Curriculum Policy

Leas Park Junior School

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge and skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

These curriculum aims are underpinned by our values that all children will 'Reach for the Stars' by:

- Learning from every opportunity, so our curriculum provides a wide range and breath of learning experiences for all
- By realising the importance of diversity, respect, equality and kindness so our curriculum promotes cooperation, represents diverse voices and incorporates British Values and Protected Characteristics
- Aspiring to who they want to be, so our curriculum provides opportunities to learn a wide range of knowledge and skills that will inspire them and carry them forward into the future
- Providing opportunities throughout our curriculum to challenge and motivate children and build their resilience in all that they do

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals e.g. Sex and Relationships Education (SRE)

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate e.g. SRE
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. See below for curriculum subject leaders. The main person responsible for the implementation and over-seeing of the curriculum will be the member of SLT with Curriculum Subject Leadership responsibility.

Senior Leadership Team (SLT)	
Head Teacher	Toni Hall
Deputy Head Teacher, English and Designated Children for LAC	Cassie Bills
Maths and Assessment lead	Fiona Pursey
Curriculum and Attendance Champion lead	Jane Cope

Foundation curriculum area	**Subject leader**
Curriculum responsibility	Jane Cope
History	Fiona Canniffe
Geography	Olivia Greaves
Science	Lindsay Ainley
Computing	Cassie Bills
RE	Jane Cope
PE	Catherine Harley

RSHE	Jane Cope
Music	Lindsay Ainley
French	Alli Parkin
Art	Fiona Pursey
D&T	Michelle Jacques

4. Organisation and planning

At Leas Park Junior School our curriculum follows the requirements set out in the September 2014 National Curriculum for Key Stages 1 and 2.

4.1 Teaching and Learning Philosophy

We achieve our aims using a variety of teaching and learning styles, ensuring that the children are at the center of our decisions. We incorporate and encourage children to, 'Reach for the Stars', in our classroom practice. We balance direct teacher input with pupil activity, which includes group work, paired work and individual work.

Our aim is to make children's learning 'stick'. We achieve this by focusing on prior learning to help children make progress. This ensures that children are able to make 'learning links within their knowledge 'schemas' and therefore have a better likelihood of storing new knowledge in their long-term memory. Prior learning should be revisited at the start of each lesson to reaffirm what children know. Teachers then address any misconceptions and fill any gaps before building upon the knowledge children already have. Teachers are creative and imaginative and ensure our lessons incorporate active learning and oracy opportunities. We aim to meet the needs of our learners and create and provide opportunities for them to experience exciting activities and challenges.

Humanities subjects (Geography, History and RE) have a 'Big Question'. This is introduced at the beginning of a topic and then answered at the end. It can be found on our planning documents. The 'Big Question' is displayed on our topic display board, concept map and on the topic front cover in Topic books to allow children to have as much exposure as possible to this.

In some curriculum areas we use concept maps (History, Geography, Science) to determine what knowledge children already have around a topic/subject. This is done in one colour then displayed in the classroom on our topic and science displays. After each lesson it is added to in an additional colour throughout the term/half term to show the new learning and knowledge acquisition that has taken place. On completion of the unit of learning, a photo is taken and displayed in the children's books to illustrate new learning that has taken place.

Additionally, we ensure the social, moral, cultural and spiritual needs of our children are met by a comprehensive program of termly trips off site and visitors into school. All are linked to learning in subjects of our curriculum and ensure all children have the opportunity to develop a wider world perspective and add to their cultural capital.

We believe that teaching and learning should be:

- Interactive – pupil's contributions are encouraged, expected and extended

- Well-paced- lessons are snappy and driven by the need to make progress and succeed
- Confident- teachers have a clear understating of the objects and material being taught
- Ambitious- there are high expectations of success for all learners
- Sequenced and progressive

Teachers will use a wide range of teaching strategies, with a focus on (but not limited to) Quality First Teaching methods listed below:

- Chunking learning into small steps and adapting tasks to cater for all leaners
- Planning for misconceptions
- Using manipulatives, where appropriate
- Modelling and using worked examples
- Using examples (WAGOLL's) and non-examples (WABOLL's)
- Explicit instructions
- Oracy Strategies

4.2 Skills, knowledge and vocabulary

Cross-curricular links are made when they are strong and obvious and contribute to the development of long-term schemata, but they are not the key driver. Cross curricular links should not distract or dilute the learning of subject specific knowledge and skills.

Progression in skills, knowledge and vocabulary for each subject has been carefully planned and sequenced by each subject leader, ensuring that the curriculum covers things pupils need to know and be able to do before they leave the school, as set out in the national curriculum.

Each subject has a progression map - a document that outlines how the knowledge and skills (vocabulary is listed on MTPs) for each subject builds over time. These documents are designed to allow each teacher quick access to what has been taught before and what is to be taught next, ensuring that all learning is a smaller part of a planned journey. By using these maps, teachers know that what they are teaching is, progressive (built on year upon year).

Progression of skills, knowledge and vocabulary, for each subject, has been designed by subject leaders, alongside the curriculum lead, so that there is logical and comprehensive progression throughout all year groups for all subjects and that is built on year on year. As part of the planned progression in knowledge and skills, each subject has specifically planned vocabulary to teach. This vocabulary progresses, systematically increasing each child's 'word store', whilst also providing opportunity to revisit vocabulary that has been learnt previously.

4.3 Medium Term Planning (MTP)

The Medium Term Planning template is the key document that ensures the content that has been designed by subject leaders is implemented in the learning environment. It is a requirement that each unit of work has a MTP. It is this document that serves as the core planning document for teaching staff so enough detail needs to be provided for lessons so that they can be picked up and delivered by any member of staff (including supply teachers). Beyond this document, it is not an expectation that individual lesson plans will be produced. It is, however, expected that teachers will do whatever is necessary to create high-quality learning. All planning is stored electronically on our school server, and each teacher has a hard copy in their curriculum folder. Any adaptations or resources are added to this and reviewed by the curriculum lead

4.4 Local Context

We recognise that children living in our area are shaped by the context in which they live. To address areas where skills, knowledge and personal development may not be acquired at home, our RSHE curriculum offers an ambitious provision that incorporates British Values and Protected Characteristics.

Mansfield Woodhouse and the surrounding area has a history to be celebrated and we feel passionate about educating our children to be proud of the place that they live, developing local cultural capital, deep roots with their locality and a feeling of belonging in Mansfield Woodhouse and the surrounding area, whilst also developing the aspiration to understand the opportunities that exist in the wider world.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and make adaptations to learning to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Monitoring arrangements

The intent, implementation and impact of the curriculum is monitored regularly and rigorously and there is an action plan in place for each foundation subject to ensure this. Additionally, Priority 4 on our SDP is linked to the monitoring of our curriculum offer.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Formal monitoring like Monitoring Summary Reports (MSRs) compiled with relevant subject leads and link governors

Subject and curriculum leads monitor the way their subject is taught throughout the school by:

- Formal monitoring such as planning scrutinies, book scrutinies and pupil interviews
- Informal monitoring such as book looks, learning walks and informal discussions with staff and pupils

Subject and curriculum leads also have responsibility for monitoring the way in which resources are stored, managed, updated or replenished.

This policy will be reviewed annually by the governing body. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEND policy
- Pupil Premium Policy
- RSHE and RSE policy
- Marking policy
- Equality policy