



**The Bishops' C of E  
Learning Academy**



**Kernow Learning**  
Building Excellent Schools Together

# Curriculum Policy

Version number:	1
Date adopted by Trustees:	24 January 23
Scheduled review date:	January 24
Statutory or Best Practice policy:	Best Practice
Appendices:	None
School or Trust policy:	School

### Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 876317 or email [thebishops@kernowlearning.co.uk](mailto:thebishops@kernowlearning.co.uk)

## **Christian Distinctiveness**

At The Bishops' Church of England Learning Academy, our mantra, 'Faith to Belong, Believe, Aspire and Achieve' is based on The Parable of the Mustard Seed:

If you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you. Matthew 17:20

This underpins our Christian vision statement at The Bishops' :

We belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We believe that we will achieve through inspirational, exciting and challenging learning that utilises our natural environment. We aspire to create endless possibilities for our pupils and to make a positive contribution to society. We achieve by enabling everyone to flourish academically, spiritually and emotionally.

## **Learning at The Bishops' - our intent – *sowing the seeds of lifelong learning***

### **What do we aim to do?**

Everything we do at The Bishops' is underpinned by The Parable of the Mustard Seed. If you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you. *Matthew 17:20*. This was our guiding principle as we created our bespoke curriculum in September 2019, naming it The Blossom Curriculum. Put simply, we wish every child to flourish at The Bishops' and 'blossom' throughout their time with us.

The curriculum at The Bishops' has been designed to foster a love of life-long learning through social action and courageous advocacy by connecting to the past, understanding the present and daring what the future could be. We use our Christian distinctiveness and local context as the only Church of England school in Newquay to inspire and enthuse our children with faith to belong, believe, aspire and achieve.

At The Bishops', well-being is at the heart of all teaching and learning. Our school ethos places the highest importance on recognising the development of the whole child and our strong pastoral care underpins this belief supporting our children to flourish. Our curriculum prepares children for the next stage of their education and to be 21st century world citizens.

We believe it is vital that pupils enjoy and are motivated by their learning and have the requisite skills to be successful learners with high aspirations. Through a range of contexts and approaches, including working collaboratively and providing opportunities for exploration, children are inspired to be creative, inquisitive, imaginative and independent. These approaches enable children to feel safe to try new things thus building confidence and resilience.

Our classes follow a termly thematic approach which links distinct subjects together under a common theme or topic. For example, to understand the history of the local area children learn about the decline of Cornish mining and compare it to human geography of the modern day tourist industry in Newquay. Each topic begins with a Christian Values day and ends with a celebration of learning, shared with parents, to make it as memorable as possible to the children. 'Blossoming days' occur throughout the school year linked to important celebrations of world wide religions and all opportunities for visits, trips and visiting speakers are taken. Classes use 'knowledge organisers' which act as summaries of key facts and essential knowledge for each subject within a topic; acting as a tool to help everyone enact the curriculum.



## Learning at The Bishops' - our implementation

### What does learning look like?

Our curriculum starts in the **Early Years Foundation Stage (EYFS)** with immersive, practical hands-on experiences based on the **Characteristics of Effective Learning**. This provides the solid foundation for future child centred learning which permeates throughout the school.

Our core **Christian values** of perseverance, compassion, respect, forgiveness, trust and courage underpin our curriculum. The spiritual, moral, social and cultural (SMSC) development of our children and their understanding of British values and **Protected Characteristics** prepare them positively for life in modern Britain.

When talking about learning, and to ensure our children understand that we are applying particular skills in context, we make it clear for example that we are not 'doing history' but '**we are being historians**'.

We are passionate about the **skills and knowledge** that our children will **learn, refine and deepen**. This is evident in the way in which we talk about our learning; at The Bishops' we don't 'do' geography, we 'are' geographers, historians, scientists, artists and designers, we talk about the skills and qualities needed to be these things.

Embedded throughout every lesson is our teaching model, based on The Gradual Release of Responsibility Framework – **I do, We do, You do**. At the heart of this framework and key to our implementation of our curriculum are **Guided Instruction, Collaborative Learning and Independent Tasks**. This is clearly visible in every classroom at The Bishops', and children know the expectations of them at each stage of the lesson.

**Subject Leaders** are advocates for their subjects and as such, resources are appropriate and effectively support the delivery of curriculum content. Subject Leaders keep up to date with relevant research and provide regular **CPD** to staff through training in staff meetings or in INSET. Working in partnership across our trust enables further enrichment of our curriculum provision and subject specialist support for our staff. We are very proud that two of our own subject leaders are **trust specialists in EAL and RE**.

A fundamental part of curriculum is that we are 'being' not 'doing'. '**Being**' an historian involves key skills and attributes such as investigating the past, understanding chronology, the effects of history on the world and being able to talk confidently about this using key vocabulary. We're calling these '**concepts**' – what it takes to be an historian. These concepts are then revisited, deepened and extended as pupils move through each phase of the school.

Every child, whatever their starting point and whatever their **individual needs** is supported to achieve through our **personalised approach**. All pupils, including those with SEN are supported through individual support plans, resources, trained adults and progress is carefully tracked so the children **know more and remember more**.

The principles of Blooms Taxonomy ensure that lessons build progression and children can confidently discuss their learning journey. Teachers plan effectively; knowledge and understanding is deepened using a Mastery approach where every child has the opportunity to apply high level skills such as analysing, evaluating or creating. Where relevant, children learn in a range of co-operative styles.



**Growth Mindset** is deeply engrained within our approach and promoted through our Christian values to all pupils. Mistakes are modelled and celebrated as a means of learning, e.g. Perseverant Panda teaches our EY children 'I can't do it...YET!' Children link this to our mantra '**Faith to Belong, Believe, Aspire and Achieve**' and are empowered to find solutions and answers. **Dialogic talk** is used at every opportunity to promote Oracy. Teachers think aloud and model a range of strategies which the children can apply to their own learning. Progress is routinely checked within lessons and teachers adapt teaching to the needs of the children.

Our Blossom curriculum is carefully mapped across the school when children are encouraged to be inquisitive by finding the answers to topic questions and make links to previous learning to ensure **sticky knowledge**. Each topic incorporates **Blossoming days**; rich experiences including visitors to school, specific artefacts and real life visits around the south west. For example, while answering the topic question 'How has Cornwall changed?' in year 4, children planned a Flash Mob dance event performed in Newquay town centre based on local themes of fishing and tourism. **Knowledge organisers** are used at the beginning of a topics which detail the summary of key facts and essential knowledge that pupils need about a unit of work of curriculum subject. Examples can be found here: [The Bishops C of E Learning Academy - The Blossom Curriculum \(kernowlearning.co.uk\)](http://kernowlearning.co.uk)

**Our outdoor learning environment** and the local community provide further opportunities for active learning for all our pupils. Our school grounds are being continually developed with the purpose of promoting opportunities for developing wisdom, knowledge and skills in different curriculum areas and to offer spaces for pupils to reflect spiritually. We take part in all **community events** and have a partnership agreement with the **Hall For Cornwall** theatre in Truro.

### **Learning at The Bishops' - our impact**

#### **What is the outcome?**

The best way to understand the impact of our curriculum is to **talk to our pupils, look through their learning and walk around the school**. Our pupils can confidently articulate their learning and show examples of work they are proud of. Pupils understand why they are learning and how each lesson builds into a much bigger picture; this links directly to our **Parable of the Mustard Seed**.

Progress (knowing more and remembering more) is formatively assessed by class teachers within lessons to inform next steps. Subject leaders and teachers know the attainment and progress of pupils and monitor this every term using a range of assessment methods. By answering questions, revisiting previous stick knowledge and furthering understanding children can see how their learning can be applied in a variety of contexts.

Governors, Senior Leaders and Subject Leaders monitor the implementation of the curriculum in a range of ways which may include; observing teaching, scrutinising books, pupil conferencing etc. This information is used to identify best practice and further training needs.

Overall, children understand their sense of belonging in the world. They can articulate times gone by and the impact they have had on their lives. They are able to discuss the world as a global and local community and understand their place in it.

#### **Monitoring of this policy**

For all monitoring of local polices, we adopt a rigorous and reflective approach. We take into account multiple perspectives on the effectiveness and success of the policy and procedures in question, including:



- The experience of the members(s) of staff designing and delivering the provision
- Feedback from our pupils
- Observations and feedback from staff – both internal and external
- Engagement in research, relevant literature and continuing professional development (e.g. relevant training/workshops)

These perspectives inform our action plans for each aspect of our school provision – with an emphasis on meaningful reflection, improvement and enabling everyone to flourish and blossom.

