

## Curriculum Policy

### Introduction

Alongside our Teaching and Learning Policy, this Curriculum Policy contributes to, and reflects, the overall school ethos. It encompasses the National Curriculum to which pupils at Pheasant Bank Academy are entitled, alongside the implementation of planned activities that we organise to promote learning and personal growth and development.

### Values

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.

At Pheasant Bank Academy:

- 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, social and cultural 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. We aim to enable each person 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, and how we should care for it for future generations, as well as our own.

### Aims and objectives

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 children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the essential skills of literacy, numeracy and social development;
- 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 and promote British values;
- 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, have high self-esteem, and to be able to live and work co-operatively with others.

## **Organisation and Planning**

We follow the National Curriculum, which is skills based and appropriate for the age of the children. Our curriculum is topic based, encouraging cross-curricular links between the subjects. Each topic is planned to engage and stimulate the children's curiosity and interest through a variety of activities where children learn and apply new skills. There are also learning opportunities provided through school trips and visitors. At the end of each topic children are given the opportunity to review and evaluate their learning and experiences.

We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our short-term plans are those that our teachers write on a weekly basis. 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.

## **Assessment**

Assessment of pupils is an integral part of teaching. It is used to identify the next steps in learning and is used to monitor the progress that children make. Assessment is about informed observation, monitoring of work and effective questioning which enables us to note what pupils can do and what they need to do next. Children are also engaged in self-assessment at an age-appropriate level, so that they can explain what they have done well and how they can improve their work even more.

Children are also assessed in line with statutory requirements. Statutory Assessment Tests are administered at the end of Year 6. Open evenings are held termly, when a child's achievements and targets for improvement will be shared with parents/carers.

## **Children with Special Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We adapt the curriculum to meet the needs of individual children, in consultation with parents where necessary. (See SEN Policy for details)

## **Extra-Curricular Activities**

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, which cater to a varied range of interests.

## **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 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 for.

## **Monitoring and Review**

Our governing body is responsible for monitoring the way the school curriculum is implemented. The governors liaise with members of the senior leadership team and monitor the way the school teaches these subjects through governor visits to school.

The Head of Academy is responsible for the day to day organisation of the curriculum.

The Head of Academy, supported by the Vice Principal and Assistant Principals, monitors the curriculum through planning, classroom observation, liaising with the subject leaders. 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 have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

This policy should be read alongside: individual subject policies and non-negotiables; Teaching and Learning Policy; Assessment policy and SEN Policy

### **Review**

The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Pheasant Bank Academy