

Curriculum Policy

Aim of the Langley Academy Trust:

To provide an outstanding education for every child in the trust through high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

Guiding principles:

At Parlaunt Park Primary Academy we recognise that a quality curriculum is a vital part of improving learning and pupil achievement. The Early Years Foundation Stage (EYFS) and the National Curriculum are the basic elements at the heart of our learning and our curriculum is based around these statutory requirements for our children.

This policy aims to underline the fundamental principles set out in the criteria for the curriculum at our school. To be effective, this policy does not stand alone; it must be embedded into our classroom practice and be read in conjunction with:

- EYFS Policy
- Behaviour Policy
- Assessment & Statutory Assessment Policy
- Marking Policy
- Homework Policy
- Safeguarding Policy
- Teaching and Learning Policy

Aims at Parlaunt Park Primary Academy:

What we are trying to achieve: At Parlaunt Park we aim for children to explore a subject in a deep and meaningful manner, this requires subjects being given the time over the course of a term for a student to learn explore and embed their understanding and employ it in a number of different contexts. Our 'why we study' is to become experts in what we do and to master a concept or skill.

How we deliver this: The curriculum ensures that subjects are given sufficient time within a weekly, termly and yearly timetables. Our core subjects of Maths, English and Science have an established weekly slot alongside PE, RE, French and ICT. Other subjects have been carefully designated a in a long term plan to ensure children can explore the subject in an exciting and engaging fashion where links with other subjects are strong, purposeful and lead to linking concepts and ideas in a meaningful way.

What difference is our curriculum making: Standards in our core subjects have continued to rise rapidly over the last two years and through monitoring and evaluation the standard of our foundation subjects has improved drastically. Through Museum and Outdoor learning supporting the delivery of different subjects, children's experience, understanding and vocabulary have flourished. Our aim to make experts in subjects will ensure that children can access a lifelong understanding and appreciation of a range of subjects and bring ideas learnt in one field into another empowering them with the ability to think creatively about problems, ideas and situations.

A deep and meaningful curriculum

At Parlaunt Park we offer a diverse curriculum built around the provision set out in the National Curriculum and the EYFS programme of study. We ensure that our core subjects of English Reading, Writing and Mathematics (reasoning and arithmetic) are taught every day. Opportunities to supplement these through spelling, punctuation and grammar and

handwriting are taught in shorter half hour sessions throughout the week. Phonics in EYFS will be taught in a 30 minute session and in Year 1 a 1 hour daily phonic session.

- Science will have 2 sessions
- RE will be taught for 40 minutes a week
- PE 2x hours sessions a week
- PSHE/SRE 30 minutes a week
- Computing 1 hour a week

Other subjects including Geography, History, DT and Art have been carefully allocated time in long term plans to give the children an opportunity to explore the subject in a manner that can allow them to master new skills, concepts and ideas and to become experts in the field of study being delivered. Children's understanding is assessed by the class teacher pre and post topic in a number of ways such as vocabulary acquisition and explanation, concept explanation, and success against the given learning objectives explored throughout the topic. This assessment is triangulated through SLT & Subject Leader monitoring and feedback reported to SLT in the subject each term.

Further Aims:

- To provide a deep and meaningful education for all children
- Enable pupils to develop knowledge, understand concepts and acquire skills and be able to choose and apply them in appropriate situations
- To support pupils' spiritual, moral, social and cultural development
- To support pupils' physical and emotional development and teach them to foster positive and safe relationships
- To produce happy, engaged and motivated learners who develop a love of learning
- To ensure pupils achieve their potential in all aspects of school life
- For pupils to develop a responsible and independent approach to their work
- To set high expectations for pupil's achievements
- To continuously improve the quality of teaching and learning, and raise standards so that all pupils make at least good progress
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for KS1
- Provide learning choices through, Museum Learning, Outdoor Learning and Active Learning and enable them to work towards their goals whilst developing their own interests and skills

Museum Learning/Outdoor Learning:

At Parlaunt Park Primary we explore opportunities to explore the curriculum and consolidate children's learning through Museum Learning and Outdoor Learning.

Museum Learning is a resource that can deepen knowledge, enrich vocabulary and provide meaningful and lasting experiences. Through close work alongside the Museum learning team at The Langley Academy, Parlaunt Park children receive the opportunity to engage with a vast collection of physical resources that can inspire fantastic learning. The museum learning team also links local and distant museums with projects running in any year group and often can suggest excellent visitors and guest to come in explore a topic with the children. Any subject can be supported through Museum Learning and teachers make sure they plan effectively for Museum Learning links in their long, medium and short term planning.

Outdoor Learning is an opportunity for the children of Parlaunt Park to engage with the environment around them in exciting and stimulating ways. It forges strong links with Science, protecting the environment and geography. Children can have standalone sessions with the Outdoor Learning Leader and teachers often supplement other learning opportunities with Outdoor Learning experiences. Visitors and trips form part of the Outdoor Learning as well as a strong influence on self-initiated experiences that children can run with their families.

Organisation and planning:

Our curriculum approach

- By the time they leave Parlaunt Park Primary Academy our pupils will be able to read, write, speak and listen and calculate effectively. They will be able to ask questions with an enquiring mind and solve mathematical and scientific problems. We expect our pupils to understand the difference between right and wrong, to appreciate other cultures and traditions and to respect others. We expect them to be able to express themselves imaginatively, in creative ways through Computing, Art & Design, Music, PE, Dance and Drama.
- We have SRE/PSHE/SMSC at the heart of our curriculum and believe pupils need to develop high self-esteem and safe and positive relationships. We also believe they need the ability to think well and develop a good level of resilience in order to achieve in all other areas of the curriculum.
- British Values are embedded into the way of life of the school with yearly school council elections, playground buddies, friendly fortnight, peer mediators, displays and homework
- English, Mathematics, Science and Computing are the core subject areas.
- We believe in delivering a deep and meaningful curriculum, encompassing creative elements such as Art, DT, Music, History and Geography taught with the support of our Museum and Outdoor Learning approach to supplement high quality Teaching and Learning.
- Links between curriculum subjects are made when and where appropriate to make learning more meaningful. To find out more, please see our Long Term Plans for this year.
- Our PE curriculum provides opportunities for the children to develop the skills of agility, balance and control through a range of physical activities and games developed through the support of a sports coach. This is further enhanced by many after-school sports clubs.
- RE is taught according to 'The Agreed Syllabus for Religious Education Berkshire 2012' and where optional modules are suggested. This is supplemented through moments of collective worship including assemblies and reflection opportunities in classes.
- Curriculum meetings are held for all year groups in September. Where necessary throughout the parent meetings are held to inform parents of Statutory Assessments relating to the delivery of the curriculum.
- We encourage pupils to be reflective learners, to review aspects of their own learning and to be actively involved in planning next steps or learning opportunities.
- The delivery of the school curriculum is inclusive for all learners, with extra support or resources provided as appropriate.

Curriculum Planning:

- Long Term – Topic grid which indicates which topics are being taught in each term or half term. Long term plans are established at the end of the prior year ready for delivery in September. All statutory changes and updates are monitored by SLT to ensure these are embedded appropriately and in a timely fashion.
- Teachers create medium term overviews of the content being delivered over a half-term/termly basis. These will be emailed to parents and uploaded to our websites for parents to see.

- Short term plans - Weekly planning is created by teachers for teachers and is monitored by the SLT when necessary. **ALL** children **must** be catered for within these plans.
- Evaluative comments can be written on medium and short term plans to inform future planning and/or next lessons at the discretion of the class teacher.
- The Early Years Foundation Stage policy outlines planning for the Reception and Nursery classes.

Evaluation of the Curriculum:

- Head Teacher and teaching staff share evaluations of curriculum areas/subjects during staff meetings.
- Leaders share evaluations of teaching and learning across their team during phase meetings.
- Governors share evaluations during Governing Body meetings.
- If evaluation results in issues being raised these are reviewed and then acted upon.

Roles and responsibilities:

The governing body

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

By holding the headteacher to account these areas will be monitored:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Senior Leadership Team

The Senior Leadership Team 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.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- 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 fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- 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 SEN.

Monitor and support staff in developing a deep and meaningful and effective curriculum through Learning Observations and Walks, book scrutiny, regular constructive feedback and training opportunities.

Other staff

Year Group Leaders

- Will be responsible for ensuring the curriculum content for their year group is in line with the age-related expectations of the National Curriculum.
- Develop long term plans to map out the curriculum.
- Support the weekly planning to ensure the curriculum is delivered effectively to meet the needs of all children and is differentiated appropriately.
- Conduct statutory assessments following the assessment and examinations policy.
- Monitor and evaluate the outcomes of work and delivery of to ensure consistency across year groups.
- Monitor Teaching & Learning to ensure effective learning and delivery is taking place in classrooms.

Subject Leaders

- Deliver training to staff in their subject to support curriculum delivery and improve outcomes.
- Support individual teachers in their subject if required.
- Monitor and evaluate their subject termly to ensure the highest quality provision is being delivered.
- Ensure resources are up to date and accessible/ monitor resources in audit.
- Conduct pupil voice to see the children's point of view of subjects.
- Enhance subject delivery through extra learning opportunities (guests/visitors/trips/lunchtime resources).

Class teachers and support staff

- Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Legislation and guidance:

This policy reflects the requirements of the [National Curriculum programmes of study](#) and 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 the school has 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 bodies set out in the Department for Education's [Governance Handbook](#).

All academies, including free schools, add/amend if applicable:

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

To read the Primary National Curriculum, the Early Years Statutory Framework and Development Matters in full please download them here from these links.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Concerns:

If you have concerns regarding the curriculum at Parlaunt Park Primary Academy please talk with Polly Bennett, the Headteacher.

Monitoring of policy

The policy will be under constant review including through the Local Governing Body meetings. The policy will be formally reviewed every two years.

Ratified Date: July 2018

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