



INGOLDMELLS ACADEMY

# **Curriculum Policy**

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## 1. INTRODUCTION

1.1. The 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 academy 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. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

## 2. VALUES

2.1. Our academy curriculum is underpinned by the values that we hold dear at our academy. The curriculum is the means by which the academy achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our academy offers a topic based, hands on, flexible curriculum.

- 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, forging effective links with members from our local community in order to develop opportunities and experiences for our children and provide them with first hand experiences.
- We value the rights enjoyed by each person in our society. We respect each child in our academy 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 academy.
- 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.

## 3. AIMS AND OBJECTIVES

3.1. The aims of our academy 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 academy, and acquire a solid basis for lifelong learning;
- to enable children to develop the skills needed to live and flourish in an IT driven world.
- to enable children to stay and keep themselves safe in everyday situations and when online, developing children's awareness of possible dangers and supporting them in having strategies to deal with difficult situations.
- 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 and high self-esteem, and to be able to live and work co-operatively with others.

#### **4. ORGANISATION AND PLANNING**

**4.1.** We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics 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.** With our medium-term plans, we give clear guidance on the objectives from the National Curriculum and teaching strategies that we use when teaching each topic.

**4.3.** Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and differentiated activities we are going to use in the lesson. This ensures that learning tasks are well-matched to the needs and abilities of all pupils, including those identified with a special educational need and/or disability.

**4.4.** Through the academy, we have a thematic, topic based curriculum. The curriculum is carefully thought out and runs on a two year rolling programme, with year A and year B. The curriculum is flexible for the needs and enjoyment of the learner.

**4.5.** Themed days are planned to take place throughout the year to enhance the curriculum and children's engagement in learning.

#### **5. The Foundation Stage**

**5.1.** The curriculum that we teach reception meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

**5.2.** Our academy fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-academy learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-academy providers in the area.

**5.3.** During the children's first two weeks in reception, their teacher makes a baseline assessment to record the skills of each child on entry to the academy. This assessment forms an important part of the future curriculum planning for each child.

**5.4.** We are well aware that all children need the support of parents and teachers to make good progress in academy. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

#### **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;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area.

**6.2.** The academy gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. 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 academy and plan for improvement. This development planning links to whole-academy objectives.

## **7. MONITORING AND REVIEW**

**7.1.** Members of the leadership team, as well as their core responsibility, are responsible for monitoring of progress and standards, teaching and learning and coverage across non-core subjects

**7.2.** The Principal and members of the SLT monitor the lessons delivered by all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

**7.3.** Monitoring evidence is collected via book scrutiny, taking account of the learning environment including displays and talking to children of their experiences.

This Policy was adopted during a meeting of senior leaders on 23<sup>rd</sup> January 2018