

Greenfield Academy

Curriculum Policy

Rationale

As part of a multi-academy trust, we benefit from the shared expertise, experiences and collaboration of our colleagues across the organisation. 'The Harmony Model Curriculum' has been written, regularly evaluated, reviewed and adapted by our experienced practitioners over recent years. It provides an evidence-based approach, structure and guidance which academies implement whilst considering the individual context of their setting. Teachers and subject leaders are supported with high-quality CPD to ensure they have the skills and knowledge they need to deliver an exciting and meaningful curriculum for the children.

At Greenfield Academy, we personalise The Harmony Model Curriculum to fit the context of our school. We aim to provide an excellent education for all our children and every activity a child takes part in in our academy is part of this curriculum. The total learning experience is designed to maximise achievement within the National Curriculum and develop skills, attitudes and attainment that helps children to achieve their full potential in the widest sense.

When planning, the 3 I's underpin our approach to curriculum planning.

-Intent refers to what we teach and why we teach it.

-Implementation proposes what it looks like in practice.

-Impact shows what the outcomes will be.

Intent

Our Approach to Teaching and Learning is based upon the values we uphold. Respect, integrity, resilience, responsibility and acceptance underpin our ethos as does the development of the whole child. It is the intention of our teachers and leaders that we provide a broad and balanced curriculum which allows all children to be successful individuals in a rapidly changing world.

Our Curriculum encompasses the design principles outlined in the Harmony Trust curriculum statement:

- *Relevant, considering children's interests, varied, inclusive, context appropriate*
- *National curriculum coverage, age appropriate, challenge and high expectations*
- *First-hand practical enrichments & wider opportunities*
- *Communication, language and literacy is the golden thread that runs throughout the curriculum*
- *Reading is prioritised from an early stage including the teaching of phonics within and around the curriculum*
- *Fluency, problem solving and reasoning to enable application*
- *Life skills and character development*
- *Developing self-regulating learners*
- *Opportunities to experience success in different subjects & different skills and to share their learning with others*
- *Effective use of resources & technology to enhance learning opportunities*
- *Informed by evidence, research and pedagogy*

We have used our autonomy to match our curriculum to sensitively reflect our local context, history and culture and take a local to global approach.

The curriculum has been well designed so that throughout their time with us, pupils benefit from a variety of learning experiences designed to deepen their knowledge and understanding of the world and acquire and refine transferable skills to equip them with firm foundations for their entire learning journey.

Curriculum Planning

The curriculum is designed and delivered in such a way that we hook the children into a sequence of learning, either across a term, a week or an individual lesson. Learning is carefully planned and sequenced to provide meaningful learning experiences, develop a love of learning and to aid children to achieve outcomes which aspire to their potential. Connections are made, especially across English and the arts, to strengthen the links between the subject areas and to provide opportunities to apply their knowledge, skills and vocabulary in different subject areas.

We have adopted the National Curriculum Programmes of Study to ensure that we have appropriate content, structure and sequence in our curriculum. Teachers and leaders have co-constructed a broad and ambitious curriculum – **The Harmony Model Curriculum**, from this starting point which has become the framework for learning.

Long term plans have been developed into detailed Curriculum Maps which outline the intention of the topic, the sequence of learning and the enhancements which enable the pupils to make links to support the ongoing acquisition of knowledge, vocabulary and to aid memory. Careful consideration has been made to plan where and when the different topics are taught to ensure progression of knowledge, skills and understanding of concepts over time. Our curriculum mapping takes into account the knowledge and skills (composites) and the incremental steps (components) needed to ensure the children can build upon previous learning and apply prior knowledge and skills.

Medium term plans further detail the learning sequence and suggest activities teachers which meet the appropriate age-related content. They explicitly reference the learning end goals as assessment criteria, key vocabulary which should be acquired and vocabulary and knowledge which are the prerequisites for that point in the learning sequence. As with all our planning, the notion of '*planning backwards*' is adopted with the achievement of the end point in mind. It is the intention that the lesson or sequence of lessons contribute to the overarching curricular goals.

Planning is always informed by assessment and teachers plan to meet the needs of all children in their classes.

On the **Universal Resource Library** (URL), LTPs and MTPs can be found for each subject and unit of work. Half-termly ImpleMENTOR drop in meetings are held, where teachers can meet with year group or subject specific leads, to discuss this planning.

Quality First Teaching

Deep rooted in all learning is **quality first teaching** interlinked with **high quality provision which is** delivered by **highly skilled practitioners**. Expert leaders guide the teaching of knowledge, skills and conceptual understanding, shaped by the needs of our children. From experience, we know that a consistent approach to high quality teaching and learning will lead to a high quality education throughout the whole school. We provide high quality professional development opportunities as we believe that this is the most important factor in enabling high quality teaching which leads to improved outcomes for all.

Our curriculum offer is based on knowledge of how children learn and is underpinned by relevant research and evidence:

- Learning should be engaging and provide opportunities for application in an inspiring and creative way. We will adopt innovative teaching approaches and utilise every learning opportunity. Every child should be given opportunities to achieve their optimum potential and be ready for the next stage in their learning journey by developing learning behaviours for a lifelong love of learning.
- We believe that language and vocabulary are essential for success at all stages of our lives. Whilst we recognise that for our pupils who make up the significant proportion of EAL learners in our academy, we know that purposeful vocabulary acquisition which can be applied across a range of contexts is necessary skill for all. Therefore **every lesson is and will be a language lesson across the whole curriculum.**
- Reading has been and will continue to remain our highest priority. We know that attainment in reading is a key indicator for success in other curriculum areas and for later life. Through the **Read Achieve Succeed Strategy**, we will enable teachers to become expert in the teaching of reading and children to develop as confident, skilled and fluent readers who read for both pleasure and as a learning strategy.
- As a teaching and learning team, we are very aware of the challenging context of our academy and the barriers lots of our children and families face. We aim to improve our pupil's cultural capital through the curriculum by providing children with a broad range of activities and experiences. As well as the subject-based curriculum, **The Harmony Pledge** is the curriculum designed to develop character competences and raise aspirations so that children become lifelong learners and **Believe, Achieve and Succeed**. As the aims of the National Curriculum for England state, *"The national curriculum is just one element in the education of every child."*
- Further enhancements are made to broaden and deepen our curriculum: A variety of afterschool clubs which cover a range of activities (sporty, creative and pastoral), expert peripatetic practitioners who deliver music and PE, trips to places of interest linked to topics studied in class, visitors to enrich the learning sequence and a range of additional experiences as we deliver the ten points of The Harmony Pledge.

Implementation

As a teaching and learning team we have collectively agreed that we will:

- Ensure an ambitious and broad curriculum
- Set high standards of excellence for all pupils in learning, attainment, behaviour and metacognition
- Respond to the emotional well-being and mental health of pupils
- Prioritise reading to ensure pupils access the full curriculum
- Ensure prior learning is reviewed in all areas of the curriculum
- Ensure key knowledge and concepts are sequenced and modelled explicitly
- Be explicit about what pupils are learning so they know what they are learning/re-learning
- Provide opportunities for pupils to practise what they are learning and show what they understand
- Plan for sequential learning that meets the needs of pupils, with opportunities for pupils to be challenged at all levels
- Use effective questioning techniques to check pupil's understanding
- Develop pupil independence through Engagement Structures and co-operative learning where appropriate

- Ensure teaching assistants are employed effectively and put to best use following the principles outlined in the MPTA Training
- Promote the development of vocabulary, language and communication through oracy, SpeakWell structures, inPrint and structure strips
- Develop a vibrant and stimulating Learning Environment where pupil's learning journey is visibly documented and celebrated
- Assessment of pupils' starting points will inform curriculum planning and address gaps in their knowledge and skills
- Assess pupils effectively using summative and formative assessments, using this data to inform future planning, teaching and learning both at school, and remotely at home
- Attend staff development sessions, taking responsibility for own professional development
- Remain committed to ongoing professional development by ensuring a strong subject knowledge and reading relevant research and literature
- Collaborate with peers across the Harmony Trust and Tameside Local Authority
- Provide high quality and safe remote learning which aligns with in-school provision and school curriculum planning, linked to the HTML strategy
- Value and celebrate learning at home

As Subject Leaders we have collectively agreed that we will:

- Ensure that the fundamental role of the subject leader is to ensure proportions of pupils working within an age related curriculum increase over time so that outcomes for pupils are improved at all Key Stages and especially at the end of KS2
- Develop expertise to effectively evaluate provision in their academy for relevant subject area
- Develop precise action plans that will lead to improvement
- Improve the leadership of subjects through a greater understanding of pedagogy and practice, acting as the lead learner for the school
- Lead the implementation of effective practice by acting as a role model to colleagues
- Raise attainment through planning, assessment and target setting – effectively using data to lead school improvement
- Build on and develop leadership behaviours
- Support colleagues in school through modelling and coaching
- Network with colleagues to share best practice and provide mutual support

SEND provision

The Harmony Trust value all our learners and ensure inclusive learning opportunities to promote high aspirations, optimum progress and equality for all. *(For further guidance, please read the full SEND Policy Document)*

Our SEN policy and information report aims to:

- Set out how our academies will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy is in place:

- To ensure that all pupils receive their entitlement to a broad, balanced and relevant curriculum.
- To ensure that the provision is appropriate to the needs of all pupils; promoting high standards and enabling them to reach their potential and achieve their best.
- To become confident aspirational individuals, living fulfilling lives and making successful transition into adulthood.

- To ensure that provision for children with Special Educational Needs is central to curriculum planning and to recognise and record strengths, successes and create a positive self-image.
- To ensure all staff accept responsibility for the planning, organisation and delivery of appropriate educational material for children with Special Educational Needs.

INA Provision

The principles from 'Supporting Children learning EAL' (PNS 2007) are applied for all pupils with EAL. These principles are:

- Bilingualism is an asset, and first language has a continuing and significant role in identity, learning and the acquisition of languages
- Supporting continued development of first language and promoting the use of first language for learning enables pupils to access learning opportunities within the EYFS and beyond through their full language repertoire
- Cognitive challenge can and should be kept appropriately high
- Language *acquisition goes hand in hand with cognitive and academic development, with an inclusive curriculum as the context*

Impact

Assessment is not separate from, but an integral part of the curriculum plan and its strategies for teaching and learning.

We assess in order to...

- give pupils clear and accurate feedback in lessons on their attainment and progress – linked to success criteria
- clarify the pupils' present understanding and competence and gauge the progress
- assist in the diagnosis and identification of special or additional educational needs
- chart the pupils' progress and achievement throughout the school
- improve the continuity and progression of learning
- ensure continuity and coherence throughout the school and to assist in the smooth transition to other schools
- give the Principal and subject leaders a clear picture of progress and achievement within the school
- provide relevant information to various outside agencies and other key stakeholders when appropriate
- form the basis of clear and accurate reporting of progress to parents
- promote the greater involvement of pupils and parents in the teaching, learning and assessment process

By the end of each term (December, March and July) every child is given an Age Related grade of attainment in English and Maths. These grades are based on:

- Ongoing teacher assessment
- Some published testing material such as NTS
- Some tests and quizzes such as STAR reading and SumDog
- Tracking achievement of objectives on SONAR
- Whole school standardisation/moderation sessions

Target Setting

We will set clear targets for learning which will be **Small Measurable Achievable Realistic Targets**.

Monitoring Schedule and Rationale

- The purpose of curriculum monitoring is to ensure that children receive the best quality of education over time and so that leaders can plan effectively for curriculum and staff development. It is intended that monitoring will determine whether the school's curriculum is planned and sequenced so that new knowledge and skills have been built on what has been taught before and that children are making good progress towards defined age-related expectations and curriculum end points.
- The approach to the monitoring of the quality of education is one which takes into account a range of evidence from a broad range of curriculum subjects. The monitoring cycle will include learning walks, learning environment walks, looking at pupil work books, pupil interviews and learning conversations and feedback from parents, teachers and staff. Documentation such as long-term plans, curriculum maps and progression maps will also be taken into consideration to ensure that learning is clear and sequential over time. Other sources of evidence will include feedback from trips, visitors and curriculum days. During monitoring, teachers will draw on a range of AfL strategies including quality questioning so that pupils can feedback on their learning and develop this skill over time.
- During the course of an academic year, the academy will undertake monitoring across the whole curriculum with a range of leaders including subject leaders. Each half term there will be a curriculum focus, where leaders will take an in depth look at one specific area of the curriculum or a strand of the academy development plan.
- The development of the curriculum, the approach to metacognition and the overall monitoring process will be reflective of the school priorities and inform staff development and training.
- Monitoring processes will recognise that new learning is fragile and often forgotten unless explicit steps are taken over time to revisit and refresh learning. Therefore, care will be taken when assessing and monitoring close to the point of teaching. The process will also monitor that teachers are not assuming pupils have securely learnt material based on evidence drawn close to the point of teaching.
- Assessment information will continue to be used as an indicator for the quality of provision but will generate areas of inquiry for further consideration.
- The approach to assessment – needs to include weighting of formative assessment rather than summative testing. Ongoing moderation will include 'in-house' and Trust level to ensure accuracy and consistency in judgements.