

Curriculum Implementation Policy

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**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.

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.

MBA Playbook

At MBA, all teachers consistently follow the lesson framework and strategies outlined in the MBA Playbook. This shared approach ensures that every lesson is purposeful, engaging, and aligned with best practices for effective teaching and learning. By adhering to the playbook, staff maintain a high standard of delivery across subjects and year groups, fostering consistency and excellence throughout the school.

Our Vision for Teaching and Learning at MBA

"Every Student, Every Lesson, Every Day"

Our vision is to create a dynamic and inclusive learning environment where all students thrive through explicit, responsive, and high-leverage instruction. Grounded in Rosenshine's Principles of Instruction and 'Teach Like a Champion' techniques, we aim to ensure that teaching is clear, purposeful, and relentlessly focused on student understanding.

Core Beliefs

- All students can learn at high levels with the right support and challenge.
- Effective teaching is visible, structured, and intentional.
- Practice, feedback, and retrieval are essential for long-term learning.
- A warm but strict approach and consistent routines create a sense of stability and predictability, which fosters a joyful learning environment where students feel confident and ready to thrive.

Instructional Pillars

1. Daily Review & Retrieval Practice

Begin each lesson with a short review of prior learning to strengthen memory and build connections. Use 'Do Now' activities to activate thinking and ensure all students are engaged from the start.

2. Small Steps & Clear Modeling

Break down new material into manageable chunks.

Use 'Teach/Check/Practice' and 'Show Call' to model excellence and clarify expectations.

3. Questioning & Checking for Understanding

Ask frequent, varied questions to gauge understanding and promote thinking.

Use 'No Opt Out' and 'Stretch It' to maintain high standards and deepen responses.

4. Guided Practice & Scaffolding

Provide structured opportunities for students to practice with support.

Ensure all students are working towards the same core knowledge or skills.

Circulate to monitor learning and adjust instruction in real time.

5. Independent Practice & Mastery

Ensure students have time to apply learning independently.

Use exit routines to assess mastery and inform next steps.

6. Culture of High Expectations

Establish strong routines and a culture of respect using STAR.

Celebrate effort, progress, and resilience to build student confidence and motivation.

MBA Lesson Framework

- There are 2 noise levels:
 - Silent
 - Giving a response to the teacher or paired work using 'Turn & Talk'

Phase	Structure
0. Planning the lesson <i>Builds on prior learning. Follows the planned scheme of learning. Adapted support for all learners.</i>	1. Begin with the end in mind: Clearly define the core knowledge or skills that students should know and be able to do by the end of the lesson. 2. How are you going to scaffold support for students to access the same content? 3. Do you need to re-teach prior knowledge or misconceptions before moving on? Based on the exit phase or assessment from the previous lesson. 4. Does the seating plan need reviewing e.g. SEND/PP need? 5. How will TAs be deployed?
1. Start of the lesson – Do now - 8mins <i>Knowledge retrieval, model our culture</i>	1. Greet at the door – half in, half out. Silent entry and equipment out. 2. Timer displayed work the clock . 3. Silent do now activity on the board completed. Short answers/retrieval practice whereby prior learning required for lesson is revisited. 4. Stand in centre front of room and scan for student participation. Be seen looking. 5. Once you have checked that all students have begun work, the register can be taken. 6. Circulate (SEND/PP first) and look for misconceptions. 7. Check answers. 8. Quickly address misconceptions and reward.
2. New content – Teach phase - 10mins <i>Teacher imparts expert knowledge, students listen</i>	1. Change in phase – teacher returns to front of room. 2. Students tracking the board/teacher and are hands free STAR . 3. What are we learning today? Clear and concise core knowledge or skills. 4. Link to previous learning. 5. Introduce new learning – use small steps to be concise and focus on clear learning points. 6. Students are silent, focused and actively participate STAR, Call and Response . 7. Pre-empt misconceptions for check phase.
3. Guided practice – Check phase - 10mins <i>Model and check for understanding, scaffolding</i>	1. Students practice modelled task with teacher. Teacher models thinking process. Take the Steps . 2. Students understanding checked with formative assessment strategies. Choose from: Cold Call, No Opt Out, Show me, Stretch It, Call and Response, Show call . 3. Reteach if your check has revealed that students not do not understand. 4. Repeat steps 1 and 2 if needed. 5. Move on to practice phase but identify students for further scaffolding if misconceptions continue.

<p>4. Extended piece of work - Practice phase - 25mins Student independent work, circulation, feedback</p>	<ol style="list-style-type: none"> 1. 25 mins of silent independent work. 2. Stand in centre front for 3 minutes and scan for student participation. Be seen looking. No support for 3 minutes. 3. Teacher begins circulation. (Target students with specific SEND needs/PP first) to address misconceptions and give praise/scaffolding. 4. Opportunity to live mark work for basic errors e.g. literacy. Aim to see all students (deploy TA).
<p>5. End of lesson – Exit Phase - 7mins Check understanding, model our culture</p>	<ol style="list-style-type: none"> 1. Formative assessment strategy to check understanding of lesson. Choose one of these: Exit Ticket, Show Me, Show Call. 2. Have core knowledge or skills been mastered? 3. Pack away in silence. 4. Stand behind chairs in silence. 5. Leave row by row in silence. 6. Teacher stands at door half in half out.

Lesson Delivery: Bringing Lessons to Life

Phase 1 - Strong lesson openings

All lessons start with a short, focused 'do now' task that students complete immediately upon entering the classroom to ensure a purposeful start and maximise learning time. The 'do now' activity tests prior knowledge to improve retention and recall.

Phase 2 – Introducing new content

The 'teach phase' is where the teacher, as the specialist, imparts the core knowledge or skills to be mastered. The teacher explicitly explains and models the skill or knowledge being taught.

Phase 3 – Guided practice

To enable the teacher to assess that students understand the new knowledge, the teacher models the lesson task and uses worked examples to demonstrate their thought processes. Formative assessment is used to check for understanding which helps the teacher identify whether the content needs to be re-taught or whether the students can begin their independent work. Students can also be identified who require further scaffolded support.

Phase 4 – Independent work

Students complete an extended piece of work independently to demonstrate mastery of the new knowledge or skills. During the task, the teacher circulates to provide feedback, give rewards and address misconceptions.

Phase 5 – End of the lesson

To assess whether the core knowledge or skills have been mastered, the teacher uses formative assessment to check for understanding. This informs whether the content needs to be revisited or whether the teacher can move on with the intended scheme of learning sequence.

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

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 at least 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:

- 1) **Informal monitoring:** monitoring throughout the school day to determine any strengths and areas for development
- 2) **Curriculum Intent SOL Review:** 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.