

Curriculum Implementation Policy

Morecambe Bay Academy
Dallam Avenue
Morecambe
LA4 5BG
T: [01524 410207](tel:01524410207)

E: reception@morecambebayacademy.lancs.sch.uk

www.morecambebayacademy.co.uk
www.baylearningtrust.com

Date: Sept 2023

Review date: Sept 2025

2023 SLT Review: A Korab



THE BAY
LEARNING TRUST

Curriculum Implementation Policy

The purpose of this policy is to give a clear and consistent explanation to all teaching staff of the minimum expectations when implementing the curriculum in each subject.

Whole School Curriculum Intent

It is vital that staff know and understand whole school curriculum intent. This can be viewed on the school's website by clicking [here](#).

Subject Curriculum Intent

Each of the subject intent statements are rooted in the whole school's curriculum intent. To deliver a subject effectively, it is vital that staff know and understand their subject intents. All subject intents can be viewed by selecting the appropriate subject by clicking [here](#).

Staff should be clear about how the following has been planned for in the subject(s) taught:

- a) The **knowledge** that is required to be taught
- b) The key **skills** that need to be developed and how this will be done
- c) Why the curriculum is **sequenced** in the way it is
- d) How the sequence, **component knowledge** and **skills** lead to progression for students
- e) How the curriculum is **adapted** to support full access for students with SEND
- f) How students are supported to develop their **reading** within curriculum areas
- g) How and when students will be **assessed**.

Heads of Department will support all teaching staff to develop a clear understanding of the above. It is vital however that any member of staff who is unclear about any element of the subject curriculum intent speaks with the relevant Head of Department.

Schemes of Learning

Heads of Department will provide Schemes of Learning and supporting resources for all teachers of a given subject. All teachers must follow the schemes of learning without deviating from it unless instructed to do so by the Head of Department. Timings should be in line with the SOL however, we appreciate that, at times, some minor changes may need to be made to address any misconceptions or gaps in knowledge. If timing changes are implemented, it is the class teacher's responsibility to communicate these to the Head of Department along with the rationale.

It is the responsibility for each member of staff to implement the intended curriculum for the given subject. If there are any aspects of the intent and required implementation that teaching

staff are not clear about, it is their responsibility to clarify their understanding with the Head of Department in a timely manner.

The above applies for KS3, KS4 and KS5 Schemes of Learning.

Classroom Non-negotiables

At Morecambe Bay Academy, we have a number of classroom non-negotiables. These happen across all classrooms. They are in place as they are fundamental in allowing students to:

- access their broad, balanced and challenging curriculum in the classroom
- learn and achieve in an environment which is focused on progression and attainment
- learn in an environment which is safe and students behave well and in line with our behaviour policy.

Our classroom non-negotiables are:

- 1) 'Door to Do Now' activity
- 2) Presentation Protocols
- 3) STAR
- 4) Noise Levels
- 5) Ends of lessons
- 6) Our Learning Sequence

1) 'Door to Do Now' Activity:

At Morecambe Bay Academy, students are expected to enter the classroom in a calm, orderly and purposeful way. This is to set the tone and purpose of the lesson from the outset.

- Staff are expected to, where possible, meet and greet students at the door to set the calm tone and orderly purpose of the lesson, recognising and rewarding positive behaviour and challenging and sanctioning any unwanted behaviours in line with the behaviour policy
- Check students' uniform and issue sanction if incorrect
- Sanction any students late to the lesson (if more than five minutes late)
- Ensure students are sat in the correct seat which reflects the seating plan.

Once students are in their seats, they must begin a 'Do Now' activity set by the class teacher. A 'Do Now' activity is:

- an activity which allows students to work independently from the class teacher and at noise level 0 (silence)

- allows students to put pen to paper, establishing the conditions of learning from the beginning of the lesson
- rooted in prior learning.

Once students have completed their 'Do Now' activity, this must be reviewed by the class teacher to assess understanding. This should take around three minutes.

2) Presentation Protocols

At Morecambe Bay Academy, staff and students recognise the importance of good presentation. Staff are responsible for setting high, clear and consistent expectations with how students present their work. If these protocols are not adhered to, staff follow it up and use the behaviour policy where appropriate. Presentation protocols stickers should be evident in all student books.

All students are expected to take pride in their work and produce work that is the **best** that it can be. We all follow these principles using the **RESPECT** acronym:

Respond to all feedback

Every page is used in full

Stick all loose relevant worksheets in

Pen use for all written work

Every diagram is drawn with a pencil and ruler

Cross out mistakes neatly with a single line

Title, date and CWK/HWK is underlined

When assessing student work, staff should apply the 'Feedback and Marking Policy.'

3) STAR

At Morecambe Bay Academy, our core values mean that students should be silent and actively listening when somebody in the class, either staff or student, is talking. This talking is relevant to the learning and could either be teacher explanation, modelling or a classroom discussion. When asking for silence, staff should count back, typically from five, using the STAR acronym to remind students to:

- Sit up straight
- Tracking me (eyes on teacher)

- (Ready to) Answer questions
- (Showing) Respect for others

Once students have adhered to these instructions, the staff member can begin. If students do not adhere to these instructions, it is important that staff prompt, challenge and then use the behaviour policy accordingly to ensure these standards are met.

4) Noise level to support the learning activity

Staff need to establish a high quality learning environment in their classroom to support learning. At Morecambe Bay Academy, staff members specify 'noise levels' for every learning activity. These 'noise levels' state what the noise level should be so students are aware of the expectations and staff can establish the right conditions for learning.

- 0 Silence: no talking allowed. This is not a punishment. This is an opportunity for students to work in silence and produce their best work. All independent written work should be completed in silence
- 1 Partner voice: paired discussion. This is an opportunity for students to work collaboratively in pairs. Partner voice is directed by staff: it has a specific focus for the paired discussion, has a set timeframe and is monitored by the member of staff
- 2 Collaborative voice: group discussion. This is an opportunity for students to work in a group. Collaborative voice is directed by the staff member: it has a specific focus for the collaborative voice, has a set timeframe and is monitored by staff
- 3 Presenting voice: pitched to the size of the room and audience. This is an opportunity for students to project and develop confidence in their speaking.

In each classroom, there is a 'noise level' indicator. Staff must use this indicator, as well as a verbal cue, to direct which noise level is required.

5) Ends of lessons

Just like at the beginning of the lesson, at Morecambe Bay Academy, staff have a set routine to finish and end a lesson. This routine is in place to support the continued high quality learning environment. Staff must ensure:

- a clear and structured pack up that gives sufficient time to dismiss on the bell
- students are in silence, stood behind chairs with clear desks and chairs under
- the classroom is left tidy: rubbish in the bins, equipment in its rightful place
- key questions are asked by the member of staff at the end of the lesson, which are targeted with no hands-up and no opt out from students. These questions would summarise the key learning enquiry/ enquiries from the lesson/s
- students are dismissed a row at a time and in silence. This supports or orderly and calm exit on to the corridors.

6) Our Learning Sequence

At Morecambe Bay Academy, our learning sequence is built upon strong educational research to improve student learning, retention, confidence and therefore progress and attainment. Our learning sequence can be repeated multiple times during a lesson or over a series of lessons.

Our learning sequence follows four steps:

- a) Firstly, we **connect the learning**. Staff connect the 'new' learning to students' prior learning, i.e. what they already know. This could be through the format of: the 'Do Now' activity, teacher talk, key images, text, short video and classroom discussion.
- b) Secondly, staff **deliver new knowledge**. This new knowledge has a specific learning focus for students. This could be delivered through the format of: teacher explanation, teacher modelling, text, video, pictures or demonstrations.
- c) Thirdly, students **demonstrate the learning**. Students demonstrate the learning and new knowledge that has been delivered. This demonstration could be verbal (answers to classroom discussion questions, for example) or written (a response to a question in their exercise book). There must be an appropriate, detailed, record of learning that has taken place in students' exercise books. This record should allow them to access this learning at a later date and allow class teachers to assess their understanding.
- d) Lastly, staff **review the learning** that has been delivered in the lesson. This could be through a plenary activity such as mini whiteboards or verbal questioning.

Exercise books

Books are a key piece of evidence that demonstrates the **impact** and effectiveness of our curriculum implementation. Through students' exercise books, students can clearly demonstrate their learning and thus the progress that they are making.

Our exercise books at Morecambe Bay Academy must:

- adhere to the 'Presentation Protocols'
- be a clear record of the learning that has taken place in the classroom. This record allows students to access their learning at a later date and for class teachers to assess understanding
- follow the Scheme of Learning outlined in class teacher's curriculum areas
- be marked accordingly following the 'Feedback and Marking' policy.

Homework

In order to support, consolidate and stretch students' learning, staff must set homework for students to complete. Homework is shared with students during the lesson. All homework will be recorded on Synergy and may suggest the amount of time students should spend on their homework. This is to support students with managing their time.

Realistic deadlines will be given for homework. Every effort will be made by staff to keep to a regular schedule of setting homework.

Key Stage 3 – Year 7, 8 & 9

In KS3, homework may take the form of the following:

1. Revision for a low stakes test or quiz. The focus for the test / quiz will be random recall to support student retention.
2. A piece of reading homework related to the subject curriculum. This piece of reading homework could have a series of questions for students to answer.

Key Stage 4 – Year 10 & 11

In KS4, homework may take the form of the following:

1. Revision for a low stakes test or quiz. The focus for the test / quiz will be random recall to support student retention.
2. A piece of reading homework related to the subject. This piece of reading homework could have a series of questions for students to answer.
3. An extended piece of written homework. This could be an exam style question.

Key Stage 5 – Year 12 and 13

Sixth Form students are expected to invest 5 hours of independent study per subject per week. Work will be set by the class teacher, but students are also expected to engage in ongoing revision and/or wider reading. The class teacher will support strategies for ongoing revision and make suggestions for wider reading and learning opportunities. Students should log any additional learning, beyond their subject specifications, to support applications to university, apprenticeships and/or employment.

What happens if homework is not done?

- Students will receive an appropriate sanction
- Regular incompleteness will result in a staff member contacting parents/ carers
- This will be reflected in the students' 'Attitude to Learning' grade for 'Homework' in the grade capture that is reported to parents.

Quality Assurance

Why Quality Assurance?

Quality Assurance allows Heads of Department, Senior Leaders, the Governing Body, The Bay Learning Trust and any other external audiences, including Ofsted, to determine the quality of education that our young people are receiving. It allows an evaluation of how effectively our intended curriculum is being implemented in the classroom including any adaptations that may

need to be made for students with SEND. Quality assurance allows leaders (Heads of Department and Senior Leaders), in consultation with staff, to determine the next steps for school improvement. These next steps will, in turn, improve students' ability to successfully access the curriculum, retain new knowledge resulting in improved student outcomes and their ability to secure aspirational next steps beyond Morecambe Bay Academy. At MBA, quality assurance is a supportive process to benefit both students and staff.

What is our Quality Assurance process?

Quality Assurance will be carried out by both Heads of Department and Senior Leaders in the following ways (see templates in appendices):

- 1) **Informal monitoring:** monitoring throughout the school day to determine any strengths and areas for development
- 2) **Curriculum Intent Termly SOL Review:** termly review to determine the effectiveness of SOL and how that reflects both whole school and subject Curriculum Intent
- 3) **Book Scrutiny:** a selection of exercise books sampled to determine how effective the curriculum implementation is in the classroom
- 4) **Student Passport Implementation:** termly review to monitor the implementation of the strategies identified in student passports
- 5) **Student Voice:** students selected to discuss both their classroom and wider school experience
- 6) **Heads of Department reviewing Curriculum Implementation:** leaders monitoring curriculum implementation and its effectiveness
- 7) **Homework monitoring:** monitoring of homework setting and relatability to the curriculum through Synergy
- 8) **External Quality Assurance:** this will take place in various forms throughout the year according to need.

Quality Assurance paperwork needs to be completed in a timely manner and be an accurate representation of the effectiveness of the Quality of Education in your department. The documentation helps to support the governing body in their decisions and when holding senior leaders to account for the quality of education for students.

Who is responsible for Quality Assurance and what are those responsibilities?

Heads of Departments:

- quality assure the Quality of Education for our students through informal monitoring, book scrutiny, student voice and review of curriculum implementation
- where quality assurance has taken place by a Head of Department, they must provide timely, clear and supportive feedback that outlines strengths, areas for development and a timescale with appropriate actions
- follow the Teacher Appraisal Policy.

Senior Leaders:

- quality assure the quality of education for our students through informal monitoring, book scrutiny, student voice and review of curriculum implementation
- where Quality Assurance has taken place by a Senior Leader, they must provide timely, clear and supportive feedback that outlines strengths, areas for development and a timescale with appropriate actions
- quality assure Head of Department's evaluation of the school's effectiveness and priorities
- follow the Teacher Appraisal Policy
- use quality assurance to determine the priorities for school improvement and to reflect this in the whole school development plan
- share the outcomes of quality assurance, i.e. key action points, with staff and the governing body.

Governors:

- review the Quality Assurance documentation and process undertaken by both Heads of Departments and Senior Leaders
- challenge and hold leaders to account for the Quality of Education, ensuring that the best decisions and actions are made for the education of students.

Bay Learning Trust:

- analyse the outcome data to determine action points as a school. Review and monitor this through regular meetings with clear and timely actions
- quality assure leaders' evaluation of the school's effectiveness and priorities
- support leaders in achieving the school priorities and development
- offer bespoke support as identified by need.



Book Scrutiny 2023-24

Date / Half term:		Subject:		Class Teacher:		Carried out by:	
-------------------	--	----------	--	----------------	--	-----------------	--

Year group:		No of books reviewed:		No of SEND students:		No of PP students:	
-------------	--	-----------------------	--	----------------------	--	--------------------	--

Focus	Y/N/P	Comment (including PP and SEND progress where applicable)
Is the scheme of learning being followed?		
Are the presentation protocols being adhered to?		
Is the feedback and marking policy being implemented?		
Is there a detailed and specific record of student's learning that has taken place in their books?		
Do student books allow you to assess their understanding of the knowledge and skills they are being taught?		
If students have been seen/spoken to, are they able to recall and explain the knowledge and skills they have been taught?		
Y = Yes, N = No, P = Partially		

<p><u>Additional observations/comments:</u></p> <ul style="list-style-type: none"> • <p><u>Actions:</u></p> <ul style="list-style-type: none"> •
--



Quality Assurance: KS3 curriculum implementation 2023-24

Staff member:		Date :		QA completed by:	
Class and period:		SoL that is being delivered:			

Is the scheme of learning being implemented as intended?	
--	--

Evidence of non-negotiables and classroom routines: **Y**= Yes, **N** = No, **NA** = Not applicable and **NS** = Not seen

Door to do-now:		Four-part lesson evident:	
STAR:		Presentation protocols evident in books:	
Noise levels:		Student passport strategies implemented:	
Behaviour policy (praise and sanctions):		Exit routines:	

Key aspects being considered: Component knowledge, skills, assessment, sequencing, challenge and adaptations (as required to support learning) evidenced in delivery, students' books and student discussions.

Strengths seen in the implementation of the curriculum	Areas to develop in the implementation of the curriculum
•	•
<p>Additional observations/comments:</p> <p>•</p>	
<p>Action:</p> <p>•</p>	



Student passport implementation – Half term 1 2023-24

Date:		Subject:		Class Teacher:		Conducted by:	
Class and period:		No of students with a passport:					

Evidence of non-negotiables and classroom routines: **Y**= Yes, **N** = No, **NA** = Not applicable and **NS** = Not seen

Door to do-now:		Four-part lesson evident:	
STAR:		Presentation protocols evident in books:	
Noise levels:		Student passport strategies implemented:	
Behaviour policy (praise and sanctions:		Exit routines:	

Student Passports:

Name of student	Strategies being implemented as per student passport	Strategies not being implemented as per student passport

Additional observations/comments:

-
- Actions:
-



Key Stage 3 Curriculum Intent Review: Term 1 2023-2024

Department:		HoD:		Date:		SLT present:	
Meeting focus:	Review of KS3 SoL for Term 1 2023-24						

Discussion focus	Evidence in discussion shows	Agreed Actions
Are there detailed SoL in place for Y7, Y8 and Y9 for Term 1? What is the focus in terms of knowledge and skills that are be taught/learnt?	Y7: Y8: Y9:	•
Is the National Curriculum being followed?	Y7: Y8: Y9:	•
Is the curriculum suitably ambitious and challenging for all learners?	Y7: Y8: Y9:	•
Are there appropriate adaptions evident for students with SEND?	Y7: Y8: Y9:	•
Are there specific tasks/activities that are directed for every teacher to follow?	Y7: Y8: Y9:	•
Are there supporting resources for all teachers to use?	Y7: Y8: Y9:	•
What has been planned for assessment and homework ?	Y7: Y8: Y9:	•
Additional points discussed:		