



## Akroydon Primary Academy

<b>Policy:</b>	Curriculum Policy
<b>Date of review:</b>	July 2019
<b>Date of next review:</b>	July 2020
<b>Lead professional:</b>	Jenny Lewis Assistant Principal
<b>Status:</b>	Non-Statutory

## 1. Curriculum Intent

1.1 The curriculum at Akroydon Primary Academy Halifax comprises a broad and balanced range and depth of subjects, which aim to nurture high aspirations and prepare pupils for the opportunities and challenges of the rapidly changing world. The curriculum offer, along with quality first teaching, impacts positively on learning and progress, ensuring that all pupils develop both academically and as rounded citizens.

### 1.2 Aims:

- To provide a varied curriculum offer to students which ensures deep understanding of individual subjects, leading to a rich body of knowledge.
- To ensure the best possible progress and highest academic achievement for all by tailoring the curriculum to individual needs, ensuring flexibility and responding to change where necessary.
- To ensure that students have appropriate careers information, advice and guidance at all stages, and that options are open to students through their academic achievement and experiences gained at Akroydon Primary Academy.
- To promote students spiritual, moral and social understanding by a varied Curriculum for Life programme which responds to the needs of Akroydon students.

## 2. Objectives

### 2.1 For students

- To be fully engaged and involved in their learning at all times, always striving to be the best they can be and completing all class and homework tasks set for them.

### 2.2 For parents and carers

- To support their child's academic progress and curriculum experience by working with the academy through regular communication, attendance at parent consultation evenings and support of the 'graduation', 'involve' and 'achieve' programmes.

### 2.3 For teachers

- To provide quality first teaching for all students, allowing for the full range of learning needs of different students. Ensuring that a deep body of knowledge is given to students to enable them to make the highest possible progress.

### 2.4 For Curriculum Leaders

- To ensure curriculum coherence via regular review of schemes of work in line with national and local requirements.
- To monitor the academic progress of students across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them. To lead CPD within departments to ensure students are receiving quality first teaching with a focus on deep understanding of knowledge and acquisition of relevant skills.

### 2.5 For the Senior Leadership Team

- To ensure that a broad and balanced curriculum is offered which is appropriate to student's needs.
- To ensure statutory requirements are met by the curriculum offer and that national changes are monitored and acted on within appropriate timescales.
- To be responsible for the management of change in curriculum content over time.
- To ensure that Quality Assurance is consistent across the Academy and that the process is effective in raising achievement through sustained and continuous improvement in teaching and learning.
- To offer a programme of professional development that will ensure quality first teaching for all students.

### 2.6 For the CEO

- To review and agree the curriculum policy for approval by the Board of Directors.

### 3. Curriculum Delivery

#### 3.1 Classroom policy

- All students will follow a broad and balanced curriculum offer within individual curriculum areas which aims to not only prepare students for national exams but that also deepens their understanding of the subject and builds the skills needed for success academically and in the future workforce.
- All students will be expected to complete all tasks set in lessons, and in addition complete weekly homework for each subject.
- If a student is absent, it is their responsibility to catch up on missed class work / homework. The class teacher will support the student to ensure they are provided with all relevant resources.

#### 3.2 The Akroydon Experience policy

- In addition to timetabled academic subjects, all students follow a 'curriculum for life' programme which aims to develop their spiritual, moral, social and cultural understanding.
- Delivery of the curriculum for life programme will be provided for in year groups to be tailored to the specific needs of different age groups. The content of the curriculum for life programme will be decided via analysis of a range of data available which gives evidence as to the education gaps students may have. Data will be taken from avenues such as the yearly bullying survey, analysis of the types of referrals made to the vulnerable student team and pupil voice.
- The core curriculum for life programme will be delivered through assemblies, vertical tutoring sessions and collective worship.
- Sex and relationships education, drugs and alcohol education and careers education will be provided through a variety of drop down days, assemblies and smaller group sessions where needed.
- In addition to the core curriculum for life programme, students will have the opportunity to partake in cultural trips, visits and residential trips, based on their interests and needs.
- The academy values of Empathy, Honesty, Respect and Responsibility play an integral part in the curriculum for life programme and all students and staff take part in a daily two minute silent reflection, aimed to provide space and time for thinking and reflecting on a world event.
- These values are underpinned by annual whole school events such as the whole school act of remembrance and The Christmas Minster visit.

#### 3.3 Religious Education Policy

- All pupils in years Reception to Year 6 study a core RE programme. The programme comprises the teachings of a variety of religions and links to wider topics which broaden pupils' spiritual and moral education.

#### 3.4 Involve and Achieve

- Education outside of the classroom is integral to the Akroydon Experience, and all pupils are encouraged to take part in an extra-curricular 'involve' clubs which include a wide range of sporting activities, music, drama, art, dance, reading and computer clubs.
- There are 'achieve' sessions for Y2 and Y6 pupils, which are run by Y2/Y6 teachers. Pupils are invited to attend these sessions, and parents contacted, if they would benefit from small group teaching or where they are not yet making expected progress. For more information, please see the separate 'achieve' policy.

#### 3.5 Literacy

- We aim for all of our pupils to become literate and articulate communicators. In all subjects and lessons, pupils should be taught to correct themselves appropriately on paper and orally, and to read accurately and with understanding.

- The importance of vocabulary is valued by the academy. All pupils are exposed to new vocabulary through the 'word of the week' and through the reading of challenging and varied texts.
- Pupils who need literacy support are offered a tailored literacy programme to meet their individual needs. This comprises of personalised reading, writing and spelling programmes, such as Fresh Start and Lexia. For more information please see the separate SEN and Literacy policies.

#### **4. Curriculum Organisation**

Pupils have a 25 hour week and the statutory primary national curriculum is taught, including programmes of study and attainment targets for all subjects at key stages 1 and 2 (i.e. Maths, English, Science, Geography, History, RE, Art and Design, Design and Technology, Computing, Music, PE and Spanish (KS2 only) ). In Reception classes, the statutory framework for the Early Years Foundation Stage is followed.

#### **5. Grouping of students**

Pupils are taught in mixed-ability classes as follows: EYFS and KS1: Nursery, Reception, Y1/Reception (mixed-age class) and Y2 KS2: Y3, Y4, Y5 and Y6

#### **6. Monitoring and review of the curriculum**

Monitoring of standards, systems and teaching and learning across the Academy is the responsibility of the Senior Leadership Group. Monitoring of the quality of lessons on a daily basis is the responsibility of the Senior Leadership Group. Each phase and subject has ongoing Quality Assurance throughout the year via learning walks (Positive Observation and Developmental Dropins), formal lesson observations, work scrutinies, pupil voice and half-termly SLG meetings).