



Intent

At **Bank End Primary Academy**, we are determined that every child, particularly disadvantaged pupils and pupils with SEND (Special Educational Needs and Disabilities), will achieve their absolute best. Our aim is to provide an exceptional education for all our students—an education which brings out the best in them, provides cultural capital, and gives them the substantive and disciplinary knowledge they need to succeed in life.

The ambitious design of our curriculum goes beyond the breadth of the National Curriculum and is designed in a way to ensure children know and remember more. By the time learners leave **Bank End Primary Academy**, they will have mastered a range of both disciplinary knowledge and substantive knowledge.

The curriculum is coherently designed and well sequenced. Vertical concepts offer a common thread through each subject, allowing children to build mental models and situate new learning. Careful planning for progression and depth provides opportunities for children to deliberately practise and apply what they have learned.

Curriculum leaders have carefully chosen content to represent our local area of Barnsley and enable children to see themselves in what is being taught. However, we also want our curriculum to open new worlds—to expose children to knowledge, understanding, and skills as well as beliefs, people, places, and values that they would not otherwise encounter.

Our curriculum is based on the following key principles:

- **Entitlement:** All our pupils have the right to learn what is in the Bank End Primary Academy curriculum.
- **Coherence:** Taking and building on the National Curriculum as its starting point, our curriculum is carefully sequenced through vertical concepts so that powerful knowledge builds term by term and year by year, with clear end points in mind. We make meaningful connections within and between subjects.
- **Mastery:** Our curriculum is designed on the principles of mastery, where the learning outcomes remain the same for all, but the pathway different children follow can vary, depending on the scaffolding and time they need to ensure their learning is secure. Learning intentions and learning outcomes are clearly described, children work cooperatively and collaboratively, progress is carefully monitored, and children have the support they need to succeed.



- **Representation:** All pupils can see themselves reflected positively in our curriculum. We want our curriculum to open diverse new worlds—to expose children to beliefs, people, places, and values that they would not otherwise encounter and to hear the voices of people whose voices have not always been heard.
- **Education with Character:** Our ‘hidden’ curriculum teaches our young people about ambition, resilience, leadership, creativity, independence, and compassion. Bank End children are taught to have confidence and articulacy so that they can stand up for themselves and for what is right. These personal qualities and skills are strengthened and broadened by the opportunities we provide beyond the classroom—in sport, music, performance, clubs, leadership, volunteering, and service
- **Vocabulary:** We know that to understand and articulate, children need a broad and deep vocabulary. Our carefully constructed curriculum has a core focus on vocabulary development within and across subjects. Children learn tier 1, 2, and 3 words daily to extend their vocabulary through direct instruction in etymology.
- **Cultural Capital:** Cultural capital—the essential knowledge that children need to be educated citizens—is planned for in all areas of our school life. Pupils are exposed to a wide variety of subject areas and arts, promoting character-building qualities that lead to well-rounded, global citizens. They are exposed to the best that has been thought and said and are well prepared to access meaningful qualifications that will open doors in later life.

We have regular visitors and speakers in school and a well-developed Careers Curriculum. We believe that if children know more about the range of careers open to them with the right qualifications, they will have a clearer idea of the routes to better jobs and fulfilling career paths. As part of their subject-specific learning, children are taught about careers associated with each subject and engage in national initiatives such as Junior Dukes and Votes for Schools.

Bank End children participate in the United Learning pupil leadership program. All children are expected to demonstrate leadership in all that they do, including our curriculum student subject ambassadors who work alongside subject leaders to monitor curriculum coverage and take part in pupil conferencing.

There are cultural links with schools outside of Barnsley, where student demographics differ, as well as links to theatre and museums to broaden experiences.

Implementation



For each curriculum subject and unit of learning, teachers plan for and children experience:

- A **knowledge organiser** outlining the substantive and disciplinary knowledge, including vocabulary and definitions, that all children must know and remember.
 - **Substantive knowledge-rich lessons** where children build on prior learning and situate knowledge within carefully constructed strands or vertical concepts, delivered following Rosenshine's Principles of Instruction.
 - The **disciplinary knowledge** needed to be successful historians, geographers, artists, and more.
 - **Co-operative learning** using Kagan strategies to ensure high levels of accountability and engagement for all children.
 - A **careers pathway** that highlights the range of jobs and careers that learning in each subject can lead to.
 - A **cycle of lessons** that is carefully planned for progression and depth.
 - A curriculum that is **well adapted, designed, and developed** to be ambitious and meet the needs of all learners, ensuring children know more and remember more.
 - **Educational visits**, visiting experts, and artefacts to enhance the learning experience.
 - **Classroom working walls** that detail current, prior, and future learning; substantive and disciplinary knowledge; dual-coded key vocabulary and the vertical concept being studied.
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Impact

Our curriculum is ambitious and challenging. It is coherently planned and sequenced to ensure children know and remember a wide range of knowledge and skills that will serve them well in future learning and lead to fulfilling employment.

All children will achieve the end points specific to their key stage, curated from the National Curriculum and designed to prepare them with essential knowledge for the next stage of education.

As children keep pace with the demands of our curriculum, they make exceptional progress. Impact is measured through a range of summative assessments, extended writing opportunities, and pupil conversations.



Children's work in core and foundation subjects is moderated both within the Multi-Academy Trust and by the local authority, and is consistently considered to be of a very high standard.



Children will leave **Bank End Primary Academy** as well-rounded individuals who have the attributes, personal development, understanding, and skills to be successful and contributing members of society.