



# Ashton West End Primary Academy

## Curriculum Policy

Approved by:	The Curriculum and Standards Committee	Date: July 2020
Last reviewed on:	11 <sup>th</sup> November 2021	
Next review due by:	November 2022	

**Mission Statement:**

‘Today I am proud of my school,  
tomorrow my school will be proud of me.’

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## **Our curriculum and its aims**

At Ashton West End Primary Academy, we encourage children to think about the world around them by asking questions about what they see, hear and experience. We have a very exciting and engaging curriculum at Ashton West End Primary Academy – our children tell us they love to learn! Above all other things, the curriculum is the heart of the school: the skills, knowledge and understanding our children gain, and the ways in which the children are taught and learn, make each school day vibrant and engaging for pupils and teachers alike. The school curriculum at Ashton West End Primary Academy is arranged around a ‘Big Question’ approach, with children exploring a new question each half term.

At Ashton West End Primary Academy, a large percentage of our children have English as an additional language, therefore the practise of reading and using vocabulary is extremely important to us. To cater to the needs of our children, and taking on board the area around us, our curriculum is designed to ensure that reading is a thread constantly running throughout each topic/subject. Alongside this, our school use a ‘Big Question’ approach. Open-ended questions have no right or wrong answers, but help to broaden children’s thinking process, to develop their speech and language skills, and to build confidence in their ability to express themselves using words. This approach, paired with a thread of reading running throughout each topic/subject, helps our school to ensure that all of our children are given the opportunities to reach their potential.

Literacy lessons are all text based and these texts have been carefully selected to ensure that they are pitched accurately, and also so that they link with the ‘Big Question’ for that half term. For example, a ‘Big Question’ in Year 2 might be: ‘What is the difference between being famous and being a superhero?’. Within this ‘Big Question’, the children might read texts in English lessons such as ‘Supertato’ by Sue Hendra and ‘Superworm’ by Julia Donaldson. The majority of their writing work will be based around these texts and then in History lessons, the class would look at the lives of significant individuals in the past who have contributed to national and international achievements. Throughout this half term, the children would be totally immersed in texts and discussions about superheroes and famous people, meaning that by the end of the topic, pupils can answer their class’ ‘Big question’ confidently using the experiences that they have been provided with. Another example is the question, ‘What makes you powerful?’ which might be used in year 4. Within this ‘Big Question’, the children might read ‘Iron Man’ by Ted Hughes in English, learn about Volcanoes in Geography and focus on forces and magnets in Science.

Teachers ensure that the children have a wide and engaging curriculum by:

- Planning exciting and engaging lessons
- Arranging educational visits off site, to places like Chester Zoo, Tatton Park and Portland Basin
- Providing access to in-house workshops
- Organising special guests and speakers

- Having a range after-school clubs, lunchtime groups, sports, music and languages clubs

Our school aims to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Develop confident, disciplined and enquiring learners, able to make informed choices
- Foster a love of learning
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- Facilitate considerate and positive relationships between all members of the academy community
- Ensure equal opportunities in relation to gender, race, class, special needs and belief
- Value and respect all cultures
- Provide a safe and happy work place
- Promote a thoughtful attitude towards the immediate and wider environment

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

### **Legislation and guidance**

This policy reflects 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 we have 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 boards set out in the Department for Education's Governance Handbook.

This policy 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.

### **Roles and responsibilities**

#### The governing board:

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

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- 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

#### Principal:

The Principal 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
- 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

### Staff:

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

<b>Area/ subject</b>	<b>Staff leading</b>
Curriculum:	Miss Donnellon
English:	Miss Donnellon Miss Lumb
Maths:	Miss Taylor
Science:	Mrs Beswick
History:	Mrs Green
Geography:	Mr Nowak
RE:	Miss Fallows
PSHE:	Mrs Green
Art:	Mrs Coyne
D & T:	Mrs Parker
Music:	Mrs Beswick
Computing:	Mrs Hardy
PE:	Miss Mistry
MFL:	Mrs Coyne

### **Organisation and planning**

*Each subject has its own policy where curriculum coverage is discussed in detail. Please find each subject policy on the school website.*

### Curriculum Planning:

We aim to provide systems which enable:

- Full coverage of the National Curriculum, RE and Foundation Stage to be achieved throughout the school.
- The best possible progress and highest attainment for all pupils by ensuring that consideration is given to how skills and understanding are built up gradually.
- Teachers to provide for children's learning in a time-effective way.
- The quality of lesson preparation to be maintained through agreed procedures.

### Long Term Planning:

- Breadth of Study for English and Mathematics.

- A curriculum breadth of study for our topic-based foundation subjects and science.
- Key skills to be covered during the unit of work.

### Medium-Term Planning:

- For maths and English, medium-term planning will outline objectives on which weekly planning will be based.
- Medium-term plans may be based on planning previously undertaken and will stand in place to be used in successive years, adapted and changed as necessary

### Short-Term Planning:

This will be undertaken on a weekly basis for maths, English and the foundation subjects. It will:

- set out specific daily objectives;
- outline teaching input and key questions for each part of the lesson;
- outline differentiated tasks for groups of children;
- include notes of teacher focus and use of support staff

### EYFS Curriculum:

See our EYFS policy for information on how our early years curriculum is delivered.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Monitoring arrangements**

### Governors:

Governors will monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Meetings with the Principal
- Meetings with subject leaders
- Meetings with the school council.

### Subject Leaders:

The primary role of any leader is to achieve excellence in their subject across the school. The subject leader is accountable for maintaining high standards in their subject area. This good practice should be disseminated throughout the school in the following ways:

### Policy Management:

- Write and review the policy for the teaching of the subject
- Review policy within agreed time scales
- Devise a rigorous Breadth of Opportunity which ensures coverage of the National Curriculum

### Monitoring:

- Creating a yearly action plan which defines priorities for the subject
- Monitor the coverage of the National Curriculum
- Scrutinise planning to ensure appropriate pitch and subject knowledge
- Monitor standards of pupils’ work through book scrutiny. This should include progression, ensuring high standards are maintained and subject coverage matches planning
- Assess, track and monitor progress of focus groups of learners e.g. gender, ethnic groups, more able, SEND
- Feedback to staff
- Have knowledge of the progress children make in the subject area through effective assessment procedures

### Outstanding leaders will also:

- Carry out pupil conferencing, observations and learning walks
- Analyse and evaluate Analyse School Performance data and termly benchmark reports where appropriate



- Monitor display of the subject throughout the school

#### Supporting colleagues:

Leaders provide support, rigour and challenge by:

- Leading In-service Training (INSET)
- Team Teaching
- Teaching model lessons
- Supporting planning
- Feeding back from courses and monitoring
- Providing resources
- Liaising with outside agencies

#### Resources:

Leaders will manage resources by:

- Auditing current resources
- Measuring the impact of resources on children
- Ensuring all resources are made known to staff
- Ensuring that the storage of resources is conducive to use
- Ensuring resources offer value for money
- Ensuring resources allow for coverage of breadth of opportunity

#### Evidence:

Subject Leaders need to keep comprehensive files which include:

- Policy
- Schemes of work
- Action plans
- Outcomes of monitoring
- Assessment data
- Evidence of CPD
- Examples of planning,
- Enrichment opportunities
- Educational visits
- INSETS
- Work examples
- Children's work
- School events

### **Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- All subject policies