



THE **GREETLAND** ACADEMY

Curriculum Policy

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| Approved by: | LGB | | |
| Responsible department: | SLT | | |
| Last review date: | September 2024 | Last reviewed by: | Holly Ashton |
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At the Greetland Academy our Curriculum has been designed to ensure each and every child can ‘Reach Great Heights’. It is bespoke to the needs of our pupils, not only by focussing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by also providing extracurricular experiences that seek to harness talents and prepare our children for life in modern Britain. When defining our curriculum design, we consider everything that we do in school (and outside of school hours): it is not just what we teach in timetabled lessons, but the experiences we give our children, the provision we have for assemblies, the clubs we offer and the homework we set. With this in mind, our entire curriculum provision is ever evolving as we react to the changing needs of our children and the changing nature of the world we live in.

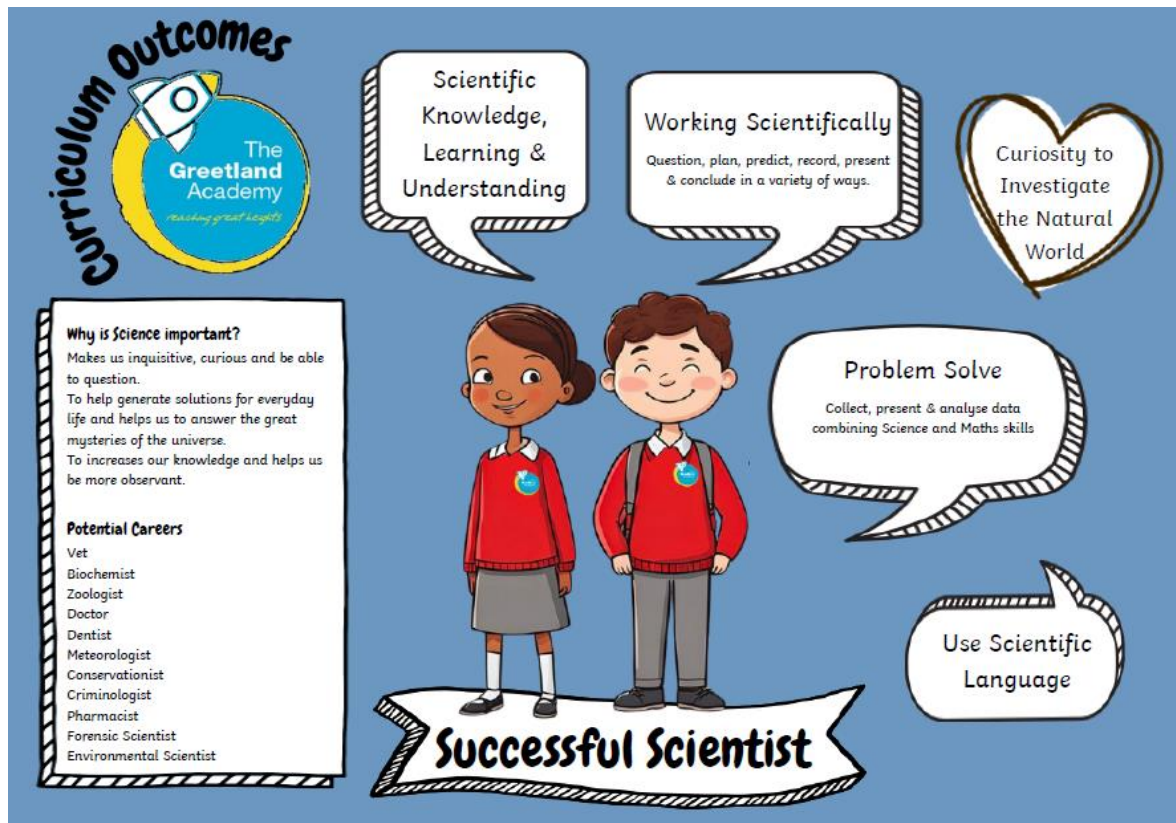
Each subject area’s curriculum is designed so that our children know more and can do more with a clear progression of knowledge and skills. Where appropriate, logical links are made across subjects and the explicit teaching of vocabulary features across all curriculum areas. Our teachers have the freedom to design their long term plans to suit the needs of their class. We value the importance of excellent home-school links and use modern technologies to ensure learning is recorded and shared with families to support further work at home.

Underpinning our curriculum design are our golden threads:

- developing resilience, confidence and independence
- supporting our children to make a positive contribution to society
- promoting emotional health and wellbeing
- challenging stereotypes
- preparing our children for life in modern Britain

Our aim is that when our children leave Year 6, they are well-rounded, knowledgeable children with the basic skills needed to succeed in life and a desire to, and self-belief that, they can make a difference. The love of reading underpins all curriculum areas and children demonstrate this at The Greetland Academy.

At Greetland Academy, we have outcome posters for all curriculum subjects found in our subject-specific guides and on the website. An example of Science is:



Teaching pedagogy and approaches used for each subject is based on key evidence which is proven to embed learning and enable children to access learning most effectively within each subject. The EEF guidance reports: Improving Literacy at Key Stages 1 and 2; Improving Mathematics in the Early Years and Key Stage 1 & Key Stage 2; Improving Primary Science; Metacognition and Self-regulated Learning and Special Education Needs in Mainstream Schools, in addition to Rosenshine’s Principles of Instruction, inform teachers of how to plan and deliver the curriculum to ensure optimal learning from all pupils.

1. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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.

2. Roles and responsibilities

2.1 The governing board

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

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Adequate provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the Curriculum
- Involved in curriculum improvement and developing children's daily experience.

2.2 Principal

The principal 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
- The school's procedures for assessment meet all legal requirements
- The governing board 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.

2.3 Other staff

Staff will ensure that the school curriculum is implemented in accordance with this policy. Class

teachers will take on the leadership of a subject/subjects. It is the leader's responsibility to make sure that staff have access to expert knowledge, resources and CPD as necessary.

3. Organisation and planning

At The Greetland Academy, the curriculum adopts a subject led approach. The majority of subjects (with the exception of English and Maths) are taught with the aim of being able to answer an enquiry question linked to the focus being taught. For example, in History, 'How hard was it to invade and settle in Britain?' or Science: 'What happens in our digestive system?'

Subjects are designed, delivered and sequenced based on a spiral curriculum structure so that children have the opportunity to acquire new knowledge at a good pace while also retaining and revisiting previous key knowledge and skills. Learning is recapped by using a 'Flashback 4' or 'Give me 5' model which asks the learners question on previously taught knowledge. This ensures children are given regular opportunities to revisit previous learning and knowledge before building new knowledge.

Each subject area is underpinned by the National Curriculum and the Early Years Framework; this ensures our curriculum remains ambitious for all learners. The subject specific curriculum documents align closely to the National Curriculum aims and programmes of study and these are set out year by year. Subject specific vocabulary is also carefully considered and a progression of this is built into each subject curriculum.

For the teaching of RE the Pennine RE syllabus Believing and Belonging is followed. The RSHE Curriculum is supported by the PSHCE Association documents and the Statutory Guidance for Relationship Education, Relationships and Sex Education (RSE) and Health Education published by the DfE in June 2019, in consultation with all stakeholders.

As a school, we value strong home links and as such we share a half termly overview known as 'Launchpads' with parents which outlines the key areas of learning or enquiry question across the whole curriculum. This is available on our website and on Seesaw.

4. Inclusion

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND, including those with speech, language and communication needs (SLCN)
- Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEND 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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

Subject leaders in partnership with the senior leadership team monitor the way their subject is taught throughout the school by:

- Conducting learning walks.
- Monitoring books.
- Conducting pupil voice surveys.
- Checking curriculum/subject coverage.
- Organising subject specific CPD opportunities.
- Meetings with pupils to gain pupil voice.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed yearly by the principal/curriculum leader and the Local Governing Body.

6. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEND policy and Information Report
- Equality information and objectives
- Subject Leader subject intent statement and subject guides

