

Our Curriculum Statement

At Barlby High school, we believe passionately that young people should 'live life in all its fullness' and to enable this we construct our curriculum in a way that prepares students for life after education thus providing 'a place to thrive'. To this end, we constantly strive to achieve the following within our curriculum offer:

Design Principles

Our seven principles of curriculum are:

- **Balanced** – Promotes intellectual, moral, spiritual, aesthetic, creative, emotional, and physical development.
- **Rigorous** – Seeks to develop intra-disciplinary habits of mind; powerful ways of thinking that are developed through sustained engagement with the discipline.
- **Coherent** – Makes explicit connections and links between the different subjects and experiences.
- **Developmentally spiralling** – Focuses on progression by carefully sequencing knowledge; provides clarity about what 'getting better' at the subject means.
- **Appropriate** – Matches the level of challenge to a pupil's current level of maturity and knowledge.
- **Focused** – Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.
- **Relevant** – Seeks to connect the valued outcomes of a curriculum to the pupils being taught it; provides opportunities for pupils to make informed choices.

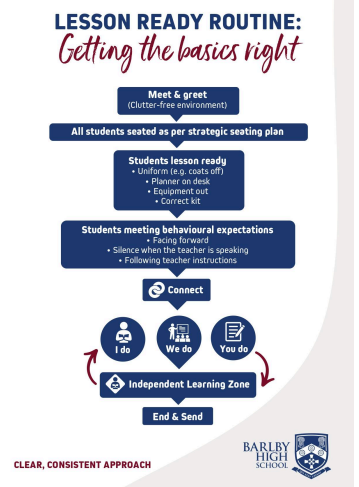
Our Intentions

- Our Curriculum is broad and balanced and builds on fundamental knowledge year on year to enable high levels of recall.
- Our Curriculum is ambitious, challenging and instils a love of learning in and beyond the classroom.
- For us, character development is key; we want students to understand their own self-worth and be confident, respectful and kind. Our curriculum expands a student's outlook and encourages celebration of difference when living within a monocultural community.

- Our curriculum must be flexible enough to respond when the needs and demands of the students require it to do so and allow changes in response to each individual cohort as they move through the school.
- We place the development of literacy and numeracy at the centre of our work so that students have a mastery of the foundation skills needed to be successful in further education and employment


Implementation

At Barlby, we have a consistent and clear approach to our lesson routines. Our 'Lesson Ready' Routine, as pictured below, outlines our structured learning cycle. This includes key elements such as 'The Connect', our modeling phases—I do, We do, You do—and a dedicated period for students to engage in independent learning, known as our Independent Learning Zone.



The Barlby 5

Our teaching and Learning at Barlby High School focuses on The Barlby 5, the Barlby Reading Strategy and the Barlby Feedback Model. These are underpinned by a well sequenced curriculum enabling students to know more and remember more and character development through which students learn positive relationship routines.

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The Barlby 5	
The Barlby Reading Strategy	
The Barlby Feedback Model	
Curriculum Sequence	Character Development

The Barlby 5 is very much centred around the Roshenshine's Principles of Instruction and is complemented by the WalkThru model which serves to underpin our teaching and learning philosophy. Furthermore, it gives us a solid foundation to improve teacher continuous professional development to ensure our teaching and learning implementation is consistent and robust.



Our Reading Strategy

Our reading strategy serves as a key driver in ensuring students read widely and often and that misconceptions and barriers with reading are identified, assessed and acted upon. We are passionate that in order to access our ambitious curriculum students must be able to read fluently and that the opportunities to do so are evident at all stages.

Heartwood Learning Trust Reading Strategy

At Heartwood Learning Trust, we know that reading is an essential skill that will enable all of our pupils to thrive and experience life in all its fullness. We have created our Trust Reading Strategy to develop a consistent approach to the teaching of reading, as well as creating a culture of

reading across all our schools. We also recognise the barriers to fluent reading and comprehension that some of our pupils face; therefore, this strategy enables us to tackle these barriers so that every child becomes a competent, confident and independent reader.

Confident readers develop a 'lifelong love of reading' and often choose to read for information and pleasure in their free time. We want all our pupils to discover the joy of reading by exposing them to high quality texts through the curriculum, and through well-stocked and up-to-date school libraries.

Our Feedback Model

Our Feedback model is another example of how we implement our curriculum in a strategic way. Teachers carefully plan and prepare high quality learning before the feedback is given. They provide well timed feedback that focuses on closing gaps in knowledge, addressing misconceptions and guidance on how to develop further. Feedback is a combination of verbal and written and improvements related to the task, subject or a student's approach to their learning (self-regulation). Teachers plan for how students will receive and use the feedback. Students are encouraged to engage with all feedback as this is a key part of our learning process.

