



# Freegrounds Junior School Curriculum Policy

Date of last review: January 2021

Date of next review: January 2022

Date approved:

Approved by: Policy Working Group

Signed:

## Intent

At Freegrounds Junior School we **aspire**-to aim high, **believe**- in who we are and **achieve**-beyond our dreams.

We want all children to be:

- Aspirational citizens who strive to be the best they can be and make a positive contribution to society.
- Confident individuals who are able to live happy, safe and healthy lives.
- Successful learners who acquire the knowledge, skills and positive learning behaviours they need to enable them to live fulfilling lives.

In order to achieve this we have developed a curriculum which is inclusive, relevant and challenging. Children learn how to make meaningful links between subjects through the sequential teaching of skills and knowledge as well as developing a deep understanding of key vocabulary which will result in them knowing more and being able to do more by the time they leave.

The curriculum is underpinned by the school's learning behaviours which are Teamwork, Resilience, Reflection, Independence, Creativity and Critical Thinking. Through the development of these skills, our children will be equipped to access opportunities and overcome challenges which lie ahead of them.

## Summary of our aims

We aim to:

- Meet current statutory legislation- National Curriculum 2014, Living Difference III.
- Ensure the taught skills of Literacy, Numeracy and Science promote high standards in these areas.
- Develop key skills and knowledge in all areas of the curriculum by ensuring continuity and progression.
- To nurture every children to believe in themselves and provide opportunities for them to be successful.

## **Curriculum Design**

At Freegrounds Junior school we adopt a thematic approach to learning and learn through topics, however discrete subjects are taught where relevant. The topics develop key skills and knowledge in different curriculum areas through a common theme. The topics are designed to be engaging and relevant to the children as well as being driven by our curriculum drivers of:

- Promoting positive mental health and wellbeing
- Learning outdoors
- Celebrating the diversity of Britain

Topic half term overviews contain details of the learning to be covered throughout the topic and can be found on the school website.

Medium term plans are completed by subject leads to ensure an appropriate progression of knowledge and skills which is based on The National Curriculum. RE follows the Hampshire agreed syllabus- Living Difference.

## **Learning Behaviours**

Our curriculum aims to promote our Learning Behaviours which are introduced to the children as characters. They are:

- Teamwork
- Resilience
- Reflection
- Independence
- Creativity
- Critical Thinking

We believe that by focusing on these skills we will equip all children with the skills they need to support them as lifelong learners.

## **Role and Responsibilities**

Each year group has a yearly overview detailing each curriculum subject or area of learning. They are broadly grouped into half termly projects. These curriculum overviews are published on the school's website.

Each subject has a subject overview detailing the provision for the whole school. It identifies specific National Curriculum statements to be taught and when. Furthermore subject leaders have an overview of the progression of vocabulary, skills and knowledge to ensure continuity and progression for the children throughout their journey through the school.

The Curriculum Lead maintains an overview of the curriculum (subject and year group overviews) and works in partnership with the Senior Leadership Team and Subject Leaders on a range of

strategic planning, monitoring and evaluating tasks using the full range of evidence provided by other staff and governors.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within their subject overviews. Subject Leaders also keep ongoing action plans for their subjects, writing or update medium-term plans, lead improvements in outcomes, monitor and analyse the standards of teaching and learning within their subject, provide or signpost staff towards training and resources and engage in developmental work with external colleagues. Subject Leaders will have regular time to undertake the activities above and are expected to report to the Curriculum Leader and their designated governor.

Year Teams are responsible for producing cohort half-termly curriculum overviews and lessons planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. The National Curriculum and the school's progression of knowledge and skills document is used to identify the focus objectives for each subject which will be assessed by the class teacher. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes opportunities for a wide range of memorable experiences which link to our curriculum drivers and the acquisition of knowledge, skills and a rich vocabulary.

### **Assessment, Recording and Reporting**

Continuous assessments are made during each unit of work. These assessments are then reported to parents in the Summer term of each academic year. Assessment evidence may be shown and gathered through photographs, videos and children's work. Each subject leader is responsible for overseeing that assessments are accurate and consistent.

### **Monitoring**

Monitoring can take many forms which may include but is not limited to; pupil conferencing, lesson observations, book looks or planning scrutiny. The purpose of monitoring the curriculum is to:

- Evaluate the impact of our curriculum on:
  - Raising pupils' attainment and progress,
  - The progression of knowledge and skills,
  - The appropriateness and relevance for all pupils,
  - Pupils' participation and engagement,
  - Meets statutory requirements,
  - Promoting the school's aims and learning behaviours,
  - Accessibility and inclusion,
  - Manageability
  - Providing continuity for pupils learning
- Support, identify and inform professional development of staff
- Identify targets and areas for development that will further develop the quality of provision of the learning taking place.

### **Special Needs and Equal Opportunities**

All children will have equal opportunities to access the curriculum, regardless of their race, gender, cultural background, ability or of any physical or sensory disability.

### **Health and Safety**

The general teaching requirements for Health and Safety applies to all subjects across the school. Particular attention should be paid when delivering science or when taking children out of school or into the school grounds. Risk assessments should be written wherever necessary and reviewed.