

Teaching and Learning Curriculum Policy

Introduction

The curriculum is the totality of pupils' learning experiences. At Nelson Academy, we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability.

The taught curriculum is comprised of The National Curriculum and the wider curriculum.

We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning.

The curriculum meets statutory requirements.

Aims

The aims of our curriculum are to:

- raise aspirations, inspiring our pupils and preparing them for the opportunities, responsibilities and experience of adult life in 21st century Britain;
- promote the highest standards in reading, writing and maths;
- enable pupils to investigate and problem solve, using a wide range of reasoning and analytical skills;
- allow pupils to develop a knowledge of themselves in time and space;
- enable pupils to acquire knowledge and skills in science;
- challenge pupils to apply logic, to question and to debate;
- ensure pupils are confident in the use of ICT;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- ensure children to be aware of the importance of and participate in the arts related cultural themes;
- promote spiritual development and enable pupils to develop moral sensibility through carefully taught values
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make outstanding progress.

The curriculum is planned effectively, providing continuity and progression and planning maps are published for each year groups and each term on our academy website.

All children need a firm mastery of English and Mathematics as early as possible. Our first priority is to build a secure foundation in literacy and numeracy as the basis for all other learning. Pupils will be taught to read, write and work with numbers fluently and confidently. Where pupils need extra support it will be provided, to ensure that every child reaches and exceeds nationally expected standards.

It is important to us to promote an enjoyment of learning and a commitment to learning and achieving, and through the provision of rich and varied activities we

- enable pupils to make connections across different areas of learning;
- challenge pupils to apply logic, to question and to debate;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

English and Maths lessons take place in each class on a daily basis. The other curriculum subjects are taught via a creative curriculum which allows opportunities for cross-curricula learning, which makes learning enjoyable and relevant. Teachers plan their topics on an annual basis to ensure that they are engaging for each cohort;

Curriculum maps (published on our website) indicate the broad objectives and the links between subjects;

Units of work are planned, usually over half a term's duration. These are recorded as MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives; they are then transferred to SHORT TERM PLANNING (weekly planning) which details all work to be covered - the learning objectives, the differentiation and what the pupil outcomes will be.

Children are taught with their year groups with some children being withdrawn for small group support and teaching is focussed on pupils mastering age related expectations each year.

Units of work are planned using the framework of the National Curriculum with additional resources from for example **White Rose Maths**. We use Letters and Sounds for Phonics teaching in EYFS and KS1 and use Sound Discovery materials as well as Talk Boost throughout the school.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN Policy **and SEN Information Report**. We always provide additional resources and support for children with special **educational needs and disabilities**. If a child has an additional need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCo. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child.

If a child is working at an extension level they will be given open-ended questions and tasks and encouraged to follow lines of thought independently, as stated in our **Gifted and Talented policy**.

The Foundation Stage

The curriculum that we teach in the Early Years class meets the requirements set out in the revised Early Years 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.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years class builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage **leader** to feeder nurseries and through other professional liaison. During the Foundation Stage, the teacher makes continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Governing Body.

We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through the Learning Journey.

Roles and Responsibilities

The Principal has the responsibility for the leadership of the curriculum and delegate's responsibility to key staff. The Principal and **Assistant Principals** co-ordinate the work of the subject leaders and ensure that the curriculum has progression and appropriate coverage. Subject leaders are responsible for the medium term plans and liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject. Class teachers ensure that the curriculum is taught and that the aims are achieved for their class, planning collaboratively to ensure parity across the year group. Phase Leaders ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention.

The Local Governing Body Governors monitor the success of the curriculum at whole Governing Body meetings through the Principal's report and regular reports/briefings/updates from Phase and Subject Leaders.

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