



Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

Year 6

Curriculum and Assessment

Mrs Jessop – Deputy Headteacher
Mr Horton – Assistant Headteacher

Our Curriculum at BHA (1)

‘Learning Together for Success’ is the core purpose of everything we do. Throughout Years 6, 7 and 8, we offer a broad, balanced and enriching curriculum, which is inclusive and meets statutory requirements. Our curriculum is designed to be progressive and build on previous learning, which supports our pupils to ‘know more, do more and remember more’ and prepares them for the next stage of their education.

We have a strong social, moral, spiritual and cultural ethos, which helps prepare the pupils for life in the modern world. Our core values of Belief, Honesty and Aspiration underpin everything we do within and outside the classroom.



Our Curriculum at BHA (2)

Our curriculum, combined with our extra-curricular opportunities, supports our pupils to become:

- Successful learners, who are naturally curious.
- Confident individuals who are able to live safe and healthy lives.
- Well-rounded young people, prepared for the next stage of their education.
- Individuals with the knowledge, skills and understanding which will equip them for experiences later in life.
- Responsible citizens who make a positive contribution to our society.



What does the timetable look like?

Final year of Key Stage Two.

At BHA, we run a full secondary curriculum model from the start of the pupils' time with us. This is different to most other middle schools. It also means that foundation subjects have more time devoted to them than they do in most primary settings.

The vast majority of lessons are taught by subject specialists.



Curriculum Overview

Five one hour lessons per day, tutor time at beginning and end of day.

Pupils move around school to specialist classrooms.

Fortnightly timetable.

	Lessons Year 6		Lessons Year 6
English	10	Maths	10
Science	6	PE	4
French	3	Geography	3
History	3	Art and Design	2
RE	2	Music	2
Computing	2	PSHE	2
Food	1		

How do I know what my child is studying?

Our website's curriculum pages has all the details for each academic year:

<https://www.bredon.worcs.sch.uk/page/?title=Our+Curriculum&pid=176>

For example, Music -

<https://www.bredon.worcs.sch.uk/page/?title=Music&pid=188>

Exercise books are kept in school.



Home Learning

Home Learning is set in most subjects, usually following the timetable on the website. In year 6, most tasks should take around half an hour.

<https://www.bredon.worcs.sch.uk/page/?title=Home+Learning&pid=124>

Home Learning is shared with pupils in lessons and teachers record it so it is visible in the Student Portal and MCAS. There's space to record the home learning in pupils' journals, if needed.

To help prepare for the SATs, we recommend a 'little and often' approach to maths and English. Pupils have log-ins to access TTRockstars and Spelling Frame. Further resources will be used across the year.

The best possible time spent at home is shared reading.



The importance of extra-curricular

- Most clubs and extra curricular activities are at lunch time to support transport arrangements.
- Currently over 50 clubs on during the week, including sports, Minecraft, Warhammer, craft, bird watching, film, home learning support. All pupils encouraged to take part in at least one.
- Interhouse competitions.
- Visiting speakers and subject-related trips e.g. magistrates, visit to RSC, Compton Verney.
- End of Year trips (Last year: 6 – Cotswold Wildlife Park, 7 – Aztec Adventure, 8 – Bonkers Activity Centre).
- Hill walk.
- Residentials (Last year: 7 – France, 8 – York).



How do I know how my child is doing?

- Talking to them!
- **Parents' Evening: Face-to-Face with Tutor: 11th October**
Parents' Evening: Virtual with Subject Teachers – 21st/28th February
- Through the MCAS app – updates on house points (range of opportunities to achieve these) and sanctions
- Rewards system: subject commendations, house point certificates, competitions, Zero Heroes
- Social media and termly school newsletter
- We will contact you if we have concerns

- Termly reporting cycle focuses on **curriculum-specific achievements and next steps**





Home Learning

Does [redacted] have home learning? [More](#)

Assigned Date	Homework Title	Due Date
05/05/22	The Outsiders - Reading Assessment Revision	Today
09/05/22	Sweet and Sour Chicken	20/05/22 (10 days)
25/04/22	Glaciers: what and where?	28/05/22 (18 days)

Assessment

How is [redacted] performing? [More](#)

	Autumn Attitude to Learning	Spring Attitude to Learning
Art	2	3
Computing	2	1
Design and Technology	2	3
English	3	4
Food Preparation and Nutrition	2	1
French	3	3
Geography	2	3
History	2	3
Maths	2	2
Music	3	4
PE	3	3
PSHE	1	2
RE	3	3
Science	2	3

Behaviour

[redacted] recent behaviour [More](#)

Date	Description	Status
10/05/22	DET-Other	
06/05/22	Excellent Presentation HP	
24/04/22	Excellent Effort HP	
29/03/22	Excellent Effort HP	
21/03/22	1Sanction	

Classes

[redacted] Classes

Class Name	Class Details
8C	Tutor Group Mr K Bailey
8C/Ad	Art Mr D MacDonald
8C/Co	Computing Mr J Bishop
8C/Dt	Design and Technology Miss A Gunby
8C/Fd	Food Preparation and Nutrition Mrs K Parkinson
8C/Fr	French Ms A Amzallag

Reports

How is [redacted] performing? [More](#)

Published	Report
04/04/2022	Spring Report (2021 - 2022 Spring 21/22)
13/12/2021	Autumn Report v3 (2021 - 2022 Autumn 21/22)

- Dashboard
- Data Collection Form
- Announcements
- Assessment
- Behaviour
- Home Learning
- Reports
- Timetable
- Academic Calendar
- Parental Consent

The Importance of Attitude to Learning

- Five point scale: outstanding (1), active (2), compliant (3), passive (4), reluctant (5).
- Pupils seeking to be 'active' learners across all subjects:
 - I always arrive fully prepared for lessons
 - I am motivated and engage with tasks set in lessons.
 - I complete all work with high levels of care and attention.
 - I always take care when presenting my work, following the guidelines given.
 - I take on board all feedback given to me to further my learning journey
 - I am determined to succeed and have the resilience to never give up.



How is my child assessed? (1)

GL Assessment used to baseline pupils at the start of year 6, start of year 7 and end of year 8. This gives the school a standardised score between 60-140 for each pupil in English, maths and science. The 'average' is 100.

GL Assessments are used for a pupil's target grades and also to enable the school to show the progress individual pupils, and cohorts of pupils, have made in their time with us. This information is not shared with pupils or parents/carers.

Four target grades:

- Working towards curriculum related-expectations (pink)
- Working at curriculum-related expectations (yellow)
- Exceeding curriculum-related expectations (green)
- Exceptional performance against curriculum-related expectations (blue)

All subjects use their own assessment methods that suit their individual context. Assessment is ongoing, continuous and helps inform the next steps of a individual pupil's learning journey.



How is my child assessed? (2)

- Curriculum-Related Expectations underpin each subject's curriculum, how it's delivered and how it's assessed.
- Each subject's working-at CREs are available on our website in the curriculum pages. Can be implicit or explicit in lessons.

Here's part of the Geography ones:

Year 6	Year 7	Year 8
I can identify the continents, oceans and lines of latitude.	I know and can locate a range of countries in Europe and in other continents.	I can identify over 20 countries around the world and know the continents and oceans.
I know many of the countries in central and western Europe. I know the continents and oceans.	I can classify different economic activities.	I am beginning to explain how processes such as plate tectonics work.
I can use a range of map skills to read an OS map.	I can identify different types of farming and know where they occur in Great Britain.	I can identify a range of physical features caused by glaciation or plate tectonics.



Termly Reporting Cycle (1)

- Available on MCAS and the Student Portal. Summary report also printed off and sent home as a paper copy.
- Focus from the school's point of view is primarily on attitude to learning.
- Targets are ambitious and 'on track' reporting links to a pupil achieving the target by the end of year 6.
- Summer Term also includes a form tutor comment linked to personal development of your child.
- Reports are curriculum focused.

Spring Term Progress Report 2021-22

Pupil Name: [REDACTED]

Tutor Group: [REDACTED]



Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

Attendance (Year to Date): 95.26%

Total Number of House Points (Year to Date): 37

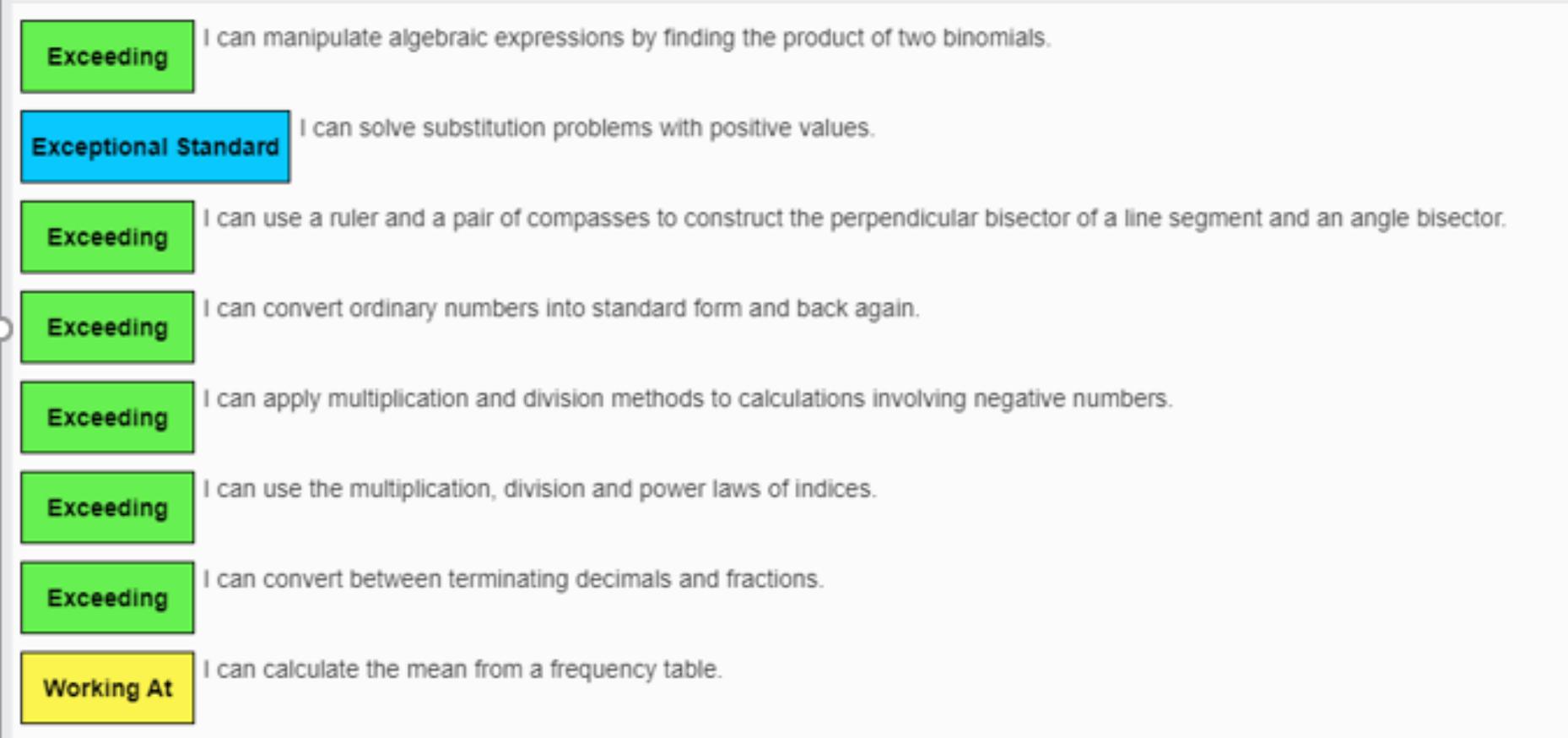
Total Number of Sanctions (Year to Date): -11

Subject	End of Year Target	Is [REDACTED] on track to reach the target?	Attitude to Learning
Art and Design	EX	N	3
Computing	EX	Y	1
Design and Technology	EX	Y	3
English	EX	N	4
Food Preparation	EX	Y	1
French	EX	Y	3
Geography	EX	Y	3
History	EX	Y	3
Mathematics	EX	Y	2
Music	EX	N	4
PE	WA	Y	3
PSHE	WA	Y	2
RE	EX	Y	3
Science	EX	N	3

Please use your My Child At School online account (not the app) to view specific strengths and targets for improvement for your child. The information is also available in your child's Student Portal.

Termly Reporting Cycle (2)

- Performance against curriculum-related expectations also reported termly and identifies subject specific strengths and next steps.
- Significant difference to first school: focus on academic, not pastoral.
- This information is available by clicking on individual subjects in the 'assessment' section on the web-based version of MCAS/Student Portal (not the app) and is not printed off. It is cloud-based and updated periodically.



A screenshot of a student assessment report. On the left side, there is a vertical scrollbar. The report consists of eight rows, each with a colored box on the left containing a performance level and a text description on the right. The performance levels are: Exceeding (green), Exceptional Standard (blue), Exceeding (green), Exceeding (green), Exceeding (green), Exceeding (green), Exceeding (green), and Working At (yellow).

Exceeding	I can manipulate algebraic expressions by finding the product of two binomials.
Exceptional Standard	I can solve substitution problems with positive values.
Exceeding	I can use a ruler and a pair of compasses to construct the perpendicular bisector of a line segment and an angle bisector.
Exceeding	I can convert ordinary numbers into standard form and back again.
Exceeding	I can apply multiplication and division methods to calculations involving negative numbers.
Exceeding	I can use the multiplication, division and power laws of indices.
Exceeding	I can convert between terminating decimals and fractions.
Working At	I can calculate the mean from a frequency table.

A (little) word on SATs

- w/b 13th May – please don't book holidays for this week!
- Our curriculum is not built around preparing for them – we avoid taking pupils out of other lessons as much as we can.
- Practice papers completed in class in November and January. Full mock week in March to help prepare pupils for the experience, build stamina and provide evidence of any access arrangements needed.
- Information evening in the spring term.



How you can help as parents/carers

- The importance of reading.
- Regular check-ins with the Learning Journal – support with completing the reading log, signing weekly.
- Bag-packing and organisation the night before: PE kit, apron, ingredients, pencil case, reading book.
- Regular MCAS check-ins.
- Supporting with home learning – please contact us with any queries or issues.
- Supporting with attendance.
- Let us know of any queries, issues, changes in your child's routines or behaviour patterns by phoning in or using the school website contact page.

