



Curriculum Policy 2021

(This Policy has been in development since February 2018 with regular updates)

Inspire **N**urture **S**kill **P**ractical **I**maginative **R**eflective... **E**njoyment!

RATIONALE

The school will provide all of its pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to pupils' ages, abilities, interests, aptitudes, backgrounds and special needs. At Greenhill we provide a Quality First Teach to all of our pupils that aims to reduce the barriers to learning. Within everything that we do is a focus on language use and development due to the fact that most of our pupils have English as an additional language. We also intend for our pupils to have as many first hand experiences and opportunities as possible. This need arises as many pupils attend the Academy, mosque and family homes but have very few additional experiences.

INTENT

- To meet the NC 2014 and EYFS objectives
- To be inclusive- achievement for all!
- To prepare children for the next stage of learning
- To be progressive in all aspects of the curriculum - in each year group and throughout the academy; developing vocabulary, language structures, understanding, skills and knowledge
- To develop transferable skills through connectivity between and within subjects
- To provide practical opportunities and inspirational first-hand learning
- To develop resilience, tolerance, empathy and optimism through British Values
- To promote healthy lifestyles through promoting physical health and a positive emotional and mental well-being
- To develop independent citizens with a moral purpose, aspirations and a sense of equality
- To develop a thirst for knowledge and an enquiring mind
- To challenge children and develop mastery of the curriculum and be independent learners
- To support children in discovering their interests, skills, talents and ambitions through opportunities outside of the curriculum
- To be technologically literate

IMPLEMENTATION

1. LTP & MTP are developed using NC Objectives & Programmes of Study, EYFS Curriculum & Development Matters Framework
2. LTP includes all subjects to be taught, reflects the build-up of skills and knowledge and ensures equitable delivery and coverage
3. MTP ensures differentiated, progressional teaching of subjects, which develop subject specific knowledge, skills, vocabulary and language structures
4. Our curriculum includes a variety of learning experiences such as; trips & visitors, investigations, home learning projects, learning outdoors, curriculum days and weeks

5. In order to enhance life skills and experiences, the academy provides extra-curricular activities, The Harmony Pledge, mindfulness through P4C & JIGSAW curriculum, Linking Project activities, The Daily Mile, Read Achieve Succeed events, accredited Children's University activities, Roles & Responsibilities for the children, Magic Breakfast Club
6. The delivery of our curriculum is through quality first teaching by teachers with a secure subject knowledge, who draw on a range of teaching strategies and resources such as:
 - The drama toolkit
 - Co-operative learning styles
 - Questioning- Blooms Taxonomy
 - Language Rich Environments- Tower Hamlets Progression in Language Structures, Word Aware, the Speak Well wheel
 - Communication in Print and visual aids
 - Interactive learning environments
 - 9 part writing structure
 - Stunning Starts/ Knowledge Harvests (activating prior knowledge)/ Fantastic Finishes
 - Investigative, practical lessons
 - Concrete-Pictorial-Abstract approach in Maths
 - The use of technology
 - P4C – developing lines of enquiry
 - Explicit teaching of reading skills- comprehension, shared reading, individual reading, guided reading
 - Challenge for all
 - Differentiation including children at greater depth and SEND
 - SEND Base provision
 - Connectivity & transferable skills
 - Pre and Post teaching for identified children
 - Timely and highly specific interventions
 - Home learning and Remote via platforms including: Purple Mash, MyOn, TT rockstars, See Saw
7. Assessment informs planning at all levels. Teachers plan lessons which start with WHAT the children should know and understand at the end of the block of learning, and work backwards to plan learning activities and experiences which teach and embed the skills, understanding and knowledge
8. Assessment underpins the whole curriculum through; on-going assessment for learning, outcomes of summative assessments taken throughout the year and end of key stage outcomes
9. The Curriculum Leader oversees the curriculum as a whole, supported by individual subject leaders who:
 - Carry out analysis of data for all groups- progress & attainment
 - Scrutiny of planning- progression, coverage, knowledge, understanding and skills
 - Observe quality of teaching and learning- learning environment, learning outcomes, teaching & learning outcomes
 - Ensure action plans reflect subject priorities and those of the whole academy
 - Have a clear position statement for their subject area
 - Audit and maintain resources for their subject across the academy
 - Gather the views of pupils and staff
 - Engage in and deliver professional development for themselves and all staff
10. SEND- identified children receive a specialised curriculum based on developing basic skills for life in a practical, language rich, play based environment

11. EYFS- children in the Early Years receive a curriculum which teaches social interaction skills, develops language through interaction, conversation and adult role models, provides high quality continuous provision, follows the children's interests, encourages independent learners and is carefully matched to their starting points

IMPACT

As a result of high quality teaching ...

- Children will receive a curriculum which is well matched to their age, ability, interest, aptitude, background and individual need
- The majority of pupils develop age related skills, knowledge and understanding in all subjects ready for the next phase in their learning, including the transition to secondary education
- All children will make at least GOOD progress from their starting points during their time at Greenhill Academy
- Our curriculum develops our children to be pro-active thinkers, confident communicators and resilient in all areas of their life
- Children leave Greenhill Academy with a knowledge of the wider world beyond Glodwick, and potential to find their place in it
- Children have Mathematical and Literacy skills which are transferable, are fluent readers of texts across the curriculum and are able to apply and relate skills and knowledge
- Children are thoughtful, considerate members of the community, ambitious and advocates of their own learning
- Children are well rounded individuals prepared for life-long learning and society
- Children have a love of learning and are self motivated

Updated January 2021

Updated October 2019