

Curriculum Policy

Aims

In our delivery of the foundation subjects, we aim to:

- Provide a broad and balanced curriculum.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Embed key basic skills in order to prepare children for real-life and everyday situations.
- Provide opportunities to apply knowledge and learning in practical ways.
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom (visits and visitors).
- Stimulate our children's natural curiosity and to give them the confidence to have a voice and ask questions.
- Create an environment to allow our children to take risks and develop a lifelong love of learning.
- Provide opportunities for our children to understand their own possibilities and responsibilities in life and to create an aspirational ethos.

Curriculum

Learning is planned around topic themes which have been chosen with the children's interests in mind and planned to ensure the relevant national curriculum skills are covered. Each topic is planned to engage and stimulate the children's curiosity and interests through a variety of activities where they learn and apply new skills. The curriculum is often enriched through visits, visitors and themed days.

We encourage pupils to be masters of their own learning and provide them with the opportunity to develop into life-long independent learners.

During afternoons, history, geography, art, design technology and computing are taught in both cross-curricular and discrete ways. Depending on topics, subjects are focused upon for each half term: history or geography; art or design and technology. In this way, pupils are able to master concepts in greater depth. Once computing skills are taught, programming will be developed. iPads and laptops can also be used for topic research.

History and Geography

Our children are encouraged to be historians and ask valid questions to deepen their learning of past events. They use this to then compare their findings with how they live today and the wider world. Pupils are challenged to look at a range of time periods. By developing these skills, they become competent thinkers

and make connections and links as they travel through the key stage.

We aim to inspire in our children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. They study the location and characteristics of a range of the world's most significant human and physical features, providing a geographical context for learning.

Art and Design Technology

In art, each year group teaches a range of skills so that they are explored in depth and developed within and across each year group. In design technology, all aspects of designing, making and evaluation are taught throughout the year and the children's skills are developed across year groups and key stages.

Science

Currently, science continues to be taught discretely. This ensures that children develop skills, foster natural curiosity whilst helping them to develop an understanding of themselves and the world around them. The children will be encouraged to develop their own lines of enquiry by means of exploration, questioning and investigation. By the end of a unit of work, each child will have covered all aspects of learning.

Music

We offer children opportunities to sing and explore the world of music. In addition, many classes in our academy have opportunities to access musical instruments and lessons taught by peripatetic specialist music teachers. We weave music wherever we can across other areas of the curriculum to support learning. Children will regularly sing songs in other areas such as MFL.

MFL

Children learn French in KS2. As well as learning to read, speak, listen to and write in French, children also learn about the culture and customs in France and compare it to their own.

PE

In our academy, PE focuses on the key skills from the National Curriculum. It aims to develop the key abilities children need to be successful within PE and sport. Children focus on improving their overall fitness and PE skills including: agility, strength and fitness, reaction, running speed, balance and hand-eye co-ordination. We also teach a variety of sports to foster children's love of team spirit, resilience and competition. Our aim is to ensure that pupils understand the benefit of exercise on their health and well-being.

RE

As Britain is an ever-changing multi-cultural society, it is important that children learn to respect, value and understand the beliefs and views of other people and faiths. In order to ensure that all of the world's major religions are covered during a child's journey through our academy, each year group in KS1 explores 3 world religions in detail throughout an academic year. In KS2, children's understanding and knowledge is built upon and their learning can cover up to 5 different religions within an academic year. This allows children to compare and contrast the religions studied to Christianity and other religions familiar to them.

SMSC/British Values/RSE

Our aim is to ensure that our pupils become caring, concerned citizens who have a voice and a place in society. We promote the spiritual, moral, cultural, mental and physical development of children at the academy, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. As well as this being embedded in the way that staff and children interact, we also consolidate this through regular themed assemblies, SMSC sessions and themed days. We have adopted the use of 'Jigsaw' – a programme which helps enable our children to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Within these lessons, the children explore a relevant topic that helps them to grasp the issues facing society and provides them with the understanding that they have the right to express their opinion in a respectful manner. We give children the confidence to take action on issues that really matter to them; we help them build character, explore British values and learn about how our society works so they can take their full part in it.

Sex and Relationship Education

As an academy, we believe for Sex and Relationship Education to be effective, it needs to start early so that children learn to talk about feelings and relationships and are prepared for puberty before it happens to them. We feel it is vitally important that children learn about the safety and risks in relationships. Where appropriate, we also seek advice and support from medical professionals.

Enrichment Experiences/Links with Parents and the Community

Teaching staff are encouraged to broaden the experience of the topics for the children through trips, visitors into our academy and shared experiences of the wider academy community, e.g. involvement with parents and school links etc.

Children's achievements are celebrated regularly through academy newsletters, displays in classrooms and shared areas and in class assemblies. We also enjoy themed afternoons in our academy linked to learning.

Roles & responsibilities

Teachers will ensure:

- The curriculum is delivered effectively, with reference to the Teaching and Learning Policy.
- The curriculum is delivered with due regard to the individual needs of all learners.
- Planning is relevant to the needs of all children and follows the National Curriculum guidelines.

Leaders will:

- Monitor the delivery of foundation subjects.
- Ensure cross-curricular links are utilised.
- Review the curriculum delivery through staff and pupil voice and make changes where necessary.

The AAB will:

- Ensure that a broad and balanced curriculum is delivered which meets all statutory requirements and is in line with the curriculum policy.
- Receive all relevant reports, performance and assessment data and challenge leaders.