculum is taught and assessed in order to support students to build their knowledge and to apply that knowledge as skills. Finally, the impact is the outcomes that students achieve as a result of the education they have received.



INTENT

Rationale: Bishop Fox's mission is to be an aspirational learning community where everyone strives to become successful lifelong learners who are resilient, respectful and responsible citizens. We will deliver this through a high quality curriculum that is appropriate and wide-ranging.

The key foundations of our curriculum are:

- Rich in powerful knowledge
- Based upon high standards of literacy
- Enables progression through sequential layered learning
- Provides equality of opportunity for all



The curriculum will promote confidence in numeracy, make effective use of homework to develop students' skills, knowledge and understanding and will have a focus on British values, SMSC, current affairs and careers education. It will build towards clear end points of what students know and are able to do, thereby ensuring effective transition from Key Stage 2 to Key Stage 5.

Key Stage 3 Ambition: A curriculum that provides equality of opportunity and addresses social disadvantage, enabling students to study a wide variety of subjects that build on the challenge of Key Stage 2. We ensure our Key Stage 2 transition is effective and that Key Stage 3 schemes of work are well structured and challenging. Students are taught at a progressively quicker pace, across a broader curriculum and to a greater depth of understanding. Teachers regularly review their curriculum and evaluate their pedagogical approaches to improve teaching and learning, raise aspiration and improve outcomes. The curriculum will ensure students study key concepts of the powerful knowledge identified in each subject domain that will give them the breadth of knowledge to prepare them to learn the depth of knowledge required at Key Stage 4.

Key Stage 4 Ambition: A curriculum that gives all students equality of opportunity, addresses social disadvantage and puts student choice at its centre. The curriculum provides appropriate pathways that our well-informed students can follow, which reflect their areas of strength and interest that will lead to positive outcomes for all. The curriculum will provide students with a breadth of subjects and enrichment opportunities that help develop their cultural capital. It will enable them to study in a way that promotes their wellbeing and provides the opportunity for mastery of each subject. The two year KS4 curriculum, with a Year 9 transition year with guided pathways, is designed to allow for systematic and cumulative knowledge acquisition which will support students' outcomes. The curriculum encourages students to follow the EBacc pathway, where appropriate, and promote progress across the Key Stage so that students achieve ambitious outcomes. The curriculum will result in our students leaving the school as young people who are fully prepared for their roles and responsibilities in adult life.

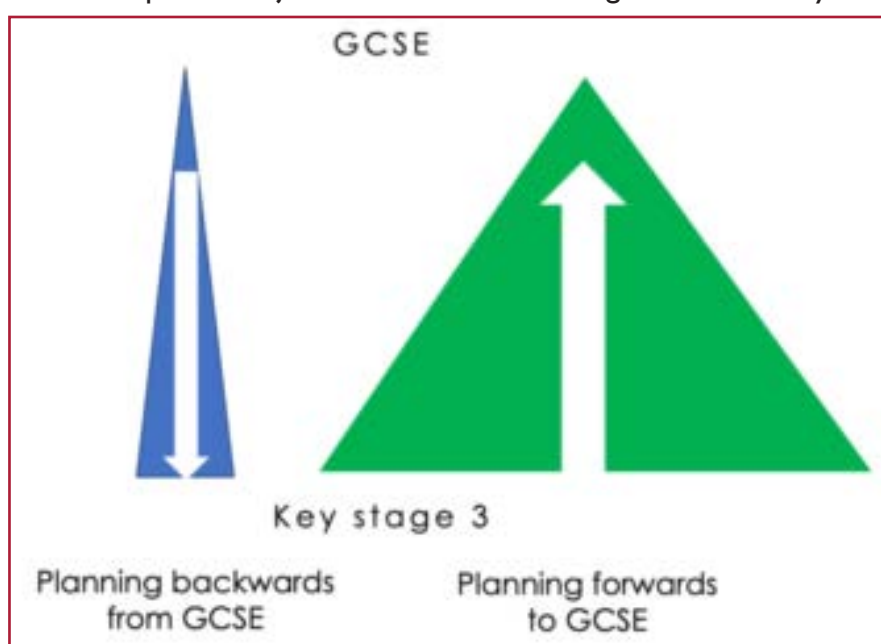
2 Year KS4 with Year 9 transition year: Each subject's KS3 provision is reviewed against the Key Stage 3 National Curriculum to ensure there is appropriate breadth and coverage of the key concepts. We follow a two year KS4, with a Year 9 transition year, to give students the opportunity to study more subjects of interest and strength. This allows for greater personalisation of the curriculum and the best possible chance of subject mastery

and therefore successful outcomes. The 2 year KS4, with Year 9 transition year with guided options, enables students to study a greater breadth of vocational subjects at KS4 which is in keeping with our local context, whereby over 50% of students go on to study vocational subjects post-16. We ensure the curriculum is still broad with students being able to choose up to four option subjects for KS4, and this is not narrowed in Year 10. Students can change options in Year 9 if they feel a subject is not suitable. Students who study triple Science at Key Stage 4 also study four additional option subjects.

Regular student and parental surveys support this choice of curriculum and we will continue to review this annually.

A Knowledge-Based Curriculum: Knowledge is what we think both with and about. We cannot think with or about something we don't know. The more we know about something the more sophisticated our thinking becomes. (David Didau)

A knowledge-based curriculum is the mastery of a body of subject-specific knowledge defined by the school. Subjects identify the 'powerful knowledge' that they want our students to know as the content of the curriculum: the 'big ideas/concepts' in subjects, rather than deferring to the GCSE syllabus.



Each subject domain is all the available knowledge in each curriculum area. Our curriculum plans forward towards GCSEs not backwards from them. So subject leaders will select the powerful knowledge and cultural capital from their subject domain that will give students the breadth of knowledge at KS3 to enable them to learn the depth required at KS4.

This will be taught through subject discipline. This is the effective combination of both subject knowledge and pedagogical knowledge. Teachers understand how their knowledge of the content and knowledge of pedagogy interact to create their subject

discipline.

Teaching subject discipline has a strong focus on tier 3 vocabulary to improve the way students talk about their subject. Teaching subject discipline also enables them to “de-code” complex problems in a formulaic way by identifying clear processes to follow.

Teachers will teach the subject skills they need to promote as a step by step procedure that students can follow. Thereby improving their ability to master a skill, as opposed to seeing skills as an innate ability that students possess or don't possess.

Cultural capital is the knowledge and skills that they need to succeed in becoming well-rounded and informed citizens. Each subject has both skills and knowledge that it might deem make up the cultural capital. Enrichment opportunities will also promote experiences that help develop students' cultural capital.

Literacy: The value of reading is evident in all subjects. Students should have the opportunity to read or be read to in every lesson. Reading for pleasure is a key strategy in improving students' reading ability and in promoting reading as a lifelong learning habit. Reading for pleasure is promoted through tutor time reading, World Book Day, visiting authors, various competitions, reading lessons in English promoted through age appropriate reading lists, podcasts and reading rewards.



Sequential Layered Learning: Each subject's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. Subjects have developed 5-Year plans that clearly identify the cultural capital and powerful knowledge that all students will know, remember and be able to do. These are designed to allow students to transfer key knowledge to long-term memory and are sequenced to build on previous knowledge towards clearly identified end points.

Each 5-year plan has 4 key components.

- What is being taught and what are the key concepts to be taught over 5 years
(or 3 years if only offered as an exam subject e.g. Business)
- The skills that are developed over 5 years
- The assessment schedule to assess knowledge, understanding and skills
- Systematic planned subject-specific progression

Curriculum progression: Subjects identify their key concepts and areas of cultural capital from their subject domain and deliver this powerful knowledge through a sequentially layered curriculum. Each subjects' curriculum plans tackle concepts that are progressively more abstract and processes that have more "steps". The work shows a greater degree of critical thinking and more complex procedural knowledge (skills). There are increasing opportunities for independent practice and structured reflection to encourage a metacognitive approach to learning. All subjects enable progression through understanding and using more tier 3 vocabulary, and through increasingly more complex tier 2 vocabulary in a variety of contexts.

Equality of opportunity: This is promoted through quality first teaching with every teacher knowing their students and acting on advice from ILPs and data including reading ages. Appropriate support, challenge and differentiation is an integral part of each lesson. There is high academic/vocational/technical ambition for all students and this reflected in the breadth of subjects offered at KS4. The school does not offer disadvantaged students or students with SEND a reduced curriculum unless there is compelling evidence to do so.



IMPLEMENTATION

Teaching and Learning: Successful teaching and learning results in students knowing more, remembering more and being able to apply this acquired knowledge successfully (doing more).

To enable this there are key features that every lesson will include:

Silent Starters: enable students to enter in silence and quickly with minimal or no direction from the teacher start pre-planned tasks. These tasks are an opportunity to revisit learning from the previous lesson and also topics studied earlier in the year. They are an opportunity to test students' ability to recall important tier 2 or 3 vocabulary.

Reading: Every lesson will provide the opportunity for students to read or be read to. Teachers can read to students who may follow the text or just listen, equally students can be given time to read themselves or can be selected to read to the class. Students are questioned on their comprehension of the key concepts and vocabulary in the text to check understanding.

Writing: Students must be given the opportunity to develop their literacy skills through extended writing in most subjects. When students are writing independently there should be no talking and the teacher will use this time to circulate and make effective interventions with individuals.

Student Talk: Teachers must ask challenging questions which promote dialogue and discussion between students. By providing oral feedback, teachers can support students to take part in regular exploratory talk and develop their learning effectively. Techniques such as think, pair, share or the use of key terms in their response must be a regular feature of student talk.

Equality of access: ILPs and student data, including reading ages, must be part of the teacher class pack. Teachers must be familiar with this information and what it means for the learning need of each individual in their class. Support for students will then be provided as appropriate to help each student make progress.

Retrieval Practice: Although the silent starter offers an opportunity for retrieval practice it does not need to be limited to this section of the lesson. Low stake tests, homework quizzes and similar tasks are utilised frequently to promote a student's ability to remember more over time. Retrieval practice also ensures new material is linked carefully to existing knowledge. New material must be carefully presented in small amounts to reduce cognitive overload.

Metacognition: on a very basic level, is about a student's ability to monitor, direct, and review their learning. Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals, to monitor and to evaluate their own academic progress. While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to subject specific content and tasks, and are therefore best taught this way.

Topic Checklists: Prior to each topic or module each student will be provided with a topic checklist to guide their learning journey through the course. When utilised well, students refer back to this checklist throughout the topic and guide their own revision appropriately. It will also provide the teacher with a formative assessment opportunity to shape future teaching.



Direct Instruction: When introducing a new concept teachers consider their “script” to reduce cognitive overload and maximise clarity. Teachers are economic with their language and provide examples and non-examples so students can easily form rules as part of their schema. Task explanation must follow an “I do”, “We do”, “You do” approach to offer multiple practice opportunities and therefore mastery.

During the “**I do**” phase, the teacher ensures all students are focussed and listening carefully. The teacher talks through their thought process when completing the task and offers crucial guidance for the student to follow.

During the “**We do**” phase, the teacher selects students appropriately to support the completion of a short example and will respond to any of the learning cues given by students to then adapt as necessary.

The “**You do**” phase involves a multiple practice opportunity to master the skills. However, ‘practice makes perfect’, so teachers must be aware of *how* the students practice as much as *how much* they practice.

Through training, teachers are familiar with and implement Rosenshine’s Principles of Instruction and Doug Lemov’s Teach Like a Champion: Brightening Lines approach to instructions.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask “Are there any questions?” No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces ‘overlearning’ — a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

High Standards & High Expectations

Knowledge Organisers: In order to develop independence in their learning, students will be provided with knowledge organisers for each module. It is the expectation that students use this to guide and review their learning and as a common revision resource. This is coupled with homework provision as well as in class work. Making use of knowledge organisers in lessons, particularly at Key Stage 3, can help students develop their understanding of how to use these resources as part of their independent revision.

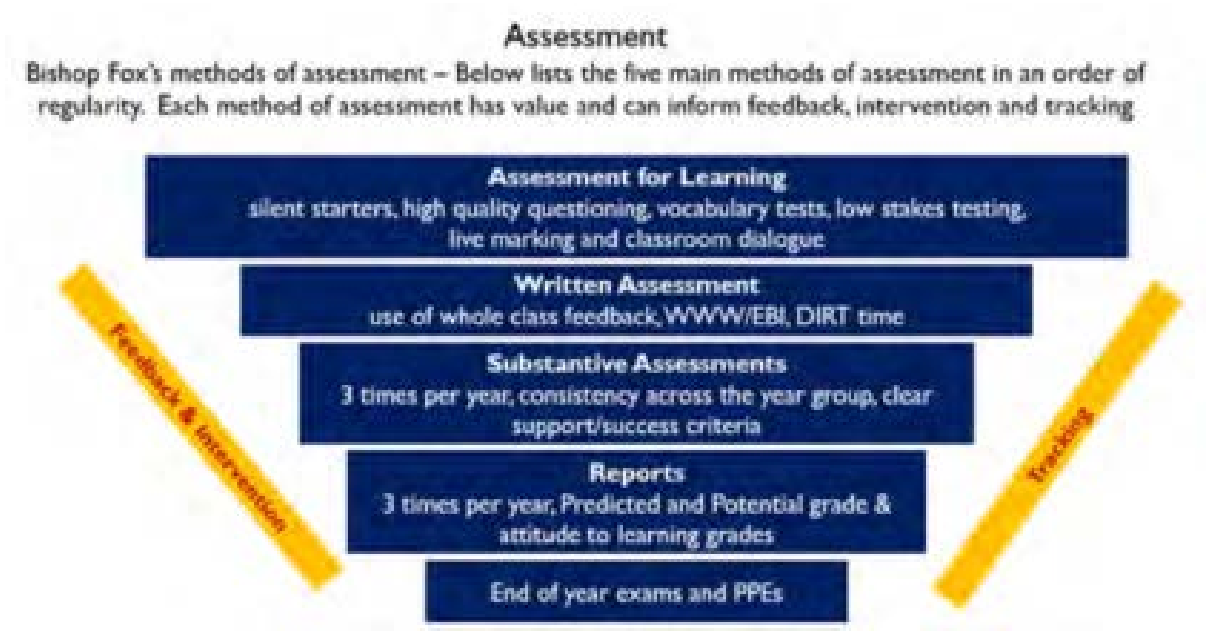
Tier 2 vocabulary: Are words that are used a lot in books that are read to children or they are reading themselves but would not be used typically by the children in their own conversation. They are words for which the children have a concept and would use a simpler word e.g. “fortunate” is a more mature way of describing being lucky. They are words that are useful across subjects and in various situations and enable students to speak with an academic voice.

Tier 3 vocabulary: Are words which are not encountered a great deal and when they are they tend to be specific to a subject e.g. knowing what insulate means. These may not be very useful outside that specific subject, or might have a different meaning. Key word lists or word mats are used regularly to promote students use of this technical vocabulary to enable them to “speak like an expert”.

The key features of a lesson identified above support the foundations of a curriculum that is based upon knowledge, literacy, sequential layered learning and equality of opportunity.

Assessment: Teachers follow the assessment framework as outlined in the Assessment, Feedback and Reporting policy to check students understanding, inform teaching and guide students throughout the learning process. Teachers use AfL strategies in lessons to provide immediate feedback, use whole class feedback and directed improvement time to enable students to know “What went well” and enable students to improve work based upon “Even better if”.

The use of visualizers to assist with live marking and modelling excellent examples of students work is encouraged. There are regular opportunities for formal substantive assessments before each reporting window, 3 times per year. End of year exams are timetabled for each year group with curriculum time dedicated to revision to ensure students have time to revisit past learning.



Homework: Is a key part of teaching and learning. Always set through Class Charts, these tasks provide a range of opportunities including retrieval practice. Quizzes offer an excellent opportunity to interleave topics across the curriculum. Teachers acknowledge the completion of homework on the Class Charts platform to encourage parental engagement and monitoring of their child's homework.

Enrichment: Curriculum days are calendared throughout the school year and give students the opportunity to study a range of subjects in depth during the day, and to participate in a range of trips and other experiences which are difficult to facilitate in a normal school day. At Bishop Fox's we believe that all students are entitled to a wide range of experiences in and out of school. Our enrichment curriculum has been divided into 4 domains; character, health and wellbeing, progression and careers, and active citizenship.

We believe it is important that all students have the opportunity to enhance their cultural capital. This includes the opportunity to attend a residential trip, visit a museum, place of worship or gallery, attend a sporting occasion, witness a performance of music or drama, visit a business environment, complete fieldwork in a coastal, urban or forest environment and complete an environmental project.

PSHE: The PSHE programme at Bishop Fox's has been implemented in a way which enables students to accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. It is important that all students develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.

British Values and SMSC form part of the wider school curriculum in subjects such as RE, English and History. They are integral to the PSHE curriculum where students are reflective in their own beliefs, religious or otherwise, that inform their perspective on life and their interests in and respect for different people's faiths, feeling and values.

PSHE provides opportunities for students to have a sense of enjoyment and fascination in learning about themselves, others and the world around them by being imaginative and creative in their learning and by reflecting on their experiences. Opportunities are provided to teach them the difference between right and wrong and apply this in school and in their own lives as well as understand the consequences to their own behaviours.

Careers Education: CEIAG is reviewed and assessed through the use of the 8 Gatsby benchmarks. This assessment is undertaken through the review of documents, provision and feedback from staff, students and stake holders. Participation rates of work experience, attendance at the careers fair, college visits and presentations, practice interviews and guidance interviews, ensure that there is a universal offer. Destination data is analysed to identify trends and measure the effectiveness of the provision. Potential NEET students have a personalised additional support.

Each subject team will be aware of the opportunities their subject has to promote British values, SMSC and CEIAG.

The impact that we have on our students will mean that they have the knowledge and skills needed in order to take advantage of opportunities, responsibilities and experiences of later life. This impact is evident through:

- A well-structured curriculum
- Evidence of students being able to apply knowledge and concepts appropriately
- Progress is evident in students' work
- Students read widely across the curriculum
- Good KS4 results
- Evidence of students understanding cultural capital, particularly disadvantaged and SEND students
- Post -16 destination data show students are ready for the next stage of their life
- High levels of participation in extracurricular and enrichment activities
- High levels of attendance and punctuality



Curriculum Teams will have a range of quality assurance process planned throughout the year that demonstrate the impact of the curriculum.

These processes include:

- **Exam Results Analysis** - each teacher of a Year 11 class completes a question level analysis and contributes to the subject Exam Review Analysis. CTLs will meet with their Year 11 teachers to identify strengths and areas for improvement as part of the ERA meeting with the Headteacher. The outcomes of this analysis informs the Team Improvement Plan.
- **Team Review Process** - identified subjects have an in-depth review following the keylines of enquiry. This will include looking at curriculum design, teaching and learning, progress data, lesson observations, student voice and learning conversations.
- **Line management meetings** - regular line management meetings between the CTL and subject staff take place to monitor progress. Progress and behaviour data are evaluated with agreed actions being agreed. Each CTL meets with the Headteacher or a member of SLT at least each half term. Members of SLT also are linked to a Year Team.

- **Raising standards meetings** - progress data is reviewed for each year group focusing on the progress and achievement in relation to national targets, of individual subject areas and of key student groups. Agreed actions arise from these meetings
- **Governor's Inclusive Education** - the committee has an overview of the progress of each year group in relation to key national targets and identifies curriculum areas for focused scrutiny. Throughout the year the progress of the whole school and identified subjects is scrutinised.
- **Governors monitoring visits** - a regular review of the curriculum is undertaken by the governors and SLT member. This review focuses on a range of school improvement priorities such as the effectiveness of the curriculum, pupil premium, teaching and learning, ready to learn, extracurricular and literacy.
- **SEP monitoring visits** - The SEP undertakes a termly visit to the school with the Schools Improvement Priorities as an area of focus. Agreed areas of action are agreed.
- **Lesson observations** - lessons are observed formally through the professional growth process, team review, peer mentoring and informally through CPD. This allows the observed and observer to recognise strengths and highlight areas for development so that the teacher can make improvements to teaching and learning.
- **Learning walks** - a programme of learning walks are undertaken by subject, year group or with a particular focus to assess the progress of and participation made by students in lessons.
- **Learning Conversations** - a programme of learning conversations is undertaken by SLT, CTLs, HOYs and teachers to identify areas of strength and weakness in relation to written work and teacher feedback.
- **Student, staff and parent voice** is regularly taken to identify views of key groups of the school community.



