



Curriculum Policy

Introduction

Our 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. Our staff consistently model our fundamental values of respect and kindness, and thus ensure that our pupils grow to become positive, responsible people, who can work and co-operate with others, while developing knowledge and skills so that they achieve their true potential.

Aims

We strive to ensure that our children:

- Are excellent learners
- Have excellent social and emotional skills
- Fulfil their potential

To ensure that we achieve this we:

- Have high expectations of all learners and ensure that all are supported to achieve
- Provide an engaging curriculum with topics that motivate and enthuse pupils
- Develop the skills of collaboration, communication, respect and empathy

Organisation and Teaching Methods

Teachers work in teams to plan meticulously to meet the needs of each child, based on the subject skills detailed in the National Curriculum. During the course of the day, teachers may work with their own class or they may work with children from other classes. This happens daily in maths lessons, where the children work in maths groups which are set by attainment. The pupils follow the same syllabus and the work covered is closely matched to the ability of the children. There are times when an individual child or a small group of children may work with a teacher or learning support assistant away from the classroom.

When our teachers have release time to focus on Planning, Preparation and Assessment, the children are taught by highly skilled specialist teachers, covering subjects such as music, Foreign Languages, PE and RE.

On some days it is possible to find children from one class working on different activities at the same time. Equally, you will see formal whole class teaching

taking place. The key to which method is used in our school is a combination of the needs of the children and the requirements of the subject being taught.

The National Curriculum and Organisation of Learning

At The Southwater Junior Academy we base our curriculum on the programmes of study for all the compulsory subjects of the National Curriculum.

Further information about the National Curriculum can be found through the following link:

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary>

We plan our curriculum with a focus on the subject skills that the children will need in order to allow them to be successful learners. Our academy also promotes a wide range of learning skills that are transferable across all areas of the curriculum. We have developed a topic based approach to the curriculum, and where there will be a positive impact on pupil's learning we have linked subjects into a theme, in order to motivate and inspire the children. At the start of each academic year, the year teams hold curriculum meetings for parents and children to share the forthcoming learning. There is information about each curriculum subject on the academy website.

Planning

We organise our planning into three phases:

- The long term overview of the topics to be taught in each year group is agreed and regularly reviewed.
- Medium term plans are developed by Subject Leaders, evaluated termly by year groups and adapted accordingly.
- Teachers plan their daily lessons using the guidance provided in the medium term plans, adapting where necessary to meet the needs of the children in the class.

English and maths

All children have a daily English and maths lesson.

English

There is a very strong creative link between our writing and our topics. The children build up a range of writing skills and then synthesise these into written pieces from a wide range of genres in a variety of forms.

We seek to actively encourage the love of reading. Our school and class libraries have been comprehensively restocked, and the children have access to all the available books. We share texts across all areas of the curriculum with the children, and we have weekly whole class reading comprehension sessions. There are programmes in place to support our developing readers with books that the children can access and enjoy.

Maths

The children are taught in maths groups in each year group. Our classes, whilst based on attainment, are flexible, and children can move between groups according to where they will be best placed to make the most progress. In addition to developing factual, procedural and conceptual fluency in daily maths lessons, each maths group has a weekly problem solving lesson. We aim to encourage the children to work as mathematicians, applying their mathematical knowledge to a

wide range of problems, puzzles and challenges, and developing their resilience in the process.

Assessment

In all subject areas, children are assessed regularly to ensure that their learning takes into account what they already know and can do. This enables all children to make progress from their individual starting points. The approach to assessment will vary both within and between subjects, and whilst we do have formal assessments in reading, maths and grammar, punctuation and spelling (GPS), over the course of the year, the majority of our assessment is on-going and formative. The children are regularly involved in assessing their own work and that of their peers. This enables them to articulate their successes and identify areas for improvement.

Children with Special Needs including high achievers

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEND policy. We always provide additional resources and support for children with special needs.

The Role of the Subject Leader

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

It is the role of subject leaders to keep up to date with developments in their subject, at both local and national 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 and ensures that progression is planned into schemes of work

Enriching and Extending Learning

Our academy prides itself on the wide range of extra-curricular clubs that it provides. These include sporting opportunities, music, drama, ICT and art amongst others.

We regularly take the children out on trips to support and extend learning in the curriculum. To further enhance our curriculum provision, we invite visitors and members of the community into the school to share experiences with the children. There are residential experiences in Years 3, 4, 5 and 6 to promote a whole range of skills and to enable the children to experience the independence of being away from home. These residential vary in length depending on the age of the children.

In addition to the National Curriculum Programmes of Study, the school has further enrichment activities. These include:

- ✓ Themed days based around the year group topic
- ✓ Themed days such as World Book Day
- ✓ Enrichment courses
- ✓ 'Bikeability'
- ✓ Healthy Schools' Week

- ✓ Charity events where the children raise money
- ✓ An extensive range of peripatetic instrument lessons
- ✓ School productions and concerts - at Harvest, Christmas, and Year 6 Leavers
- ✓ Colour team sporting challenges

Personal Development

Our whole school approach to developing our learners as responsible citizens is reinforced by the values we hold. Our school not only teaches about children's rights but also models rights and respect in all its relationships. The children understand that with every right there comes a responsibility and these are exemplified in the Academy and class charters.

We have many opportunities to incorporate the principles and characteristics of Spiritual, Moral, Social and Cultural development (SMSC). For the benefit of our pupils, we embrace this broader dimension of their personal development through experiences in curriculum subjects, and in the wider curriculum, including extra-curricular and out-of-school activities. For example, pupils experience awe and wonder when exploring the world around them in science, they discuss connections and belongings in RE, and they develop their self-awareness through discussions in PSHE lessons. Whole school, year group and class assemblies are values driven, with a particular emphasis on British Values and treating others with respect.

Monitoring and Review

- The class teacher is responsible for the day to day delivery of the curriculum.
- Subject leaders monitor the way their subject is taught throughout the school.
- Our Governing Body and the Leadership Team are responsible for monitoring the way the school curriculum is implemented and ensuring that it is broad, balanced and relevant to the needs of all children. There is a continual programme of curriculum presentations to ensure that Subject Leaders update the governing body on the key drivers for improvement, as detailed on subject action plans.

Equality

We have carefully considered the impact of this policy on equality, and the possible implications for pupils, as part of our commitment to have due regard to the need to eliminate discrimination and promote equality of opportunity.

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