

CURRICULUM POLICY
ABBOTSWOOD JUNIOR SCHOOL
Reviewed by Senior Leadership Team: November 2019
Review date: November 2022

1 Introduction

1.1 Our curriculum includes all the planned activities that we organise in order to promote learning and personal growth and development. It includes, not only the formal requirements and subjects of the National Curriculum Framework document, but also the wide 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 as well as the opportunities they encounter (monitors, school council, etc.), so that they achieve their potential. We have developed a curriculum that is engaging and creative but also relevant and purposeful to the children.

2 Values

2.1 Our school ethos is one of encouraging success and progress while also building learning power and aspiration within every child. Our curriculum is underpinned by our values (Stickability, Teamwork, Aspiration, Respect and Stretch) and key learning behaviours play a pivotal role. Therefore, when we teach the curriculum, we weave the learning behaviours into the learning activities so that, as well as acquiring knowledge, the children are developing as lifelong learners.

2.2 Our school is in full agreement with the aims and guidance included in the introduction to The National Curriculum in England Framework document. These are the main values of our school, upon which we have based our curriculum. At our school:

- We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and we treat them with fairness and honesty. Our aim is for every child to be successful and we provide equal opportunities for all the children in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world, ensuring children recognise how we should care for it for future generations as well as our own.
- We value the commitment of children, staff and governors in actively supporting / delivering a curriculum that engages the whole child. This therefore includes the National Curriculum subject areas, cross-curricular

themes, our daily acts of collective worship, the ethos of the school (including social, moral, spiritual, physical and cultural education) and all the extra-curricular activities facilitated by the school.

3 Aims and objectives

3.1 The aims of our school curriculum are:

- to teach children the basic skills of literacy, numeracy, science and computing;
- 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 children enjoy coming to school and acquire a solid basis for lifelong learning;
- 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, high self-esteem and to be able to live and work co-operatively with others.

4 Organisation, Planning and Evaluation

4.1 At our school, we plan our curriculum in three phases. We agree a long-term plan which indicates the topics that 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 Through our topic overviews, we give clear guidance on the objectives that we use when teaching each topic, any enrichment activities and what the hook and outcome will be. Using the skill progression documents for each subject, plans are prepared by year teams, with guidance from subject leaders where necessary.

4.3 Our short-term plans are those that our teachers use to set out the learning objectives/skills for each session and to identify which resources and activities we are going to use in the lesson.

4.4 Throughout the school, we plan the curriculum carefully so that there is coherence and full coverage of all aspects of the National Curriculum and there is planned progression in all curriculum areas. As well as overviews of the content of subjects, subject leaders produce overviews of key skills taught which act as a guide to the expected progression of skills in each subject.

4.5 Our curriculum is broad and balanced. In order to achieve this, we may block the learning in a subject into a half or whole term or hold special focus days or weeks. This means that, for example, a child may concentrate in one term on a history

topic and 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.

- 4.6** Year teams are responsible for evaluating all aspects (hook, outcome, enrichment), as well as each subject within a learning unit, every half term. These evaluations are used by subject leaders for subject monitoring and by the Assistant Headteacher who uses them to evaluate curriculum provision as a whole.
- 4.7** All learning is carefully differentiated to meet the needs of all learners and we challenge pupils at the earliest point within a lesson.

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.
- 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 SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher, in consultation with the SENCo, uses the 'graduated approach' to make an assessment and a plan of action for that child. In most instances, the teacher is able to make reasonable adjustments with resources and educational opportunities which meet the child's needs within the normal class organisation. For higher levels of need, we contact external agencies and professionals to support with more specialised assessments. This may sometimes lead to a request for statutory assessment in order to apply for an Education Health and Care Plan (EHCP). We always provide additional resources and support for children with special needs.

6 The role of the subject leader

- 6.1** The role of the subject leader is to:
- provide a strategic lead and direction for the subject;
 - ensure objectives and skills are planned for and covered;
 - support and offer advice to colleagues on issues related to the subject;
 - monitor pupil progress in that subject area through work sampling, pupil conferencing etc;
 - identify efficient resource management for the subject;
 - act upon reviews provided half termly by year teams.
- 6.2** It is the role 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 offer guidance and support for year teams on how to improve. Each subject leader reviews their subject through monitoring of planning, work sampling and pupil conferencing to ensure there is full coverage of objectives and that progression is accurately planned into topics.

7 Monitoring and review

7.1 Our governing body's Curriculum and Standards Committee, in partnership with the Headteacher, is responsible for monitoring the way the school curriculum is implemented.

N.B. Governor monitoring to measure the impact of this policy will include:

- Governor visits to learning unit hooks/outcomes
- Classroom visits related to children's learning journey (scaffolded by SLT/Phase/Year Leaders)
- Pupil conferencing related to learning

7.2 The Assistant Headteacher is responsible for the day-to-day organisation of the curriculum.

7.3 Subject leaders monitor the way their subject is taught throughout the school, as above, to ensure that appropriate objectives, skills and teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.