



## ALDERMAN JACOBS PRIMARY SCHOOL (ACADEMY TRUST)

### CURRICULUM POLICY

#### Aims

The curriculum at AJS is meaningful, manageable and motivating. It more than fulfils the requirements of the National Curriculum programmes of study, being ambitious for all pupils in its intent. At Alderman Jacobs we aim to raise educational achievement and attainment equitably as a vital key to improving the quality of life for all of our pupils now and in the future.

The curriculum is a vehicle through which our values are communicated and lived on a day-to day basis. We strive at all times to be a force of positive energy in the local community.

We value and promote;

- Energy for Learning: progress, skills and attitude
- Energy for Life: health, aspirations and sport
- Energy for the Environment: Respect, compassion and being 'green'

At Alderman Jacobs particularly value the following skills and actively help our pupils to develop them - we believe these skills are a vital foundation for their future lives:

- Communication
- Independence
- Resilience

#### The concept-based curriculum

At Alderman Jacobs School, we believe that children should explore the 'big ideas', or concepts, involved in the story of our world. This enables them to understand themselves, those who have lived before them or who live in different places to them, those who are like them or different to them, those who interpret the world and those who shape the world. Thus they can make meaning, debate and innovate and more easily navigate their way through their future lives.

Our curriculum encompasses the following concepts:

- **Identity and diversity** - understanding these concepts enables children to know themselves, other people and the world both close to them and far away
- **Power and systems** - understanding these concepts enables children to understand why the world is as it is now and consider how it might be different

- **Democracy and change** - understanding these concepts enables children to understand how they and others affect the world around them by words and actions

## **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 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 boards set out in the Department for Education's [Governance Handbook](#).

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](#).

## **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 and disability (SEND)

### **Headteacher**

The headteacher 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
- 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 SEND

### **Other Staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The school appoints individuals with specific skills to lead on key aspects of the curriculum.

**The impact of the curriculum can be assessed in the following ways:**

**In discussion with leaders is it clear that:**

- The progression of knowledge, concept and skills through each area of the curriculum is well planned and enacted?
- The curriculum exposes pupils to events and people that inspire them to achieve in all areas of the curriculum?
- Learning develops children's awareness of the need for compassion and respect towards individuals and the environment?

**In observation, in their books and in discussion with pupils is it clear that:**

- Pupils communicate their understanding of the subjects they have studied in some detail, making connections and accessing prior knowledge in order to aid their explanations?
- Children work with independence, using the knowledge and skills they have been taught to compose their own interpretations in each subject?
- Children show resilience in their work, seeking challenges and following their questions to conclusions?
- Children approach new experiences, concepts and people with an open mind, keen to learn all about them?

### **Curriculum Statement**

**A meaningful curriculum:**

Children at Alderman Jacobs have:

- A curriculum that is rich in the key concepts, skills, knowledge and vocabulary of each subject
- Opportunities to develop a range of skills for learning and life, in particular good oracy and communication
- Experiences that enable them to have a positive attitude to challenges, themselves and others and ensure that they value individuals and communities

Teachers have:

- Strong knowledge of the requirements of the National Curriculum
- A clear understanding of the rationale behind the curriculum and how it relates to the pupils of Alderman Jacobs School

**A manageable curriculum:**

Children make good progress by experiencing a carefully planned curriculum that takes into account:

- How children 'learn' the curriculum, for instance through linking knowledge to overarching concepts that recur in each subject and by enabling pupils to see how their learning relates to what they have studied previously

- The time needed for pupils to solve problems and ask questions using their knowledge, thus allowing independence and application of knowledge
- Opportunities for pupils to review and revisit learning so that it 'sticks' in their long term memory

Teachers facilitate good learning because they have:

- A well organised curriculum led by skilled subject leaders, in which progression through concepts, skills, knowledge and vocabulary in each subject are clearly stated
- Subject knowledge, CPD, pedagogical knowledge and resources that underpin their teaching of the full curriculum

### **A motivating curriculum:**

Children experience a curriculum that is:

- Interesting and challenging so that they are fully engaged in their learning and want to explore subjects in depth
- Enriched by practical activities, visits and visitors that inspire and excite them, enabling them to have good memories of learning and their time at school
- Inclusive of the needs, communities and interests of all learners so that they are motivated, build confidence and take pride in their achievements

Teachers:

- Are inspired by the subjects they teach and pass this enthusiasm on to pupils
- Have good knowledge of all areas of the curriculum and can share areas of strength and expertise in their team
- Development of the curriculum to meet their differing needs;
- Individual care or support plans to support their progress;
- Additional support with lessons where possible.

### **Nurture Curriculum**

Some pupils spend some or all of their time in school attending nurture provision. This enables them to be successful in school by placing lower cognitive load and demand on them. Teachers are responsible for setting work for pupils in nurture provision and adapt learning from the pupil's year group so they receive their entitlement to the curriculum. While the aim is that every pupil receives their full curriculum entitlement, with reasonable and protective adjustments to enable this, the nurture group lead and adults working with individuals may adapt learning further if needed to ensure that the level of demand does not act as a trigger for strong emotional responses.

### **Subject statements**

#### **Art and Design:**

Pupils have:

- Knowledge of a range of artists from around the world, both modern and classic who will inspire their work
- The vocabulary and skills to analyse and evaluate creative works
- Learning that allows them to develop resilience and a growth mind-set when developing their skills as artists

Teachers have:

- the knowledge to provide opportunities to use a range of media and study a range of artists

- the clear understanding of the progression of skills and techniques that children need to become confident artists
- enthusiasm for art and design and confidence to allow children to freely explore the subject

### **Computing:**

Children have:

- The knowledge to use computing and information technology responsibly, safely, confidently and creatively
- The skills and practical experience to create programs, systems and a range of content that solves problems
- Opportunities to become digitally literate so they can express themselves and develop their ideas through information and communication technology

Teachers have:

- Access to a wide range of equipment to enable exciting and challenging learning in computing
- Supported planning with detailed guidance from the Cambridgeshire IT service and the Teach Computing Curriculum

### **Design Technology:**

Children have:

- Opportunities to develop imaginative thinking and explore products so they can talk about how things work, draw and model their ideas and evaluate effective designs and products
- The practical skills and knowledge of materials and tools that enables them to make high quality products safely
- Knowledge and skills to create healthy food and understand how to apply knowledge of nutrition when choosing ingredients

Teachers have:

- Membership of the Design and Technology Association, which includes guidance, planning and training
- Resources and facilities that support effective teaching of this practical subject

### **Geography:**

Children have:

- The skills to name locate, describe and compare locations and cultures studied, developed in part through real life experiences
- The opportunity to use geographical skills to investigate their locality and the wider world so they develop a fascination for the world and its people
- The ability to investigate and express well-balanced opinions about contemporary issues in society and the environment

Teachers have:

- Clear guidance on the progression and coverage of geographical skills so they can plan learning that builds on previous knowledge and skills
- Support and resources to enable pupils' exploration of the subject

### **History:**

Children have:

- A good balance of learning new knowledge and having the opportunity to apply skills such as historical enquiry and interpretation.
- The ability to make links to previous learning and their own experiences of the wider world, making connections between different periods and contrasting civilisations, reflecting how the past has shaped life today.
- A passion for history, are inspired to become historians carrying out their own research and communicating their own findings and opinions.

Teachers have:

- Clear guidance on the progression of historical skills so they can ensure both progression and consistency across the school in this subject
- Access to support, resources and artefacts to enable them to provide stimulating first hand experiences that inspire pupils and encourage independent exploration.

### **MFL:**

Children have:

- An ability to understand and communicate in a new language.
- An increased cultural awareness of the countries where the language is spoken.
- The confidence to speak with good intonation and pronunciation and the developing skills of fluency in reading and writing.
- Opportunities to experience languages through a range of media including music and games.

Teachers have:

- Clear guidance on the progression of language skills across KS2 so that language teaching is both progressive and consistent across school.
- Support and resources to enable them to plan and deliver exciting lessons and build a love of language learning.

### **Music:**

Children have:

- Sustained opportunities for music making including performing, listening, composing and appraising
- Opportunities to enjoy singing a range of songs in different genres and styles and explore how to control their voices in a variety of contexts; playing a variety of percussion instruments both tuned and untuned with increasing control, accuracy and precision
- Opportunities to develop their understanding and enjoyment of the interrelated dimensions including pitch, duration, dynamics, tempo, timbre, structure and appropriate notation

Teachers have:

- Access to a high quality progressive music scheme
- Support from music leaders with specialist subject knowledge

### **Physical Education:**

Children have:

- The opportunity to take part in a wide range of physical activities, in school, as part of the local group of schools and in competitions with other schools that help to develop their confidence in themselves and their bodies

- Skills and knowledge of a range of sports and activities, including balance bikes, cup stacking, dance, gymnastics, games, team sports, athletics and (in KS2) swimming, developed by their teachers, the PE specialist there and specialist sports coaches
- Knowledge of how PE contributes to their overall health and physical development

Teachers have:

- Support from a specialist PE teacher who gives guidance with planning and teaching PE
- Access to resources, facilities and training that support their teaching

## **PSHE:**

Children have:

- Opportunities through their learning to develop skills for communication, empathy and healthy relationships
- Time to explore, consider and discuss topics that support the development of resilience, self-esteem, self-efficacy and aspiration
- Accurate knowledge that supports their ability to deal with personal situations and make sound decisions about things that affect their health and wellbeing

Teachers have:

- Clear guidance about how to approach the teaching of PSHE, including the use of familiar texts so that all learners are supported
- Planning and support documents from the Cambridgeshire PSHE Services

## **RE:**

Children have:

- Opportunities to develop their knowledge of Christianity and the other principal religions and world views represented in the United Kingdom, through work in class, visitors to school and educational visits
- Time to explore the influence of beliefs, values and traditions on individuals, communities, societies and cultures and develop their understanding of this
- An environment that supports pupils to develop attitudes of respect towards people who hold views and beliefs different from their own

Teachers have:

- Support for planning, guided by the Cambridgeshire scheme of Work for RE
- A wide range of resources and artefacts that support their teaching of World religions

## **Science:**

Children have:

- Opportunities to develop scientific knowledge and conceptual understanding in science through study in class and the school grounds, visits from specialist organisations and educational visits
- Learning that helps them to understand the implications of science, how it can be used to explain what is occurring now and predict how things will behave today and in the future
- Time to plan and conduct scientific investigations that help them to answer scientific questions, generating excitement and curiosity about scientific phenomena

Teachers have:

- Membership to the Association for Science Education that gives guidance and supports their factual and pedagogical knowledge in science
- Resources and facilities that support effective teaching and learning in science

## Progression and standards

- The National Curriculum is our reference for standards in English, maths and science and we track pupil progress through the curriculum in these subjects; guidance from the Association for Science education informs science progression; end of key stage statements are used to assess in Y2 and Y6
- Music progression is planned through use of Charanga scheme
- MFL progression is planned through use of Language Angels scheme and on guidance from the Primary Languages Network
- Computing progression is planned through use of the Cambridgeshire Computing Framework
- RE progression is planned through the Cambridgeshire agreed Syllabus
- PSHE progression is planned through the Cambridgeshire Primary Personal Development Programme
- PE progression is planned through the Cambridgeshire Scheme of Work for Physical Education
- Progression in Art and Design, Design Technology, Geography, History are informed by Chris Quigley Milestones and follow guidance on progression from Access Art, the Design and Technology Association, and The Historical Association
- We monitor pupil progress through the year and maintain an ongoing dialogue with parents and carers regarding concerns and successes.
- Pupils are engaged in self-assessing their progress in all subjects through engagement in metacognitive strategies of planning, monitoring and evaluating; in foundation subjects, this is aided by use of the topic overview:
  - Subject leaders:
    - Use the overview to monitor provision e.g. the use of the big question to draw the generalisation out of the learning
    - Use the annotated overview to discuss learning with pupils during book study
    - Use the annotated overview to discover common misconceptions, progress through the skills in the subject and development of knowledge and understanding in the unit
  - Teachers:
    - Use this as reference and discuss with pupils in each session
    - Use this to develop pupils' planning, monitoring and evaluation (metacognition) throughout the topic at an age-and-stage-appropriate level e.g modelling the process of highlighting in Y1 and Y2, modelling the process of thinking out loud to make simple annotations in Y3 and Y4, encouraging self-selection of annotations in Y5 and 6
    - Use the annotations for ongoing assessment, adapting learning to address any misconceptions indicated
  - Pupils:
    - Engage with the topic overview with growing independence as they progress through school
- We regularly monitor and compare our school's national test and exam results against national and local benchmarks, as well as with similar schools. We identify our strengths and weaknesses in order to raise our pupils' attainment further.
- We analyse the achievement of all pupils and the groups of boys, girls and pupils who have SEND or receive pupil premium funding in order to develop strategies to address imbalances where they occur.



- The curriculum is adapted to ensure that all learners access their full curriculum entitlement and so that barriers in core subjects do not impact on pupil's engagement with and success in foundation subjects
- We maintain systems for monitoring pupils' progress to enable us to estimate and predict annual progress, for example Baseline assessments, teacher assessment. With this information, we set targets to challenge and improve pupils' attainment, especially at the end of each key stage.

### **Appraisal and Capability**

Through appraisal and capability we:

- Regularly monitor pupils' work and ensure we agree pupils' standards of attainment;
- Evaluate the quality of our teaching and its impact on pupils' attainment and ensure consistency within our teaching and learning policy;
- Ensure we develop our own professional expertise in order to improve pupils' attainment;
- Feed this information into the Teaching over Time record of each teacher to give an overview for appraisal.

### **Child Protection.**

Governors recognise that it is our duty to ensure that every child in their care is safe, and the same principles should apply to the virtual or digital world as would be applied to the school's physical buildings.

**Subject specific guidance: For more detailed subject specific guidance contact the school office**

### **Links with other policies**

This policy links to the following policies and procedures:

- Assessment, Marking and Target Setting
- Early Years Foundation Stage
- SEND Provision and Inclusive Education
- Safeguarding and Child protection
- Equality Information and Objectives
- English policy
- Handwriting Policy
- Maths policy
- PE policy
- PSHCE policy
- Reading Policy
- Religious Education Policy
- SRE Policy
- Spelling Policy

**Non-Statutory**

=Reviewed		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Elaine Crane	Summer 2022	Achievement Committee	18 Jan 2023	2 Years	Summer Term 2024	<i>Cathy Carlson</i>	<i>Whitney</i>