

Knowsley Junior School

Curriculum Policy

Aims:

- To establish an entitlement for all pupils.
- To establish expectations for teachers.
- To promote continuity and coherence across the school.

Intent

At Knowsley Junior School we believe that the curriculum is a powerful tool that promotes a love of learning, a willingness to explore, and the time to have fun. Respecting each other and succeeding together is at the heart of everything we do. We are proud to use the national curriculum as a starting point for a wide and varied learning experience for our children. We enrich it with our strong ethos, based on respect for ourselves and others, equality, an understanding of the importance of British Values, and a sense of wonder at the world in which we live. We are committed to developing the whole child and expanding each pupil's cultural capital. We have high expectations of all our children and they will have the opportunity to be creative, physically active and academically challenged.

We teach a topic-based curriculum, in which the majority of the core and foundation subjects are taught in a meaningful, cross curricular way wherever possible.

Themed weeks (Healthy Me, Healthy Planet; Victorian Week; Arts Week and Enterprise Week) help pupils to celebrate our local area and its context, learn about our community (both past and present) engage with residents and to appreciate the wider world and their impact upon it.

The curriculum at Knowsley Junior School will promote:

- The highest standards of achievement by all pupils, regardless of ethnic origin, gender or social background.
- Pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens, able to respond positively to the opportunities and challenges of a rapidly changing world.
- A commitment to lifelong learning.

Structure

To achieve our intentions, Knowsley Junior School works in collaboration with pupils, parents, governors and the wider community (businesses, sports clubs and religious leaders) to provide a curriculum which:

- Enables children to take pride in their achievements and develop a commitment to learning.
- Is sufficiently broad, balanced, relevant and flexible to develop pupils' knowledge, skills and understanding through experiences appropriate to their ages and abilities, regardless of their gender, ethnic or social background and taking account of any talents, special educational needs and disabilities.

- Satisfies the requirements of legislation relating to the national curriculum and religious education (RE), ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills and knowledge.
- Engages learners and provides for continuity of experiences and progression within and beyond the key stages and promotes lifelong learning.
- Builds self-confidence, self-awareness and understanding of how to be a successful learner and to be aspirational about future goals.
- Promotes pupils' self-esteem and challenges them to achieve the highest standards, taking account of ability and aptitude.
- Offers opportunities to assess the progress and attainment of each pupil, to determine whether learning objectives and any agreed targets have been achieved and what should be the next steps in learning.
- Includes a means of recording the progress and attainment of each pupil, and reporting these to parents and pupils.
- Prepares pupils for the responsibilities and opportunities that arise throughout life in a democratic, multicultural and technological society; equipping them with the knowledge and skills to stay safe.
- Extends knowledge, experience, imagination and understanding in ways which develop creative, critical and analytical capabilities combined with an awareness of moral values and a capacity for the enjoyment of learning.
- Fosters respect for the environment and an understanding of the ways in which human activity can affect the local, regional, national and global environment.
- Promotes the importance of healthy living.
- Enables pupils to ask questions and take risks with their learning.
- Works in partnership with the family and society at large, leading to an appreciation of the value of co-operative sustainable development and the rights and responsibilities of being a citizen.
- Prepares pupils well for the next stage of learning.
- Promotes pupils' understanding of their roles as members of the school, local, national and international community.
- Allows children to experience a wide breadth of experiences and opportunities that will help them to become well rounded educated citizens, regardless of background, circumstances or needs.

Implementation

To implement our curriculum, we have taken careful consideration of where and when topics will be delivered. Statutory elements (such as teaching history before 1066 in chronological order) have helped to shape the sequence of learning throughout Key Stage 2.

Our curriculum is reviewed annually to allow us to adapt to our learners needs, address any barriers to learning and develop new lessons based on available resources or the most up to date research.

Our curriculum has breadth; involving a wide range of experiences that develop all areas of skill, knowledge and understanding. Throughout a pupil's education, the following skills will be developed:

- Reading, writing, speaking, listening and numeracy
- Observation, recording and drawing

- Locating, retrieving, evaluating and using information from a range of sources
- Problem solving
- Practical application of skills
- The use of information and communication technology
- Planning and evaluating work to improve it
- Independent learning
- Creative and critical thinking
- Interpersonal skills
- Critical appreciation the work of others and themselves
- Emotional literacy
- Aspirations for the future

Balance and Progression

- Progression documents indicate the acquisition of knowledge and skills in each year group and allow teachers to see where the pupils' have previously come from and what they need to attain in the future. Materials taught to develop pupils' knowledge and understanding become increasingly extensive and specialised as pupils mature.
- A balanced and flexible curriculum provides pupils with regular teaching across the full range of the curriculum and meets the identified needs of individual learners within its framework.
- Overview documents indicate the essential (sticky) knowledge and skills for each topic, along with non-negotiable vocabulary to ensure children are aware of what objectives they need to meet.
- We enliven the curriculum through the use of educational visits, visitors and also through the use of school grounds, the locality and the wider environment. Homework will be set, where appropriate, to link the curriculum with learning at home.

Planning

We plan our curriculum as a mix of discrete and integrated subjects. Mathematics, physical education, languages and computing are taught as discrete subjects. English, the humanities subjects, art and design, and design and technology are taught through an integrated creative curriculum. These are organised into broad topic areas distributed and balanced throughout a child's school career. Where possible, links are made between all subjects and detailed planning should take into account teaching grammar across all areas. Each topic is driven by a different national curriculum subject, alongside which other subjects are taught.

Teachers plan collaboratively and our systems of planning are consistent and carefully structured. Cooperation in planning gives an opportunity for teachers to share the workload and their expertise.

We plan our curriculum in three phases. A long-term plan indicates what topics are to be taught in each term. Our medium-term plans give clear guidance on the objectives, teaching strategies and specific skills to be implemented in each topic.

Short-term plans are those that our teachers write on a weekly basis and list the specific learning objectives and expected outcomes for each lesson.

Impact

Our broad and balanced curriculum helps to prepare our children for life beyond school. We aim for our pupils to become well-rounded citizens and to always consider the next steps of their journey.

We assess our children's learning three times a year via core subject assessment weeks and overview foundation assessment sheets. This allows us to see any gaps in pupils' understanding as well as deepen learning for those who are exceeding age related expectations.

Subject leader book scrutinies, learning walks and discussions with children enable leaders to evaluate the children's learning.

Regular retrieval practise, weeks or months after teaching has taken place allows us to assess whether pupils' long-term memory has changed and true learning has taken place.

Observations of pupils' fluency and deeper learning across the curriculum allow for judgement of the impact made.

Responding to pupils' diverse learning needs

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Targets set out on Education and Healthcare Plans (EHCP) for children with special educational needs and those specified during PCR meetings may include, as appropriate, specific targets relating to areas of the curriculum.

Teachers planning will set high expectations and provide opportunities for all pupils to achieve so that everyone can take part in lessons fully and effectively. Teachers will take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments.
- Securing their motivation and concentration.
- Providing equality of opportunity through teaching approaches – ensuring children of all abilities are given the opportunity to succeed and make progress.
- Using appropriate assessment approaches.
- Setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable, yet challenging, and help pupils to develop their self-esteem and confidence in their ability to learn.

Role of the Subject Leader

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews their subject, ensures that there is full coverage of the national curriculum and that progression is planned into schemes of work.

It is the responsibility of the subject leader to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress in that subject area.
- Provide efficient resource management for the subject.

Resources

There are sufficient resources for teaching each topic and subject in school. Resources are located within classrooms or in a central store where there is a topic box for each unit of work. The library contains a good supply of topic books and software is available to support children's individual research.

Health and Safety

We enable all pupils to have access to the full range of activities carried out whilst at Knowsley Junior School. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form. Further information can be found in the Health and Safety Policy.

Child Protection

We seek to safeguard children and young people by:

- Valuing, listening to and respecting them.
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Sharing information about child protection and good practice with children, parents, staff and volunteers.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- Providing effective management for staff and volunteers through supervision, support and training.

See separate Child Protection Policy and Safeguarding Policy for further information.

This policy should be read in conjunction with policies for Inclusion, Assessment, Teaching and Learning, SEND and Discrimination.
This policy will be reviewed at least every two years.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Curriculum Policy	Name	Set out our aims for our school curriculum	All Staff Parents	School server Website	Two year

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
✓		

Signed Chair of Governors

Date/...../.....

Review