

2023-24

Curriculum Policy



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Purpose

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 we have 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](#).

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](#)

Rationale

Our school offers a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at our school and prepares pupils for the opportunities, responsibilities and experiences of life.

In line with statutory guidance, we teach religious education and relationships education to pupils at every key stage in our infants and junior schools and make provision for the teaching of, and constant support of, pupils' personal, social, health and economic education alongside the national curriculum which sets out programmes of academic study. The national curriculum provides an outline of core knowledge around

which we develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The national curriculum is just one element in the education of every child. There is time and space in our school day and in each week, term and year to range beyond the national curriculum specifications. Our curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

Aims

The Curriculum aims to:

- Equip the children with the knowledge skills & values they need to take an independent role in society on a local, national and global level.
- Provide a broad and balanced curriculum that meets the needs of all pupils to enable them to achieve their full potential and make progress in their learning
- Promote the importance of spoken language and active listening in pupils' development - linguistically, cognitively and socially
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles
- Promote high standards and embed key skills of English and mathematics
- Provide pupils with multiple opportunities to learn in a variety of ways
- Provide pupils with opportunities to work fluently and independently, applying skills across the curriculum
- Provide opportunities for pupils to apply knowledge and master skills
- Make learning more meaningful, by offering opportunities to apply learning across a range of contexts and situations
- Listen to pupil voice and involve pupils in planning and decision making
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom
- Promote British Values
- Promote pupils' good behaviour and safety and their spiritual, moral, social and cultural development and encourage children to become more active citizens within the school community and beyond.
- Equip children with a broad range of skills that can be transferred into their chosen employment.

Curriculum Drivers

Our curriculum drivers underpin all teaching and learning. They are the key values of the school and are taught, revisited and reinforced throughout all elements of the school day.

Ambition	Aspirations	We will support pupils in identifying and setting goals and aims so that they are always trying to achieve their full potential and be the very best that they can be; and once these goals are achieved, we will strive for more!
	Resilience	We will provide learning opportunities that present challenges and chances to work on problem solving so that pupils develop the skills and capacity to recover quickly from difficulties, refocus on success and manage themselves to the next success point.
	Creativity	We will celebrate inventiveness, offering learning opportunities to teach, encourage and develop pupils' imagination, ingenuity and innovation so that original ideas are explored and built upon and learning between subjects is used to best effect.
Bravery	Courage	We will inspire pupils to engage with their learning even when they are concerned about their likely success; encouraging pupils to be of strong character and to 'have-a-go' at tasks, learning and opportunities.
	Determination	We will facilitate opportunities for pupils to work independently and with others, supporting them in developing the skills and attitudes needed to persevere and show fortitude in the face of adversity so that they can attain their goals and aims.
	Curiosity	We will nurture natural curiosity; encouraging our pupils to imagine, enquire, question and investigate so they think critically and solve problems, becoming increasingly enterprising.
Respect	Tolerance	We will ensure that pupils develop the ability to rationally consider different opinions and views and are willing to explore cultures rich in diversity; they see differences as opportunity to learn and understand about the lives and cultures of others.
	Communication	We will teach and develop the skills necessary to communicate thoughts, ideas and feelings across a range of contexts whilst listening and considering the opinions and views of others. This will in turn equip pupils with rich vocabulary and language skills.
	Courtesy	We will promote a culture where all pupils treat one another with kindness and consideration. We will teach pupils to show politeness in their attitude and behaviour towards others; good manners will be promoted and expected.

The Airedale Curriculum

Our curriculum is skills and knowledge based, including full coverage of the National Curriculum which meets the needs of all Airedale Junior pupils. This takes in to consideration the school setting, local, national and international developments. Our pupils are offered a very wide range of experiences within the curriculum to extend their understanding of themselves and the world in which they live. The children develop skills, attitudes, and values to enable them to become lifelong learners and equip them for the future. The ability to learn is underpinned by the teaching of basic skills, concepts, and values. There should be no limits to curiosity, and we instil a thirst for new experiences and knowledge.

We actively promote British Values and Social, Moral, Spiritual and Cultural differences. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

The Curriculum has been organised into topics which are a vehicle to promote our school values and curriculum drivers, and allow for the development of skills and understanding within and across the subjects. Our curriculum topics allow the teaching of threshold concepts that are the fundamental 'learning elements'. These concepts are built upon and developed within the year, across the year and over the course of the school experience.

Adaptive teaching (aka agile teaching) recognises: individual needs; the need for varied and additional resources; when, where and how additional support can be facilitated; and how children learn best. Teachers must plan lessons so that all pupils can study every national curriculum subject and experience success against age-appropriate expectations and/or their own bespoke personal targets.

Topics/Themes 2023-24

Airedale Infants School

	EYFS F1	EYFS F2	Year 1	Year 2
Autumn 1	I Can Sing a Rainbow	Once Upon a Time	Ourselves	Schools in the Past
Autumn 2	Let's Celebrate	Let's Celebrate	Local Explorers	Litter Bug
Spring 1	People who Help Us	People who Help Us	Totally Terrific Toys	London's Burning
Spring 2	Down on the Farm	Mad about Minibeasts	All Creatures Great and Small	In to the Wild
Summer 1	Let's Talk about Feelings	Zoom to the Moon	We are British	Helping and Healing
Summer 2	All Around the World	Oh We Do Like To Be Beside the Seaside	The Great Outdoors	Life Down Under

Airedale Junior School

	Year 3	Year 4	Year 5	Year 6
Autumn 1	The Big Dig!	Awesome Egyptians	Secrets of the Sphinx	Please Sir!
Autumn 2	As Cold as Ice!	Batteries not Included	Trail Blazers	This is the Way
Spring 1	Flintstones	Greece is the Word	One Small Step	Tomb Raider
Spring 2	Our Town	Vampires and Voyagers	Go with the Flow	An African Adventure
Summer 1	Strike while the Iron is Hot!	Organising Organisms	Greece is the Word	Mysterious Maya
Summer 2	Let's get Ready to Rumble!	Eurovision	Bloomin Rainforests	A Planet Full of Plastic

Humanities and the Sciences are based around 'Big Questions'. These overarching questions will be answered through the sequence of lessons being taught and are designed to build on prior knowledge, vocabulary and skills. The 'Big Question' approach encourages the natural inquisitiveness and curiosity of our pupils and enables them to ask questions, research ideas and to problem solve; promoting independent learners. Pupils are encouraged to showcase the knowledge and skills they have acquired, and make links in learning through a range of cross-curricular approaches.

Roles and Responsibilities

The **Academy Council** will ensure that:

- the policy is effective and hold the headteacher to account for its implementation.
- robust framework is in place for setting curriculum priorities and aspirational targets
- the school is teaching a "broad and balanced curriculum"
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The **Headteacher** is responsible for ensuring that this policy is adhered to, and that:

- teaching, learning and assessment of the curriculum is good, or better, allowing all pupils to make good progress and enjoy success and achievement
- all required elements of the curriculum 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 subject leaders, SLT and academy council
- the school's procedures for assessment meet all legal requirements, are robust and have good impact on the progress pupils make

- accurate provision is in place for pupils with different abilities and needs, including children with SEND so that they are able to achieve the very best they can

The **Senior Leadership Team/Curriculum Leaders** are responsible for ensuring that:

- there is a comprehensive overview of whole school topics and how, when and why key skills and knowledge will be taught through these topics
- there is clear progression of skills within a year and across years and phases and that knowledge is built upon and embedded and contextualised
- there are regular and pertinent opportunities for pupils to apply skills and knowledge within a subject and across subjects
- threshold concepts are identified and recognised by staff as essential components to learning; assessment is linked to these concepts as a manner of assessing the progress and achievement of pupils
- there is collaboration across school, across the Trust and externally so as to develop and embed staff expertise
- subject leaders carry out accurate monitoring, tracking and analysis of the quality of teaching and learning in the curriculum and that this results in high-quality provision
- the Headteacher and academy council are informed on the quality of teaching, learning and assessment within the curriculum and the progress and attainment achieved by all pupils
- the school curriculum is implemented in accordance with this policy.

Subject Leaders are responsible for ensuring that:

- there is clear progression of skills in their subject, within a year and across years and phases and that knowledge is built upon and embedded and contextualised
- there are regular and pertinent opportunities for pupils to apply skills and knowledge within their subject and across themes and topics
- they carry out accurate monitoring, tracking and analysis of the quality of teaching and learning in the curriculum and that this results in high-quality provision
- any staff CPD and training needs identified are met and professional development is supported so that teachers are confident and competent teaching the subject
- there is a high-quality learning environment, rich in books and literature, that supports learners in the subject
- the school curriculum is implemented in accordance with this policy.

- accurate provision is in place for pupils with different abilities and needs, including children with SEND so that they are able to achieve the very best they can

Class teachers are responsible for ensuring that:

- lessons and learning are relevant and engaging and are underpinned by the school's curriculum drivers
- adaptive teaching allows all pupils to access the learning provided
- accurate provision is in place for pupils with different abilities and needs, including children with SEND so that they are able to achieve the very best they can
- there is clear progression of skills within and across the year and that knowledge is built upon and embedded and contextualised
- there are regular and pertinent opportunities for pupils to apply skills and knowledge within and across themes and topics
- they work with subject and phase leaders in order to monitor, track and analyse the quality of learning
- they identify any personal CPD and training and seek professional development so that they are confident and competent teaching the curriculum
- there is a high-quality learning environment, rich in books and literature, that supports learners in the subject
- the school curriculum is implemented in accordance with this policy.

Monitoring and Review

Monitoring and review of the quality of the curriculum, takes place on a regular basis in accordance with the school monitoring cycle, the School Development Plan and the Curriculum Action Plan. The information gathered from monitoring and review will be analysed and evaluated to allow the school to judge the quality of the curriculum provision and how we can further improve or embed it.

Subject Leaders will triangulate a range of evidence to make a judgement on the quality of teaching and learning and when professional development and support is offered. Evidence may be in the form of: lesson observations, pupil interview, book look/work study, pupil progress meetings, learning walk, learning environment check/audit, staff interview/conversations.

Inclusion

Teachers and supporting adults will have high expectations for every pupil. They should plan, deliver and assess learning for all pupils including those whose attainment is significantly above the expected standard and for pupils who have low levels of prior attainment, are making slower progress or have an identified special educational need. Teachers should use the appropriate and relevant assessment to set targets which are deliberately ambitious and then support and scaffold learners so that they are able to achieve these targets successfully; we refer to this as adaptive teaching.

A wide range of pupils have special educational needs, some of whom also have disabilities. Learning should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs. Teachers are responsible for using SEND information to make necessary adjustments for individual pupils in individual learning sessions.

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation and gender reassignment.

Language, Literacy and Vocabulary

All staff will support the development of pupils' spoken language, reading, writing and vocabulary through the curriculum and as an integral aspect of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Pupils will be taught to speak clearly and convey ideas confidently using Standard English. They will be supported to learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective

communication. They will be supported to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable pupils to clarify their thinking as well as organise their ideas for writing.

All staff will support the development of pupils' reading and writing through curriculum subjects. Pupils will be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Our school will do everything it can and exploit all opportunities to promote wider reading.

Pupils will be supported to develop the stamina and skills to write at length, with accurate spelling and punctuation; and taught the correct use of grammar.

All staff will support the acquisition and development of vocabulary; actively building systematically on pupils' current knowledge. We will increase pupils' store of words and provide opportunities to make links between known and new vocabulary and discuss the shades of meaning in similar words. Staff will induct pupils into the language which defines each subject, such as accurate mathematical and scientific language.