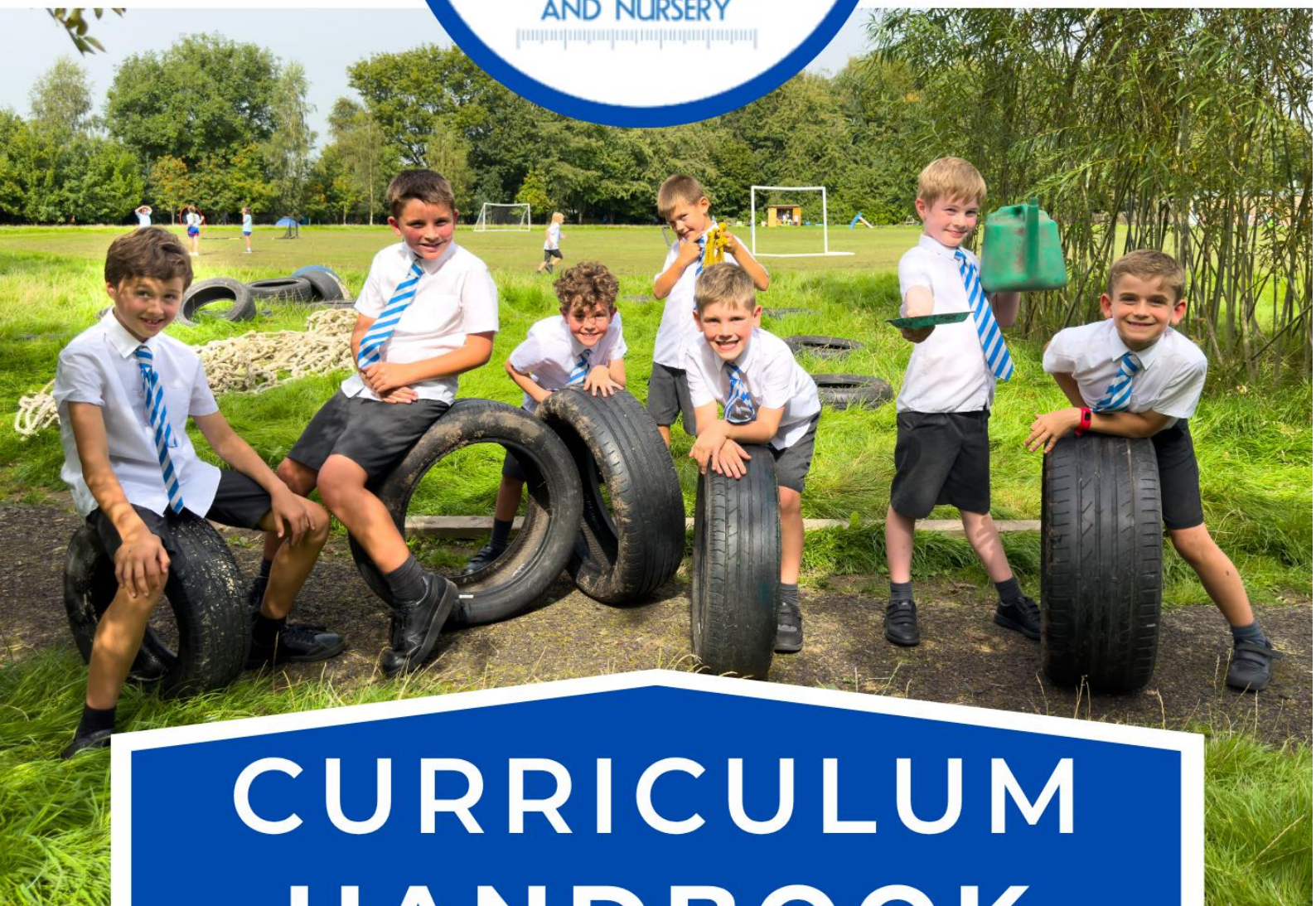




CURRICULUM HANDBOOK

BEXTON PRIMARY SCHOOL
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WELCOME TO THE BEXTON CURRICULUM

One journey. Every child. Endless possibilities.

At Bexton, we believe that education should do more than prepare children academically: it should prepare them for life.

Our curriculum is the vehicle through which this happens. It shapes what pupils know, what they can do and, importantly, who they become. It is designed to open doors: to knowledge, to opportunity and to future possibilities.

At the heart of our curriculum sits *The Pathway*: our whole-school framework for learning and personal development. Through the *Five Trails* of Performance, Social, Community, Team and Communication, children develop confidence, character and the skills they need to thrive both in school and beyond. *The Pathway* ensures that learning is not only academically strong but also meaningful, memorable and connected to the real world.

We are ambitious for every child. We recognise that pupils arrive with different experiences, strengths and needs, and we believe it is our responsibility to provide a curriculum that enables all learners to succeed. Our curriculum is therefore intentionally designed to be ambitious, inclusive and coherent, removing barriers wherever possible so that every pupil can achieve success.

The Bexton curriculum does not stand alone. It works in partnership with:

- **The Teaching & Learning Handbook**, which sets out how learning is delivered in classrooms
- **The Inclusion Handbook**, which explains how we identify and respond to barriers to learning

Together, these approaches ensure that curriculum, pedagogy and inclusion operate as one unified system to support every learner.

This handbook provides an overview of the principles, structure and expectations that shape the Bexton curriculum. Detailed subject-specific information (including curriculum intent, progression, sequencing, assessment and enrichment) is outlined within individual Subject Handbooks. Together, these documents form part of Bexton's wider curriculum framework, ensuring clarity at whole-school level while allowing subject leaders to articulate the distinctive nature of their subjects. The full set of curriculum documents, and how they fit together, is set out in the Curriculum Structure and Documentation section.

This handbook outlines our curriculum intent, principles and expectations, providing clarity for staff while also communicating our approach to governors, families and external partners.

Ultimately, our aim is simple but powerful:

When children leave Bexton, we want them to be confident, capable and compassionate young people who are ready for the next stage of their education and life, able to define what success means to them and equipped with the knowledge, skills and character to achieve it, while contributing positively to the world around them.

THE BEXTON CURRICULUM IN ONE PAGE

Knowledge, character and experiences that shape futures.

At Bexton, our curriculum is more than a collection of subjects. It is the journey children travel during their time with us: a journey that develops knowledge, strengthens self-belief and shapes who they become.

We want pupils to leave Bexton not only with strong academic foundations but with the confidence to believe in themselves, the skills to succeed and the character to contribute positively to the world around them. *The Pathway* provides the structure for this journey, ensuring that learning is meaningful, memorable and connected to real life. Our curriculum is built around three interconnected elements.

STRONG KNOWLEDGE

Children develop secure understanding across a broad range of subjects, building knowledge carefully over time. Learning is sequenced so that new ideas connect with what pupils already know, helping them to remember more and understand more deeply. We aim for pupils to leave Bexton with the academic foundations and learning habits needed to succeed at the next stage of education and beyond.

STRONG CHARACTER

Through *The Pathway* and the *Five Trails* (Performance, Social, Community, Team and Communication) pupils develop resilience, independence and the belief that they can succeed. They learn how to work with others, communicate ideas, overcome challenges and take responsibility for their learning and behaviour. Character development is not taught separately from academic learning; it grows naturally through curriculum experiences, classroom expectations and opportunities to take part, perform, collaborate and contribute.

STRONG EXPERIENCES AND MEMORIES

We believe that powerful learning is often rooted in memorable experiences. Through visits, visitors, enrichment opportunities and our Bright Beginnings initiative, pupils encounter opportunities that broaden horizons and create lasting memories.

These experiences help children discover interests, develop confidence and see possibilities beyond their immediate environment. They also ensure equity by providing opportunities that every child deserves, regardless of background. Together, these elements create a curriculum that enables pupils to:

- Know more and remember more
- Develop subject-specific skills and understanding
- Grow in confidence and independence
- Build positive relationships with others
- Understand their place within communities and the wider world
- Prepare for future success in education and life

CURRICULUM INTENT

Ambition for every learner. Success for every child.

Our curriculum is designed to enable every pupil to grow, succeed and flourish: academically, personally and socially.

We believe that all children can achieve success when they are provided with the right opportunities, support and challenge. Our curriculum therefore combines high academic expectations with a strong focus on confidence, independence and personal development, ensuring that pupils develop both the knowledge they need and the character to use it well.

AMBITIOUS

We maintain high expectations for every child. Pupils access a broad, balanced and challenging curriculum that builds strong subject knowledge and prepares them for the next stage of education.

Ambition means believing that all pupils are capable of success. It means providing challenge alongside support and ensuring that background, need or prior attainment do not limit achievement or aspiration.

INCLUSIVE

Inclusion is fundamental to curriculum design. We recognise that barriers to learning can arise from a wide range of factors, including SEND, disadvantage, language development, attendance or social and emotional needs. Our curriculum is intentionally designed to reduce these barriers by:

- Building knowledge cumulatively over time
- Explicitly teaching vocabulary and concepts
- Providing opportunities for rehearsal and retrieval
- Supporting independence through structured learning
- Ensuring pupils experience success and develop confidence

Further information about how barriers are identified and addressed can be found in the Inclusion Handbook.

COHERENT AND SEQUENTIAL

Learning is carefully organised so that knowledge builds logically across year groups and subjects. Prior learning is revisited and connected to new concepts, enabling pupils to develop secure understanding over time.

The Whole School Curriculum Overview, year group Learning Journeys and subject progression documents ensure consistency across classes and phases, supporting pupils as they move through the school.

MEANINGFUL AND MEMORABLE

We want learning to matter to children. Through *The Pathway* and the *Five Trails*, pupils experience opportunities to apply knowledge, collaborate with others, communicate ideas and engage with learning in purposeful ways.

Memorable learning strengthens motivation, confidence and long-term retention, helping pupils see the relevance of what they are learning.

PREPARING PUPILS FOR THE FUTURE

Our curriculum prepares pupils for life beyond primary school. We want children to understand their potential, believe in their ability to succeed and recognise their responsibility to others.

Pupils develop independence, collaboration skills and the ability to communicate their ideas clearly, enabling them to participate fully in their communities and the wider world.

We aim for children to leave Bexton with the knowledge, skills and character to define their own success and pursue it with confidence, while contributing positively to society.

THE PATHWAY AND THE FIVE TRAILS

Learning that builds confidence, connection and purpose.

At the heart of our curriculum sits *The Pathway*, which provides the structure through which personal development is embedded within the curriculum at Bexton. Through the *Five Trails* (Performance, Social, Community, Team and Communication) pupils experience opportunities to develop confidence, independence and responsibility alongside academic learning.

The *Five Trails* represent the areas of development that we value most as a school. We believe these aspects - confidence in performance, positive relationships, community awareness, teamwork and communication - are fundamental to helping children grow into well-rounded individuals who are prepared for the future.

Rather than sitting separately from lessons, the Trails shape how pupils engage with learning. They create opportunities for children to collaborate, perform, communicate, solve problems and contribute, helping learning feel purposeful and memorable.

THE TRAILS AS LEARNING MODES

The *Five Trails* are used as learning modes that support engagement, depth and retention. They provide a framework for designing experiences that allow pupils to apply knowledge in meaningful ways.

The Trails are most explicitly planned within Geography and History, where sequences of learning deliberately incorporate opportunities for pupils to experience each Trail in action. For example, pupils may work collaboratively to solve problems, present ideas to others, explore community connections or take part in performances linked to their learning.

Across other subjects, teachers draw on the Trails where they enhance learning authentically, for example, through discussion, teamwork, presentations, collaborative projects or reflective activities.

PLANNING EXPECTATIONS

The *Five Trails* are signposted within medium-term planning to ensure that opportunities for personal development are intentional and visible across the curriculum. This supports consistency while allowing professional judgement about how and when the Trails are most effectively used.

The Trails are not applied artificially. Their purpose is to strengthen engagement, understanding and confidence, not to be forced into lessons where they do not naturally support learning.

Through this approach, pupils experience a curriculum that feels connected, meaningful and memorable: supporting both academic progress and personal growth.

CURRICULUM ENTITLEMENT

Every child deserves opportunity, belonging and success.

We believe that every child is entitled to a curriculum that opens doors to knowledge, opportunity and future possibilities. Our curriculum entitlement ensures that all pupils, regardless of background or starting point, experience:

- A broad and ambitious academic curriculum
- Opportunities to develop confidence, independence and character
- Meaningful experiences that widen horizons
- Support to overcome barriers to learning
- Preparation for the next stage of education and life

Equity sits at the heart of this entitlement. We recognise that children arrive with different experiences and opportunities, and it is our responsibility to ensure that all pupils benefit from rich learning and memorable experiences during their time at Bexton.

ACADEMIC ENTITLEMENT

All pupils access a broad, balanced curriculum that develops secure knowledge and skills across subjects. Learning is carefully sequenced to support progression over time, enabling pupils to build strong foundations for future learning.

High expectations apply to every learner, with appropriate support provided where needed to ensure success.

PERSONAL DEVELOPMENT ENTITLEMENT

Through *The Pathway* and the *Five Trails*, pupils develop the personal qualities that enable them to thrive. These experiences help pupils understand themselves, relate to others and recognise their potential. Personal development is not an additional element of school life; it is integrated into everyday learning and experiences.

EXPERIENCES AND OPPORTUNITIES

We believe experiences play a vital role in shaping confidence, aspiration and understanding. Pupils benefit from visits, visitors, enrichment opportunities and wider experiences that connect learning to the real world.

Bright Beginnings provides dedicated opportunities for pupils to develop life skills through hands-on, memorable activities. As a personal development initiative aligned with *The Pathway*, *Bright Beginnings* ensures that all children have access to meaningful experiences that build confidence, independence and resilience.

These opportunities help pupils discover interests, develop new skills and create lasting memories.

INCLUSION AND SUPPORT

Curriculum entitlement includes ensuring that barriers to learning are identified and addressed so that all pupils can participate fully. Adaptive teaching, targeted support and inclusive classroom practices enable children with additional needs to succeed alongside their peers.

Further information about how barriers are identified and supported can be found in the Inclusion Handbook.

PREPARING FOR THE FUTURE

Our entitlement extends beyond academic achievement. We want pupils to leave Bexton with the confidence to believe in themselves, the skills to pursue their aspirations and the understanding that they can contribute positively to the world around them.

We aim for every child to leave with:

- Strong knowledge and learning foundations
- Belief in their abilities
- Positive relationships and collaboration skills
- Independence and resilience
- A sense of belonging and responsibility
- Aspirations for the future

AMBITION AND INCLUSION THROUGH CURRICULUM

Removing barriers. Enabling success.

At Bexton, ambition and inclusion are inseparable. We believe that every child deserves access to a curriculum that enables them to succeed, regardless of starting point, background or need. Inclusion is not something that happens after curriculum design; it is integral to it. The way learning is planned, sequenced and delivered plays a vital role in removing barriers and enabling pupils to experience success.

We recognise that barriers to learning can arise from many factors, including SEND, disadvantage, language development, attendance, confidence or social and emotional needs. Our curriculum is therefore designed to support access, participation and progress for all learners.

INCLUSIVE CURRICULUM DESIGN

Curriculum planning supports inclusion by:

- Building knowledge in small, carefully sequenced steps
- Connecting new learning to prior knowledge
- Explicitly teaching vocabulary and key concepts
- Providing opportunities for rehearsal, retrieval and application
- Supporting independence through clear structures and routines
- Allowing pupils to experience success and build confidence

These approaches reduce cognitive overload, strengthen understanding and enable pupils to engage successfully with learning at an appropriate level of challenge.

HIGH EXPECTATIONS FOR ALL

We maintain high expectations for every pupil. All learners access the same ambitious curriculum, with appropriate support and adaptation provided where needed. This reflects our belief that pupils succeed best when they feel included, capable and valued. Support is designed to enable participation and independence, rather than lowering expectations or narrowing opportunities.

THE ROLE OF TEACHING AND SUPPORT

Inclusive curriculum implementation is supported through:

- Adaptive teaching approaches
- Responsive assessment
- Targeted support and intervention
- Collaboration with support staff
- Positive classroom environments

Further detail about classroom practice and support systems can be found in the Teaching & Learning Handbook and Inclusion Handbook.

BELONGING AND PARTICIPATION

Inclusion also means ensuring pupils feel that they belong. Through *The Pathway*, collaborative learning experiences and opportunities to contribute, pupils develop positive relationships, confidence and a sense of identity within the school community. Participation in learning, performances, teamwork and wider experiences strengthens motivation and engagement, helping pupils see themselves as successful learners.

SUCCESS FOR EVERY CHILD

Our aim is for all pupils to experience progress, achievement and confidence. By designing a curriculum that removes barriers and supports participation, we enable children to develop both academically and personally.

We want every child to leave Bexton believing:

- I can succeed.
- I belong.
- I have something to offer.

CURRICULUM DESIGN: PROGRESSION AND SEQUENCING

Building knowledge step by step.

Our curriculum is carefully designed to ensure that learning builds progressively over time. Knowledge, skills and understanding are developed in a logical sequence so that pupils can connect new learning with what they already know, strengthening understanding and long-term retention.

We want pupils to experience success because learning makes sense. This means ensuring that content is introduced at the right time, revisited appropriately and developed with increasing depth as children move through the school.

CURRICULUM STRUCTURE AND DOCUMENTATION

Our curriculum is organised through a clear structure of documentation that supports both whole-school coherence and subject-specific depth. While this handbook outlines the overarching principles and expectations of the Bexton curriculum, detailed guidance for individual subjects is provided through Subject Handbooks.

- Whole-school curriculum principles
- Whole School Curriculum Overview
- Subject Handbooks
- Subject progression documents
- Year group Learning Journeys
- Subject Overviews
- Medium-term planning
- Classroom implementation

Together, these layers ensure consistency across classes while allowing teachers to respond to the needs of their pupils.

The Whole School Curriculum Overview shows every subject across every year group in one place. It allows leaders, staff and governors to see how the curriculum builds from EYFS to Year 6 and to check balance across the school at a glance.

Subject Handbooks provide the detailed subject-specific guidance that underpins the curriculum. Each handbook outlines the intent, progression, sequencing, assessment approaches and enrichment opportunities within that subject. This ensures that subject leaders clearly articulate how knowledge and skills develop over time, while maintaining alignment with the wider Bexton curriculum framework.

Learning Journeys provide an overview of curriculum coverage across the year, showing how subjects connect and how learning develops over time. They help ensure balance, coherence and progression across year groups.

Subject Overviews are a short summary of each subject for parents and other external audiences. They explain what pupils learn and why, but they do not set what teachers must cover. What is taught and when is set out in the year group Learning Journeys.

PROGRESSION

Progression is planned so that pupils:

- Develop secure foundational knowledge before moving to more complex concepts
- Revisit key ideas to strengthen understanding
- Apply learning in different contexts
- Build independence and confidence over time

Subject progression documents outline the knowledge, vocabulary and skills pupils are expected to develop at each stage, ensuring continuity from EYFS through to Year 6. Subject leaders also consider how pupils develop both substantive knowledge (what pupils know) and disciplinary knowledge (how knowledge is created, used and applied within subjects).

SEQUENCING FOR UNDERSTANDING

Learning sequences are designed to support pupils to understand, remember and apply knowledge. Teachers consider:

- Prior knowledge and starting points
- Key concepts and vocabulary
- Opportunities for retrieval and rehearsal
- Misconceptions that may arise
- Increasing challenge across lessons

This approach supports pupils to move learning into long-term memory and use knowledge confidently.

COHERENCE ACROSS PHASES

We recognise the importance of continuity as pupils move through the school. Curriculum planning ensures that learning builds from early experiences in the Early Years through to the end of Key Stage 2, preparing pupils for secondary education.

Learning in the Early Years forms the foundation of the Bexton curriculum, developing language, curiosity and early knowledge that supports later academic success. As pupils progress through the school, they encounter increasing depth, complexity and independence within subjects.

CURRICULUM RESOURCES

Curriculum resources and schemes are used to support teaching but they do not define the Bexton curriculum. Teachers adapt materials to meet the needs of pupils and ensure alignment with our curriculum intent and progression expectations.

This approach ensures consistency while allowing professional judgement and responsiveness to pupils.

IMPLEMENTATION AND SUBJECT LEADERSHIP

Bringing the curriculum to life.

A well-designed curriculum only has impact when it is implemented effectively. At Bexton, curriculum implementation is supported through clear expectations, strong subject leadership and consistent classroom practice.

Our aim is to ensure that pupils experience high-quality learning across all classes and subjects, while also allowing teachers to respond to the needs of their pupils. Implementation therefore combines consistency with professional judgement.

CLASSROOM IMPLEMENTATION

Teachers bring the curriculum to life through carefully planned lessons that build on prior learning, introduce new knowledge clearly and provide opportunities for practice and application.

Teaching approaches are guided by the principles outlined in the Teaching & Learning Handbook, including lesson structure, adaptive teaching, learner habits, core protocols and classroom routines. These shared approaches support consistency across the school and help pupils feel confident and secure in their learning.

Teachers use assessment information to adapt learning, provide support where needed and ensure pupils are ready to move forward. Responsive teaching enables staff to address misconceptions and strengthen understanding in real time.

CONSISTENCY ACROSS YEAR GROUPS

As a two-form entry school, collaboration is central to curriculum implementation. Year group teams work together to plan learning, share ideas and ensure consistency in expectations and provision.

This collaborative approach supports:

- Consistent curriculum coverage
- Shared understanding of progression
- Effective use of resources
- Professional dialogue and improvement

While consistency is important, teachers also retain professional autonomy to adapt lessons to meet the needs of their class.

SUBJECT LEADERSHIP

Subject Leaders play a vital role in ensuring the quality and coherence of curriculum implementation across the school. They are responsible for:

- Articulating a clear vision for their subject
- Ensuring curriculum content is ambitious and well-sequenced
- Supporting staff with planning, resources and guidance
- Monitoring the quality of teaching and learning
- Evaluating pupil outcomes and identifying priorities for improvement
- Leading subject development and improvement initiatives

Subject Leaders work closely with senior leaders and Trust-wide leaders to ensure that curriculum provision remains effective, engaging and aligned with whole-school priorities.

Further detail about subject leadership roles and responsibilities can be found in the Subject Leader Expectations document.

PROFESSIONAL DEVELOPMENT AND SUPPORT

Ongoing professional development supports teachers in delivering the curriculum effectively. Staff benefit from collaboration, training opportunities and leadership support to strengthen subject knowledge and teaching practice.

This culture of professional learning ensures that curriculum implementation continues to evolve and improve over time.

LEARNING ENVIRONMENT AND RESOURCES

High-quality resources and purposeful learning environments support curriculum implementation. Classrooms provide access to materials, displays and working spaces that reinforce learning and promote independence.

Resources are selected and organised to support inclusion, engagement and accessibility for all learners.

ASSESSMENT AND IMPACT

Knowing more. Remembering more. Responding to learning.

Assessment at Bexton supports the successful implementation of our curriculum. It helps teachers understand what pupils know, identify misconceptions and ensure that learning continues to build securely over time.

Our approach to assessment focuses on understanding pupils' knowledge, skills and understanding so that teaching can respond effectively. Assessment is used to support learning rather than simply measure it.

ASSESSMENT IN THE CLASSROOM

Teachers continually assess pupils' understanding through everyday classroom practice. Questioning, discussion, observation and review of pupils' work provide valuable insight into what pupils have learned and where further support or challenge may be needed.

This ongoing assessment allows teachers to:

- Identify misconceptions quickly
- Provide timely feedback and clarification
- Adapt teaching to meet pupils' needs
- Ensure pupils are ready to move forward in their learning

These practices form part of our responsive teaching approach, as outlined in the *Teaching & Learning Handbook*. Through the use of C.L.E.A.R lesson structures, core classroom protocols and adaptive teaching strategies, teachers continually respond to pupils' understanding, ensuring that learning remains purposeful, inclusive and appropriately challenging.

CHILD-ENGAGED ASSESSMENT

Assessment at Bexton actively involves pupils in reflecting on their learning. Through questioning, discussion and opportunities to explain their thinking, pupils are encouraged to articulate what they know, identify areas for improvement and take increasing responsibility for their progress.

This approach helps pupils develop confidence, independence and a deeper understanding of their learning.

WHOLE CLASS FEEDBACK

Whole class feedback plays an important role in supporting pupils to improve their work and address misconceptions. Teachers review pupils' learning and identify common strengths, areas for development and pupils who may require additional support or challenge.

Whole class feedback enables teachers to:

- Address misconceptions efficiently
- Reinforce key knowledge and concepts
- Provide targeted support for individuals or groups
- Plan next steps in learning

This approach allows teachers to respond quickly to pupils' needs while maintaining the momentum of the curriculum. Feedback is used to inform future teaching and ensure that pupils continue to build secure understanding.

MONITORING KNOWLEDGE AND UNDERSTANDING

Assessment also helps teachers evaluate whether pupils are developing secure knowledge across subjects. Learning activities are designed to allow pupils to demonstrate understanding, apply knowledge and explain their thinking.

In some subjects, pupils may complete quizzes, retrieval activities or written tasks that help teachers check understanding and reinforce learning.

These approaches support pupils in moving knowledge into long-term memory and using it confidently.

ASSESSING PROGRESS OVER TIME

Across the school, teachers consider how pupils' knowledge and skills develop over time. Evidence of learning can be seen through:

- Pupils' work in books and other outcomes
- Discussions with pupils about their learning
- Observations during lessons
- Subject-specific tasks and activities
- Peer interactions

This evidence helps teachers and leaders understand whether pupils are building the knowledge and understanding intended within the curriculum.

PUPIL VOICE

Listening to pupils' experiences of learning is an important part of evaluating curriculum impact. Through conversations, surveys and informal discussions, staff gather insight into what pupils enjoy, remember and understand about their learning.

Pupil voice helps ensure that learning remains engaging, meaningful and relevant.

EVALUATING CURRICULUM IMPACT

Leaders evaluate the effectiveness of the curriculum by considering a range of evidence, including pupils' work, assessment information, classroom observations and pupil voice. This evaluation helps ensure that:

- Pupils are developing secure knowledge and understanding
- Learning builds successfully over time
- Pupils remain engaged and motivated
- Curriculum provision continues to improve

Through this reflective approach, we ensure that our curriculum continues to support pupils to grow academically and personally throughout their time at Bexton.

MONITORING, EVALUATION AND REVIEW

Reflecting, refining and strengthening our curriculum.

We believe that a strong curriculum is continually developed through reflection, collaboration and thoughtful leadership. Monitoring and evaluation help us understand how well the curriculum is working in practice and where further improvements can be made.

Our aim is not simply to check compliance, but to ensure that pupils experience meaningful learning that supports both academic success and personal development.

MONITORING CURRICULUM IMPLEMENTATION

Leaders regularly review the quality of curriculum implementation across the school. This helps ensure that the intended curriculum is being delivered effectively and consistently for all pupils.

Monitoring activities may include:

- Learning walks and classroom visits
- Review of pupils' work and outcomes
- Discussions with pupils about their learning
- Planning scrutiny and curriculum review
- Feedback from staff, pupils and parents
- Trust Peer Learning Review Triads
- Trust School Improvement Visits
- External reviews

These activities provide valuable insight into how learning is experienced by pupils and how effectively curriculum intentions are being realised.

THE ROLE OF SUBJECT LEADERS

Subject Leaders play a central role in monitoring and developing their subjects. They ensure that curriculum provision remains ambitious, coherent and engaging for pupils across the school.

Subject Leaders are responsible for:

- Reviewing the quality of teaching and learning within their subject
- Monitoring pupils' work and outcomes (including data where relevant)
- Supporting colleagues with subject knowledge, planning and resources
- Identifying areas for development and improvement
- Leading subject development and curriculum refinement

Through these responsibilities, Subject Leaders help maintain high standards and ensure that subjects continue to evolve.

USING EVIDENCE TO IMPROVE THE CURRICULUM

Monitoring activities generate valuable evidence about how the curriculum is working in practice. Leaders consider this evidence carefully to identify strengths, address challenges and refine curriculum design where needed. Evidence may include:

- Pupils' work and learning outcomes
- Assessment information
- Pupil voice
- Classroom observations
- Staff feedback

This evidence supports ongoing improvement and ensures that the curriculum remains responsive to the needs of pupils.

CONTINUOUS DEVELOPMENT

Curriculum development is an ongoing process. As pupils' needs evolve and new ideas emerge, leaders and staff continue to reflect on how learning can be strengthened. Professional dialogue, collaboration and reflection help ensure that the curriculum remains ambitious, inclusive and engaging for all pupils. Staff regularly work together to review practice, share ideas and refine approaches that support effective learning.

As part of the Cheshire Academies Trust, Bexton benefits from collaboration with colleagues across the Trust and partner schools. This enables staff and leaders to share expertise, participate in professional development and strengthen curriculum provision through collective experience.

Through this collaborative and reflective approach, we continue to develop a curriculum that supports children to grow in knowledge, confidence and character throughout their time at Bexton.