

Braintcroft E-Act Primary Academy Curriculum Policy

Department Owner	Operations (National)
Section Owner	Education
Approver	E-ACT Education & Personnel Committee
Date Approved	July 2015
Review Date	July 2018

Template Curriculum Policy

1. Introduction

1.1 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2. Value

2.1 Our school curriculum is underpinned by the values that we hold at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 Our school values are **SPiRiT**:

Success
Perseverance
Integrity
Resilience
Independence
Thoughtfulness

3. Aims and objectives

3.1 At Braintcroft E-Act Primary Academy, we want our children to experience a rich and inspiring curriculum that will challenge them in their learning so that they can reach their full potential.

3.2 The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that our children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology (IT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

4. Organisation and planning

- 4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- 4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.
- 4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- 4.4 In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Early Years Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- 4.5 At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

5. Children with special needs

- 5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.
- 5.2 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we if necessary, use the support provided by Teaching Assistants, and we involve the appropriate external agencies.
- 5.3 The school provides a Personal Educational Plan (PEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

6. The Foundation Stage

- 6.1 The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- 6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to

build positive partnerships with the variety of nurseries and other pre-school providers in the area.

6.3 During the children's first term in the reception class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

6.4 We are well aware that all children need the support of parents and teachers to make good progress in school and so we strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

7. Key skills

7.1 The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

7.2 In our curriculum planning we aim to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all learners need to make good progress in these skill areas in order to develop to their true potential.

8. The role of the subject leader

8.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

8.2 The academy gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the responsibility of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

9. Roles and Responsibilities

9.1 The Regional Education Director is responsible for monitoring the way the school curriculum is implemented.

9.2 The Headteacher is responsible for the day to day organisation of the curriculum. In collaboration with her senior staff, the Head monitors the lesson plans of teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

9.3 Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.