

## **Greenfield Primary Academy**

### **Curriculum Policy 2020- 2021**

#### **RATIONALE**

Greenfield Academy 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 Greenfield 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.

#### **INTENT**

- To meet the NC 2014 and EYFS objectives- this is the minimum expectation
- To be inclusive- achievement and ambition for all!
- To develop a thirst for knowledge and an enquiring mind
- 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; starting to develop vocabulary, language structures, understanding, skills and knowledge
- To be literate, numerate, and technologically literate, and be able to confidently apply these skills to all curriculum learning and life beyond school
- To provide practical opportunities and inspirational first-hand learning
- To develop transferable skills through connectivity between and within subjects
- To challenge children and develop mastery of the curriculum and be independent learners
- 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 support children in discovering their interests, skills, talents and ambitions through opportunities outside of the curriculum

#### **IMPLEMENTATION**

1. LTP & MTP are developed using NC Objectives & Programmes of Study, EYFS Curriculum & Development Matters Framework. It is knowledge led, building understanding of fewer areas but in greater depth.
2. Greenfield Academy is a one and a half form entry school, and so the Curriculum is set up on a 2-year cycle. Children may start the curriculum during Cycle B, but over the course of their time in each age phase (EYFS, KS1, LKS2 and UKS2), they will cover all of the curriculum

3. Key Stage LTPs are knowledge- led and include all subjects to be taught, reflecting the build-up of skills and ensuring equitable delivery and coverage. Curriculum cohesion is enhanced through individual subject LTPs ensuring progression across each year group, age phase and throughout school
4. MTP ensures differentiated, progressive teaching of subjects, which develop subject specific knowledge, skills, vocabulary and language structures. Sequences of lessons are well thought out.
5. English and Maths are explicitly planned for throughout the curriculum in order to use and apply basic skills and concepts across the curriculum
6. Reading underpins the entire Curriculum. Children read at least once a week individually to an adult, and receive Whole Class Shared Reading (EYFS/KS1) or Comprehension lessons (KS2). High quality texts are used to enhance our English curriculum, as well as provide cross-curricular links in Foundation subjects
7. We provide the children with a sense of place, through the use of their locality to support the curriculum. Local history is also embedded into our LTPs, and History learning is chronological where possible (due to being on a 2-year cycle). The learning is based on historical knowledge and the impact during that time period
8. Science is identified as Biology, Physics and Chemistry so the children are clear which scientific and conceptual understanding they are learning about and this is underpinned by the key features of scientific enquiry
9. Our curriculum includes a variety of learning experiences such as; trips & visitors, investigations, home learning projects, learning outdoors and curriculum days and weeks
10. The curriculum considers Cultural Capital by developing an approach to enhance the accumulation of knowledge, skills and behaviours. Life skills and experiences are provided through extra-curricular sports activities, The Harmony Pledge, mindfulness through the PSHE curriculum, Read Achieve Succeed events, Roles & Responsibilities for the children and Young Voices. This also provides children with conversational knowledge for outside school in later life
11. 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:
  - Language Rich Environments- Tower Hamlets Progression in Language Structures
  - Interactive learning environments
  - Use of high- quality texts
  - Clear writing structure
  - Stunning Starts/ Knowledge Harvests (activating prior knowledge)/ Fantastic Finishes
  - Investigative, practical lessons
  - Concrete-Pictorial-Abstract approach in Maths
  - The use of technology
  - Explicit teaching of reading skills and strategies- phonics, individual reading, shared reading comprehension
  - Challenge for all
  - Differentiation including children at greater depth and SEND
  - Connectivity & transferable skills
  - Pre and Post teaching for identified children
  - Timely and highly specific interventions
  - Home learning (see Remote Learning Strategy)
12. 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. Marking and pupil feedback also informs planning and next steps.

13. 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.
14. 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
15. SEND- identified children receive specific support and interventions based on their learning needs
16. INA- children receive a focussed package of support when starting school, to aid their transition
17. 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 Greenfield Academy
- Our curriculum develops our children to be pro-active thinkers, confident communicators and resilient in all areas of their life
- Children leave Greenfield Academy with a knowledge of the wider world beyond Hyde, 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