CURRICULUM POLICY

Description	Tag
The Executive Principal of the academy	Lorraine Clarke
The academic year	2016 - 2017
Chair of Governors	M Sandell
The Local Authority	East Sussex

POLICY INFORMATION

Named personnel with designated responsibility

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2016 / 2017	Lorraine Clarke	Mark Rankin	N Tewksbury	M Sandell

Policy review dates (frequency of review: bi annual)

Review Date	Changes made	By whom
Oct 2016	Policy created	Charlotte Phillip

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2016/2017	30.10.16	M. Sandell

CONTENTS

1 AIMS

All aspects of our curricula provision have been devised with the 2014 National Curriculum in mind. We have ensured that all the statutory requirements are fully adhered to and that all pupils are fully prepared to meet the requirements of the National Curriculum tests in English and mathematics at years 2 and 6.

A strong command of English and mathematics is a vital foundation for the whole curriculum. We prioritise depth before breadth so that all pupils secure firm foundations in these core subjects as early as possible, allowing them to flourish across the breadth of the full curriculum.

The aims and objectives of the curriculum in our academy are:

a   The provision of a high quality, relevant education for all children.

b   To assist all pupils to develop to their full potential by striving to cater for their different strengths and interests.

c   To equip pupils with the skills, knowledge and attitudes necessary for both the present and the future needs of the immediate community and society at large.

d   To provide cross curricular links to ensure that pupils' learning has even greater coherence.

e   To excite our pupils imaginations

f   To support pupils in mastering the skills, knowledge and understanding required to be fully prepared for secondary education.

2   GUIDING PRINCIPLES

2.1   To commit extra time to English and mathematics so that students can attain proficiency and address the curriculum with confidence.

2.2   To focus on depth before breadth.

2.3   Potential areas of difficulty and barriers to pupil achievement are identified and addressed during planning to ensure that pupils with SEN and disabilities have access to study the national curriculum.

2.4   Opportunities for cross curricular links are identified during medium term planning, especially between English and the foundation subjects.

2.5   Involve our children in decision-making about their learning, allowing children choice and independence which supports:

        a   Tell me and I forget.

        b   Show me and I remember.

        c   Involve me and I understand.

2.6   Closely monitor and assess progression in attainment and application of skills, including a graduated approach to identifying and responding to SEN (see SEND Policy)

2.7   Help our children to transfer skills between different areas of the curriculum in order to encourage flexibility and resourcefulness and to enable them to use their strengths in one area to overcome challenges in another – to overcome 'I can't' and 'I don't get it'.

2.8   Ensure our children are active, motivated and enthusiastic learners.

2.9   Ensure our children know what they are learning and WHY.

2.10   Allow time to engage, reflect and review – including peer and self-evaluation.

2.11   Use a wealth of relevant resources – in classrooms, outdoors, in the local community and the wider area, including visits and visitors.

2.12   Allow our children to demonstrate their learning in different ways – not always pages in an exercise book but photographs, posters, products, presentations, performances...

2.13   'An effective curriculum would enable all pupils to feel that they are gifted and talented and that they have some flexibility to choose their own learning pathways' (Ros Wilson).

3   ROLES AND RESPONSIBILITIES

3.1   The **Executive Principal** will ensure that:

     a   All statutory elements of the curriculum are met.

     b   The amount of time provided for teaching the curriculum is adequate and reviewed regularly by the policy and curriculum committee.

     c   The governing body is fully involved in the decision making processes that relate to the breadth and balance of the curriculum.

     d   The governing body is advised on statutory targets in order to make informed decisions.

     e   The curriculum meets the mission statement and our values and ethos.

3.2   **Teaching and Support staff** will ensure that the curriculum is implemented in accordance with this policy.

3.3   The **governing** body will ensure that:

     a   It considers the advice of the Executive Principal on curriculum issues and when setting statutory and non-statutory targets.

     b   Progress towards annual statutory targets is monitored.

     c   National Curriculum tests and teacher assessment results are published in the academy prospectus and in the academy profile and progress towards meeting agreed targets are described.

     d   It participates in the decision making about the breadth and balance of the curriculum.

3.4   The curriculum is regularly reviewed and updated.

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4   SUBJECT GUIDELINES

4.1   Foundation stage

4.1.1   The Early Years in Ark Schools provides the foundation for all future learning. We aim to give children the broad range of knowledge and skills that provide the right foundation for excellent future progress through school and life. To ensure this, learning and development opportunities are planned around the needs and interests of each child and are assessed and reviewed regularly. Adults respond to each child's needs and interests, guiding development through warm, positive interactions in stimulating, well-resourced indoor and outdoor environments.[1]

4.1.2   It is the adult's role to teach, support, stimulate and extend children's learning through initiating and extending experiences and interacting skilfully and sensitively with children to scaffold, support and enhance learning.

4.1.3   We have developed a specific Early Years curriculum taking full account of the requirement of the statutory E.Y. Framework (2012), which combines the development of personal, social and emotional skills, opportunities for child initiated learning and a broad curriculum with daily mathematics and literacy sessions.

4.2   Weekly curriculum weighting as a minimum (see Table 1)

Subject	Reception	Key Stage One	Key Stage Two
English	5 x 30mins lessons = 2 hrs 30mins / week	5 x 1hr lessons = 5hrs / week	5 x 1hr lessons = 5hrs / week
Phonics (YR – Y4)*	5 x 45mins lessons = 3hrs 45mins / week	5 x 45mins lessons = 3hrs 45mins / week	
Fresh Start (Y5-Y6)*			

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[1] Positive relationships Statutory Framework P6 1.9

Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Most pupils will complete the RWI programme in Y2. For pupils in Y3 and Y4, they may still need the RWI programme until they are proficient in their word reading skills. Pupils in Y5 and Y6 should have Fresh Start every day if they are not proficient in their word reading skills.

Spelling from Y2 onwards (once pupils have completed the RWI programme).			3 x 20mins = 1 hour / week
Guided reading	5 x 15mins lessons = 1hr 15mins / week	5 x 30mins lessons = 2hrs 30mins / week	5 x 30mins lessons = 2hrs 30mins / week
Handwriting	N/A	3 x 10mins lessons = 30mins / week	As required intervention
Grammar	Taught within lesson	5 x 15mins lessons = 1hr 15mins / week	5 x 15mins lessons = 1hr 15mins / week
Mathematics	5 x 45mins lessons = 3hrs 45mis / week	5 x 1hr lessons = 5hrs / week	5 x 1hr lessons = 5hrs / week
Maths meetings	5 x 15mins lessons = 1hrs 15mins / week	5 x 20mins lessons = 1hrs 40mins/ week	5 x 20mins lessons = 1hrs 40mins / week
Science	Integrated into areas of learning	1 x 1hr lesson = 1hr / week	1 x 1hr lesson = 1hr / week
PE	2 x 1hrs lessons = 2hrs / week	2 x 1hrs lessons = 2hrs / week	2 x 1hrs lessons = 2hrs / week
PSHE	1 x 30mins lesson = 30mins / week	1 x 30 mins lesson = 30 mins / week	1 x 30mins lesson = 30mins / week
Humanities	Integrated into areas of learning	1 x 1hr lesson = 45 mins / week	1 x 1hr lesson = 1hr / week
ICT	1 x 30mins lesson = 30mins / week	1 x 30mins lesson = 30mins / week	1 x 60mins lesson = 60mins / week
Music	Integrated into areas of learning	Integrated into areas of topic learning	1 x 30mins lesson = 30mins / week
Modern foreign languages	N/A	N/A	1 x 30mins lesson = 30mins / week
Religious education	Integrated into areas of learning	1 x 30mins lesson = 30mins / week	1 x 60mins lesson = 60mins / week
Art/DT	Integrated into areas of learning	Integrated into areas of topic learning	Integrated into areas of topic learning
Total	15hrs 30mins	23hrs 45min	23hrs 45mins

Table 1 - Weekly curriculum weighting

4.3   Programmes of study (see Table 2)

Programmes of study/schemes of work	Early Years	Key Stage 1	Key Stage 2
Phonics	RWInc	RWInc	RWInc Y3-Y5 Freshstart Y5-Y6
Spelling	N/A	Get Spelling from Y2 onwards, as soon as pupils have completed the RWI programme	Get Spelling
English	Own school's scheme that links to school's literature spine and topics. The main approaches used in network are **Talk for Writing** and the **Power of Reading**.		
Guided reading	N/A	Ridge Reading; language rich exploration and probing comprehension skills	Ridge Reading; language rich exploration and probing comprehension skills
Handwriting	EY Development Outcomes and Early Learning Goals Nelson	Nelson	Nelson
Numeracy *When a school transitions to the Ark network, Mathematics Mastery is introduced into YR and Y1 and then moves up the school year on year. In other year groups, schools follow the White Rose Maths Hub programme.*	Maths Mastery/Maths Meeting	Year 1- 3: Maths Mastery/Maths Meeting	Year 4-6: NC 2014/Maths meeting
Early years	EY Development Outcomes and	N/A	N/A

	Early Learning Goals		
Science	EY Development Outcomes and Early Learning Goals	Published schemes	Published schemes
History	EY Development Outcomes and Early Learning Goals	QCA/ Published schemes	QCA/ Published schemes
Geography	EY Development Outcomes and Early Learning Goals	QCA/ Published schemes	QCA/ Published schemes
ICT	EY Development Outcomes and Early Learning Goals	Published schemes	Published schemes
RE	LA Scheme of Work	Canterbury Diocese Scheme of Work	Canterbury Diocese Scheme of Work
PSHE	SEAL/LCP/P4C	SEAL/LCP/	SEAL/LCP/
PE	Val Salbin/Primrose Dance Education/LCP	Val Salbin/Primrose Dance Education/ QCA/ Published schemes	Val Salbin/Primrose Dance Education/ QCA/ Published schemes
SRE	LA	LA	LA
Music	Music Express/ARK Music	Music Express/Sing Up/Ark Music	Music Express/Sing Up
MFL	N/A	N/A	La Jolie Rond/QCA/

Table 2 - Programmes of study

5   ENGLISH

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for the English curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. In our academy we aim to ensure that all pupils:

- read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Policy reference for section

➢ English Policy

6   MATHEMATICS

Maths teaching in the Ark primary classroom is built on guiding principles that allow pupils to meet both our high expectations of them and the challenges of the new primary curriculum. The guiding principles include regular use of concrete materials and pictorial representations, more time for Maths, an explicit focus on using mathematical language and a mindset that says every child can succeed. These principles sit alongside the three central aims of the primary maths curriculum of developing fluency, reasoning mathematically and solving problems. Success will ensure that pupils fulfil their potential and are fully prepared for secondary school mathematics.

Policy reference for section

➢ Mathematics Policy

7 SCIENCE

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. Science links direct practical experience with ideas so it can engage learners at many levels. During the teaching of science an emphasis is placed on the teaching of scientific skills such as predicting, estimating, measuring, fair testing, hypothesising, and drawing conclusions. These skills are taught through a two year cycle of topics: life processes and humans, sound, electricity, light, the earth and beyond, separating materials, grouping materials, forces and motion and green plants and the environment. Science is taught using the ARK science scheme of work, which is based on the Singapore approach.

Policy reference for section

➢ Science Policy

8 INFORMATION COMMUNICATION TECHNOLOGY (ICT)

ICT prepares children to take part in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Through ICT teaching children learn how to store, manipulate, retrieve and present information which may consist of text, numbers, images, sound or other signals. These skills are taught through topics consisting of communicating information, handling information, modelling and control based on the ITASS ICT scheme of work.

Policy reference for section

➢ ICT Policy

9 RELIGIOUS EDUCATION (RE) AND COLLECTIVE WORSHIP

RE is taught in accordance with the [LA] Agreed Syllabus for RE and scheme of work. Alongside Christianity children study other major religions including Islam and Judaism.

Parents/carers are able to withdraw their child from RE or collective worship but should discuss this with the Executive Principal.

Policy reference for section

➢ RE, Collective Worship and Spirituality Policies

10 ART AND DESIGN

Art and design provides visual, tactile and sensory experiences and is a unique way of understanding and responding to the world. Children use colour, form, texture, pattern, different materials and processes to communicate what they see, feel and think. They explore ideas and meaning in the work of artists as well as learning how to understand, appreciate and enjoy art. Visits are made to provide firsthand experience of the work of artists. Art and design is based on the units in the QCA scheme of work.

Policy reference for section

➢ Art Policy

11 DESIGN AND TECHNOLOGY (DT)

DT also prepares children to participate in a world of rapidly changing technology. Everything we use in our day-to-day lives – from forks to food and hats to houses – has been designed. Finding out more about how these objects are designed and made helps children to make sense of the world around them. By designing and making their own products, children learn: practical skills, like finding out how things work and making products that are useful and look good and ways of thinking and working, like coming up with ideas, solving problems and working as a team. DT teaching is based on the units in the QCA scheme of work

Policy reference for section

➢ DT Policy

12 GEOGRAPHY

Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. Geography is taught through a series of themes such as settlement, environmental issues, localities and water. Visits are made to the area surrounding the academy to support work in geography.

Policy reference for section

➢ Humanities Policy

13 HISTORY

In history children explore the past in Britain and the wider world. The key areas developed through the teaching of history are: chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation and enquiry and being able to organise and communicate their findings. At both key stages children study local history which is often supported by visits in the local vicinity.

Policy reference for section

➢ Humanities Policy

14 FOREIGN LANGUAGE

Weekly MFL lessons will be taught from Yr 3.

15 MUSIC

The teaching of music develops children's ability to listen and appreciate a wide variety of music and to make judgements about musical quality. They are encouraged to take an active role in composing and performing music. As an academy we greatly value the contribution music makes to everyday life and strive to involve as many children as possible in musical activities.

16 PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE&C)

PSHE&C helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible citizens. SEAL is an integral part of the PSHE&C teaching when children are able to express their views and opinions on concerns they may have. Drugs Education and Sex and Relationship Education are part of PSHE&C teaching, as are British Values.

Policy reference for section

➢ PSHE&C Policy
➢ SRE Policy

17 PHYSICAL EDUCATION (PE)

In PE children develop their physical competence and confidence as well as their ability to perform in a range of activities such as gymnastics, games, dance, athletics and swimming. PE provides opportunities for children to be creative, competitive and to tackle challenges as individuals, groups and in teams. It also promotes positive attitudes towards active and healthy lifestyles. Children also have swimming lessons for half a term in selected years. Ark academies are committed to ensuring all pupils have access to a fantastic PE education, and are also committed to ensuring impact on pupil outcomes and experiences through judicious use of the PE premium.

18 EXTRA-CURRICULAR ACTIVITIES

Throughout the year we aim to offer a range of extra-curricular including football, mulitisports, netball, rugby, choir, ICT, recorders and drama (this list is not exhaustive, and extra-curricular offers will differ from one academy to another).

19 INTERVENTIONS

ACADEMY: Ark Little Ridge

Subject area	Interventions		
	Activity/programme: focus	Activity/programme: focus	Activity/programme: focus
	Foundation stage	**Key Stage 1**	**Key Stage 2**
Phonics	1:1 phonics (RWInc)	1:1 phonics (RWInc)	Freshstart (RWInc)
Literacy	1:1 tutoring	1:1 tutoring based on gaps analysis of KPIs Rapid reading/high frequency words/1:1 reading	1:1 tutoring based on gaps analysis of KPIs Rapid reading/high frequency words/1:1 reading
Numeracy * To ensure that interventions are properly targeted and focused on the needs of individuals pupils, we prefer to avoid published schemes and instead deliver interventions that quickly follow up on gaps identified in Maths teaching – preferably on the same day.	1:1 tutoring	1:1 tutoring based on gaps analysis of KPIs Rapid Maths	1:1 tutoring based on gaps analysis of KPIs Rapid Maths
Handwriting	ABC fine motor programme Fine motor activities	Small group handwriting intervention/speed up handwriting	Small group handwriting intervention/speed up handwriting
Speaking and listening	Early Talk Boost Speech and language therapy EAL induction groups	Talk Boost Speech and language therapy EAL induction groups	Speech and language therapy EAL induction groups
Social and Emotional	Thrive	Thrive	Thrive

Table 3 – Interventions

20 ARRANGEMENTS FOR MONITORING AND EVALUATING

Arrangements for monitoring the curriculum are set out in the annual 'monitoring timetable' followed by all members of staff and in the Target Setting, Assessment and Reporting Policy. In addition to this the governing body will receive an annual report from the Executive Principal on:

a   The standards achieved in subjects at the end of each key stage compared to national averages, gender, special needs, ethnicity and other similar academies.

b   The number of pupils for whom the curriculum was disapplied.

c   The evidence of the impact on standards of national strategies and strategies introduced by the academy.

d   The nature of any parental complaints.

21 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.