

Little Aston Primary Academy Curriculum Policy

Responsibility: Governors Curriculum Committee: February 2020

Review: Autumn Term 2022

Mission Statement / Vision

At Little Aston we actively seek to achieve the highest standards in everything we do, through the implementation of a world class curriculum, thereby enabling our children to achieve their full potential. To facilitate this we have created an interactive partnership of staff, children, governors, parents and the community.

Aims / Intent

At Little Aston we aim (Curriculum Intent) to;

- Implement a broad, balanced, stimulating, inclusive and world class curriculum which is rooted in our school's locality and context;
- Meet the needs of all of our learners;
- Take national requirements and international expectations and teach them in our local setting;
- Make teaching and learning real, exciting and inspirational;
- Develop the 'whole child' – intellectual, aesthetic, physical, emotional, spiritual and social development through personal, social, health education (PSHE), relationships and sex education (RSE), religious education (RE) and character development;
- Excite our pupils imaginations and fire curiosity;
- Raise aspirations and widen horizons;
- Enable every learner to leave school with the confidence, ability and desire to make the world a better place.

At Little Aston Primary Academy, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in EYFS.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities and school experiences that we school organise in order to enrich the experiences of our children. This also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave in our school which is sometimes referred to as the 'caught and taught' curriculum.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to the separate subject policies).

Separate curriculum statements:

- English
- Maths
- Science
- PE
- Music
- History
- Geography
- RE
- Computing
- PSHE and SRE
- MFL (French)
- Art
- Design Technology

The Sparkletots and Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests.

In KS1 and KS2 our curriculum is all planned on a two yearly cycle in phase groups with an emphasis placed on 'wow' experiences, cross curricular links and learning supported by quality texts and other quality experiences.

Information Technology underpins our learning at Little Aston Primary Academy.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. A planning proforma is used throughout the whole school to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation, teaching assistant focus, vocabulary development and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

At Little Aston Primary Academy we use the Focus Education Weaving Skills and Knowledge and Sticky Knowledge alongside the national curriculum to identify progressive skills and knowledge taught and assessed in our school - Refer also to the Assessment Policy 2020 for further detail.

Focus Education (UK) Ltd. This document supports us to ensure clear expectations regarding the specific knowledge that we expect the children to learn, understand and remember in each subject in-line with OFSTED 2019 expectations of pupil progress about what children know and can remember as a direct result of our teaching and our curriculum. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

Our curriculum is defined as what we want our pupils to learn and remember as well as how are we going to teach it. It is regarded as a process of refining, updating and matching activities to pupils' needs, abilities and skills. We want our pupils to develop a real, deep knowledge and understanding of subjects and ensure that all of our pupils have equal access to the whole curriculum. We believe in the importance of a subject as a discipline and provide subject specific vocabulary and knowledge to enable pupils to build links, apply skills and enhance learning across other subjects.

The balance between each different part of the curriculum will vary according to the age, needs and abilities of each pupil. We take into account the Qualifications and Curriculum Authority (QCA) published guidance on designing and timetabling the primary curriculum in 2002. This remains the most recent centrally-published guidance on time allocation in the curriculum. This guidance suggests a possible allocation of time in hours and minutes per week, averaged across a year for National Curriculum subjects. The table below illustrates the suggested timings per subject. Although this no longer reflects current government policy with the addition of learning a Modern Foreign Language (MFL) at KS2 and providing 2 hours of quality PE per week teachers use this guidance only to support their timetabling. Our cross curricular curriculum and joined up approach to learning provides children with plenty of opportunities to extend their learning and develop skills outside the strict timetabling of each subject.

Subject	KS1 (hours:minutes)	KS2 (hours:minutes)
English	5:00-7:30	5:00-7:30
Mathematics	3:45	4:10-5:00
Science	1:30 if taught weekly	2:00 if taught weekly
History / Geography / Art / Music / ICT / DT	0:50 if taught weekly	0:55 if taught weekly
RE	1.00	1.15
PE	1.15	1.15

To ensure pupils' have access to a broad, balanced, stimulating, inclusive and relevant curriculum, staff at Little Aston Primary will:

- work creatively to develop a positive whole school ethos which encompasses moral, cultural and spiritual development;
- provide pastoral and educational support appropriate to the needs of each individual;
- plan appropriate curricular experiences to maintain existing skills and develop new ones;
- identify targets in key areas of development in consultation with parents, carers and other professionals;
- develop and implement teaching programmes to ensure sequential, layered knowledge acquisition to meet the local context and needs of our pupils', increasing pupils' experience, awareness and understanding of their own environment and of the wider world;

- use a wide range of teaching and learning styles to introduce knowledge and skill and enable pupils to apply skills with fluency;
- monitor and evaluate the effectiveness of teaching programmes;
- ensure continuity through the maintenance of accurate teaching records and the distribution of information to support staff;
- liaise closely with parents, carers and other professionals;
- provide information through Sims Parent App, parent meetings and a written annual report to parents and carers on their child's progress and achievements;
- respect pupils' preferences and choices, and value their reactions to an activity;
- facilitate and promote a range of spoken and written communication skills;
- provide opportunities for pupils to develop independence, resilience and the ability to work together;
- adopt an inclusive approach to the opportunities offered to pupils;
- facilitate access to the curriculum through specialist resources, including our partnership with Staffordshire University Academy Trust, Arthur Terry Teaching School, Aston University, Birmingham City University and Newave Education;
- provide consistency of approach;
- encourage each young person to be an active participant in his or her environment and social world;
- follow all school policies, including the behaviour policy and the accompanying guidance in order to support pupils in managing their own behaviour and attitudes to learning;
- work closely with parents, carers, other professionals and post school providers to ensure successful transition.

Curriculum Organisation

The structure of the National Curriculum

For each subject and for each key stage, programmes of study set out what pupils should be taught. It is for schools to choose how they organise their school curriculum to include the programmes of study.

Programmes of study

The programmes of study set out what pupils should be taught in each subject at each key stage, and provide the basis for planning schemes of work. All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in religious education and the non-statutory framework for personal, social and health education (PSHE), the SRE curriculum which becomes statutory in September 2020 and character education materials.

A significant contribution is also made by school ethos, effective relationships throughout the school, collective worship, and other curriculum activities.

At all key stages, pupils learn, practise, combine, develop and refine a wide range of skills in their work across the National Curriculum. Some of these skills are subject specific (painting in art and design), some are common to several subjects (enquiry skills in science, history and geography).

Some skills are universal, for example the skills of communication, improving own learning and performance, and creative thinking. These skills are also embedded in the subjects of the National Curriculum and are essential to effective learning.

Opportunities for teaching and learning all these skills across the key stages are identified in planning. Pupils are encouraged to reflect on what and on how they learn, and how these skills can be applied to different subjects, different problems and real-life situations.

Key skills

Communication

The key skill of communication includes skills in speaking, listening, reading and writing. Skills in speaking and listening include the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; and to participate effectively in group discussion. Skills in reading and writing include the ability to read fluently a range of literary and non-fiction texts and to reflect critically on what is read; and the ability to write fluently for a range of purposes and audiences,

including critical analysis of their own and others' writing. Opportunities for developing this key skill are provided through English in particular and through pupils' use of language across the curriculum.

Application of number

The key skill of application of number includes developing a range of mental calculation skills and the ability to apply them within a variety of contexts. Skills include developing the understanding and use of mathematical language related to numbers and calculations in order to process data, solve increasingly complex problems and explain the reasoning used. Pupils need to be able to apply calculation skills and the understanding of number to problems in other National Curriculum subjects and to real-life situations. Opportunities for developing this key skill are provided explicitly in mathematics.

Information technology

The key skill of information technology includes the ability to use a range of information sources and ICT tools to find, analyse, interpret, evaluate and present information for a range of purposes. Skills include the ability to make critical and informed judgements about when and how to use ICT for maximum benefit in accessing information, in solving problems or for expressive work. The ability to use ICT information sources includes enquiry and decision-making skills, as well as information-processing and creative thinking skills and the ability to review, modify and evaluate work with ICT. Opportunities for developing this key skill are provided explicitly through the subject of ICT and through pupils' use of ICT across the curriculum.

Working with others

The key skill of working with others includes the ability to contribute to small-group and whole-class discussion, and to work with others to meet a challenge. If pupils are to work with others they must develop social skills and a growing awareness and understanding of others' needs. All subjects provide opportunities for pupils to cooperate and work effectively with others in formal and informal settings, to appreciate the experience of others and consider different perspectives, and to benefit from what others think, say and do.

Improving own learning and performance

The key skill of improving own learning and performance involves pupils reflecting on and critically evaluating their work and what they have learnt, and identifying ways to improve their learning and performance. They need to be able to identify the purposes of learning, to reflect on the processes of learning, to assess progress in learning, to identify obstacles or problems in learning and to plan ways to improve learning. All subjects provide opportunities for pupils to review their work and discuss ways to improve their learning.

Problem solving

The key skill of problem solving involves pupils developing the skills and strategies that will help them to solve the problems they face in learning and in life. Problem solving includes the skills of identifying and understanding a problem, planning ways to solve a problem, monitoring progress in tackling a problem and reviewing solutions to problems. All subjects provide pupils with opportunities to respond to the challenge of problems and to plan, test, modify and review the progress needed to achieve particular outcomes.

Thinking skills

By using thinking skills pupils can focus on 'knowing how' as well as 'knowing what' - learning how to learn. The following thinking skills complement the key skills and are embedded in the National Curriculum. These skills are identified within medium and short term planning.

Information-processing skills

These enable pupils to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse part/whole relationships.

Reasoning skills

These enable pupils to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence.

Enquiry skills

These enable pupils to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.

Creative thinking skills

These enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.

Evaluation skills

These enable pupils to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgements.

Schemes of Work

Early Years

In the Early Years our Reception class follow the Foundation Stage programme of learning. The revised Early Years Foundation Stage Curriculum was fully implemented from September 2012. Within this the curriculum is divided into seven areas of learning;

1. Communication and language
2. Physical development
3. Personal, social and emotional development
4. Literacy
5. Mathematics
6. Understanding of the world
7. Expressive arts and design

During the Reception year children exceeding the Early Learning Goals will be moved on to the National Curriculum.

Key Stage One and Key Stage Two

The Revised English and Maths Curriculum, Plan Bee, Wordsmith, RM Easimaths and the White Rose Scheme form the basis of our schemes of work in these subjects.

Optima and Letters and Sounds provides the scheme of work for Phonics teaching which is supplemented by Phonics Bug and Rapid Reading and Phonics.

Science Bug is the scheme we follow to ensure continuity and progression in Science and this is supplemented by other resources including Twinkl, Education City, Espresso etc.

A computing scheme is in place and Charanga supports the music curriculum.

The Staffordshire Agreed Syllabus forms the basis of our Religious Education curriculum.

Planning

Long Term Planning

Long term planning gives an overview of what is being taught and when.

All year groups complete a planning grid providing an overview of topics for that year.

These are completed in the summer term prior to the following academic year. They are displayed on the school website.

Medium Term Planning

Medium term planning is completed for all subjects. This details teaching and learning objectives linked to activities, key skills and assessment opportunities.

Teachers plan termly or half termly to identify learning objectives that link to the National Curriculum and the schools Curriculum Framework. They organise Schemes of Work to indicate: activities, learning outcomes, resources, differentiation, learning styles and assessment opportunities. Year groups plan detailed classroom activities and assessment strategies. The MTP's become part of the Long Term Planning documents.

All medium term planning is saved into relevant year group folders on the google drive.

Short Term Planning

Weekly planning is completed. These detail weekly / daily / block objectives, teaching strategies, groupings, provision for SEN, assessment and differentiation.

These plans are saved onto the google drive by the Friday before the following teaching week.

Teaching Approaches

Teachers employ different teaching styles to suit the ability of each child across the curriculum. It may be appropriate to teach the whole class or work with a small group and occasionally with individual children. It is the differentiation of teaching inputs and learning outcomes that we consider vital to effective learning. Whole school curriculum and assessment procedures can be found in the relevant policy document.

Refer to the Teaching and Learning Policy for further detail.

Equal Opportunities

We believe that every learner, irrespective of age, ethnic background, SEND or gender, is entitled to a full range of activities that gives access to the curriculum. (Refer to Equal Opportunities Policy) We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school. We aim to empower learners through the curriculum to become confident in their abilities that will prepare them for a purposeful adult and working life. We have achieved full dyslexia friendly status for our inclusion of all learners.

For children with specific needs we seek curriculum advice and guidance from appropriate and relevant outside agencies [See SEND Policy].

The School curriculum will include:

- the promotion of positive approaches to difference and the fostering of respect for people of all cultural backgrounds in order to challenge stereotypes and misconceptions.
- the provision of “equal opportunities” for all pupils, irrespective of gender, ability or cultural or ethnic background;
- opportunities to include positive images and role models irrespective of gender, race or disability;
- catering for the “special needs” of pupils in ways which will make the curriculum accessible to all pupils including the most and least able.

Progression

The links we foster between each class in the school and between this school and the next include:

- Planned continuity found in the Curriculum Framework, weaving skills and knowledge and sticky knowledge documents
- Pupil tracking and assessment records
- Liaison between year groups and phases
- Liaison with Secondary Schools.

Staff Roles and Responsibilities

The roles of the Subject Leaders and Curriculum Leaders

It is the role of each subject leader and the curriculum 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 into schemes of work. The subject leader may also keep a portfolio of children’s work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

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;
- support staff development / CPD and improve the quality of teaching and learning over time;

- monitor pupil progress in that subject area by working alongside colleagues, work scrutiny, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. other schools, governors, the LA etc. about matters relating to their subjects
- ensure efficient resource management for the subject.
- map coverage of the curriculum to long term plans

All teaching staff have been divided into two curriculum development teams. CDT1 are led by the Mrs Bamber Deputy Head and their focus is the development of standards in the core subjects. CDT2 are led by Mrs Pincombe Deputy Head and their responsibility is the development of standards in the foundation subjects and Early Years.

The core purpose of each curriculum team is to provide leadership and management in specific subjects to secure the highest quality of Teaching and Learning, effective deployment and use of resources and improved levels of attainment and achievement for each child.

Key Tasks for each Team

The Deputy Head-teachers are responsible to the Head-teacher for the work of the team. It would be their responsibility to ensure that each team will:

1. Carry out an audit to identify strengths in their designated subjects and identify areas for development.
2. The Deputy Head-teacher and Team Leader will each compile a team action plan setting out actions, resourcing and outcomes. These action plans will be evaluated against specific success criteria and reported to SLT, whole staff, Trust Board and Governors. These plans will be written in consultation with the Head-teacher and will form part of the whole school improvement plan.
3. The Deputy Head-teacher and Team Leader will monitor the progress of the action plans. Team members are directly accountable to their team leaders, who in turn will be directly accountable to the Head-teacher and Governors.
4. The Deputy Head-teacher and Team Leader will evaluate the impact of the action plan on standards of teaching and learning and use this analysis to guide further improvement.
5. The Deputy Head-teacher and Team Leader will monitor the quality of Teaching and Learning by evaluating lessons, samples of work and planning.
6. The Deputy Head-teacher and Team Leader will provide guidance to staff through coaching, advice and support when appropriate.
7. The Deputy Head-teacher and Team Leader will manage the budget for specified subjects.
8. The Deputy Head-teacher, Team Leader and School Business Manager along with the Head-teacher will form the SLT. Team members will be invited to SLT meetings as appropriate.
9. The Deputy Head-teacher and Team Leader will co-ordinate evidence of the work of each team.
10. The Deputy Head-teacher and Team Leader will maintain standards banks for their specified subjects.

Support for Teams

The school and Trust will provide

1. Support, advice and leadership from the SLT and Head-teacher
2. Staff meeting time / non-contact time as appropriate to carry out tasks and implement action plans
3. Clerical support
4. INSET / Training

Operation of Curriculum Teams

1. There will be a minimum of three meetings per term
2. It would be beneficial if curriculum teams could network with teams from other schools from time to time

Action Plans

These are a way of ensuring that the work of the team is manageable, focused and with clear lines of accountability. Teams will follow the established timetable for action planning and whole and whole school improvement planning.

Manage Resources

- Establish staff and resource needs and advise Head-teacher and SLT of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve best value for money.
- Work with SLT on the deployment of staff involved in working with children with SEN to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including ICT and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources from within and outside the school.

Strategic Leadership

- Develop and implement policies and practices to ensure that Governors/ Trustees are well informed about subject plans and policies, the success in meeting objectives and targets and subject related professional development plans.
- Create a climate, which enables staff to develop and maintain positive attitudes towards the curriculum and confidence in teaching it.

Managing own performance and development

- Prioritise and manage own time effectively particularly in relation to balancing demands made by teaching, subject management and involvement in school development.
- Achieve challenging professional goals.
- Take responsibility for their own professional development.

Managing and developing staff and other adults

- Help staff to achieve constructive working relationships with adults and children alike.
- Establish clear expectations with staff through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice and developing an acceptance of accountability.
- Appraise staff as required by the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher.
- In consultation with the CPD Co-ordinator lead professional development through example and support and co-ordinate the provision of high quality CPD by methods such as coaching or drawing on sources of expertise.
- Analyse and interpret the relevant national, local and school data, research and inspection evidence to inform policies and practices, expectations, targets and teaching methods.
- Establish and implement clear policies and for assessment, recording and reporting practices on pupil achievement, and for using this information to recognise achievement and to assist children in setting targets for future improvement.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- Monitor the progress made in achieving targets, evaluate the effect on teaching and learning and use this analysis to guide further improvement.
- Evaluate the teaching of allocated subjects in school, use this analysis to identify effective practice and areas for improvement and take appropriate action in consultation with SMT to improve further the quality of teaching and learning.

Knowledge and Understanding

Have knowledge and understanding of:

- Their school's aims, priorities, targets and action plans.
- Developing effective cross curricular links.
- Any statutory curriculum requirements.

- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards.
- The implications of the Code of Practice for Special Educational Needs for teaching and learning.

Planning and setting expectations

- Set expectations and targets for staff and children in relation to standards of achievement and the quality of teaching.
- Work with the SENCO to ensure that IEP's and provision maps are used effectively to set individual and specific targets and match work well to individual needs.
- Establish, with the involvement of SMT and relevant staff, short, medium and long term plans for the development and resourcing of allocated subjects which: Contribute to whole school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment; Are based on a range of comparative information and evidence; Identify realistic and challenging targets for improvement; Are understood by all those involved in putting the plans into practice; Are clear about action to be taken, timescales and criteria for success,

The Deputy head teachers and Head-teacher will monitor the whole curriculum across the key stages for consistency. In addition systems for monitoring the curriculum include individual and paired observations by all staff within and between schools, scrutiny of books and planning [See monitoring and evaluation policy] The curriculum is monitored to ensure consistency and continuity in terms of content and assessment.

Link Governors and Governors of the Month are also regularly invited to participate in observing the curriculum in order to provide feedback to the Governing Body on overall effectiveness of the curriculum.