

# Curriculum Policy

January 2021



## Our Vision for the Curriculum:

Our school curriculum aims to develop reflective learners who are independent and self-motivated, taking responsibility for their own learning and who challenge themselves to do better. It empowers pupils to take risks and to understand how to keep themselves and others safe. It raises the aspirations of our learners by offering a range of experiences, encouraging them to embrace new adventures and to cultivate an awareness of and interest in the world around them. Our curriculum builds resilience and celebrates mistakes, supporting pupils to express and manage their own emotions. It provides opportunities to build social skills and to promote teamwork, in the school, national and global context. It aims to develop a love of learning to provide pupils with the knowledge and skills they will need to succeed in their future lives.



Honesty



Adventure



Resilience



Teamwork

## Intent:

At Boney Hay Primary Academy, we teach our foundation subjects through an exciting, creative skills-based curriculum, embedding cross-curricular links to maximise learning opportunities and engagement.



We follow 'The Inspire Curriculum' which ensures a broad and purposeful curriculum. Themed units are delivered each half-term, which feature outdoor learning opportunities, real life application of skills and which are supported by a range of digital resources. The Inspire curriculum is structured with clear learning objectives and success criteria, allowing our staff to spend more time tailoring lessons to our children's learning and specific needs.

'The Inspire Curriculum' ensures full coverage of the 2014 National Curriculum for Key Stages 1 & 2.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (for more details please refer to the separate curriculum statements).

## Cultural Capital

Our aim is to enrich every child's school experience, to be educated citizens, by creating an environment where they are encouraged to succeed and be the best they can be.

Cultural capital is about preparing children with the essential knowledge and skills for what comes next. The exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Through this journey children develop new forms of cultural capital that makes a difference in individual mind-sets, which consequently shapes their future.

## Implementation

By following the themed units which make up 'The Inspire Curriculum', pupils' learning interweaves and builds seamlessly each year. By making links clearly, pupils' learning is committed to their long term memory more easily. Our curriculum contains essential 'sticky knowledge' (embedded) that will be needed in order to access the next years objectives - the end points in each subject that pupils need to know and be able to do, in a logical progression. Hence Boney Hay's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before. Pupils will learn the curriculum and make progress by knowing more, remembering more, and being able to do more. Pupils will transfer and embed key concepts in their long-term memory and apply them fluently.

Our Curriculum Leader oversees the work of our Subject Leaders. There are Subject Leaders for each of the curriculum areas to ensure that each subject is valued and promoted in its own right.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plans and using 'The Inspire Curriculum' planned units, teachers create medium term plans. They then produce more detailed weekly short term planning which focuses on the teaching and learning processes and styles, tailored to individual classes/pupils. A planning proforma is common practice to focus learning expectations and for teachers to map the sequence of learning clearly, showing differentiation and teaching assistant direction if and where required.

### **The Role of the Subject Leader:**

- To provide a strategic lead and direction for the subject
- To ensure full coverage of the curriculum
- To provide efficient resource management for the subject.
- To monitor and evaluate teacher's planning and teaching
- To monitor pupil progress in that subject area by working alongside colleagues, using book trawls, pupil interviews, lesson observations and planning scrutinies
- To support and offer advice to colleagues on issues related to the subject
- To engage with subject associations and disseminate information to staff as 'mini' CPD
- To support staff development and improve the quality of teaching and learning over time
- To keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- To liaise with appropriate bodies e.g. other schools, governors, SUAT about matters relating to their subjects

### **The Role of the Curriculum Leader**

The Curriculum Leader has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and support the aims of the Curriculum at Boney Hay Primary Academy.

### **Learning Environments:**

Our learning environments are used as teaching tools. As an academy, we keep them organised and for the most part make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. This can be done by signposting or using neutral backgrounds and selecting and organising display carefully. Overcrowded and 'busy' displays are discouraged. Displays around school are also used to showcase, value and celebrate children's achievements and great work. Children have input into these displays and the aim of them is to promote children's self-esteem and recognise good learning.

### **Enhanced Provision**

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences. These include extra-curricular clubs and sporting opportunities as well as trips and visitors. In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community, supporting local events and building links with local partners.

As part of our enhanced provision, each year we have a team of school leaders, including School Council Representatives, Librarians, E-Safety Team Members and Eco-Monitors. These are really important roles and give our children the opportunity to apply for and commit to a role for the year, developing real-world skills and promoting leadership qualities as well as social responsibility.

### **Resources**

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

## **Inclusion**

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning
- Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge
- Children are challenged to think at depth and deepen their learning across the curriculum
- Regular formative assessments identify children/groups of children for differentiated activities
- Our curriculum is inclusive and promotes a growth mindset in all our children
- Extra support and interventions are provided for children as necessary and in line with our SEND policy

For further guidance reference needs to be made to:

- *'SEND' Policy*

## **Health & Safety**

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with Health and Safety regulations.

For further guidance reference needs to be made to:

- *'Health, Safety & Wellbeing' Policy*
- *'Educational Visits' Policy*

## **Impact**

### **Assessment, Monitoring and Feedback**

Short and medium term assessment is the responsibility of the class teacher. Teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback (not every piece of work is marked in depth). Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve.

Children's progress and attainment in each subject will be assessed termly by their teacher against the learning outcomes and end of year expectations.

Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

For further guidance reference needs to be made to:

- *'Marking & Feedback' Policy*

### **Accountability and Responsibility**

Our Local Academy Council is responsible for monitoring the way the school curriculum is implemented. They review curriculum development via the Curriculum Leader's reports, reports from Subject Leaders, interviewing staff and pupils about the quality of teaching and learning and the Headteacher's reports. We have named Governors for the Curriculum and SEND.