

Version	Date
Last Reviewed	July 2021
Next Reviewed	July 2022
Owner	Subject Leader/ SLT
Approver	Academy Council

### **Rationale**

The curriculum has been organised and established in consultation with all teaching staff. It is regularly reviewed and developed in accordance with DfE guidelines, the School Improvement Plan, recommendations from OFSTED and following consultation with governors, parents, children and teaching staff.

### **Intent: 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 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 practical 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 putting it into context
- 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.

### **Implementation: Curriculum**

Our curriculum is skills and knowledge based, including full coverage of the National Curriculum

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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 termly topics which incorporate and promote our school values. Through discussion with staff and children we came up with the half termly topics of:

### Topics 2021-2022

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn 1</b>	The Flintstones	Invaders and Settlers	Let's Get Ready to Rumble!	Please Sir
<b>Autumn 2</b>	Town Planners	Vampires and Voyagers	Lest we Forget	Short Circuit
<b>Spring 1</b>	Complete Athlete	The Big Dig		This is for Africa
<b>Spring 2</b>	Magic Beans	Terrible Tudors	Greece is the Word	Tomb Raider
<b>Summer 1</b>	Rotten Romans	States of Matter	To Infinity and Beyond	Man Overboard!
<b>Summer 2</b>		Eurovision	Bloomin' Rainforests	Circle of Life

Each class teacher is responsible for the delivery of the curriculum through a 'topic based' approach which incorporates key skills and the knowledge set out in the Primary National Curriculum. 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.

Although links can be made with all subjects, the following subjects are taught as dedicated, discrete sessions:

- Mathematics - Maths skills are key to developing everyday skills although links can be made to the curriculum through position and direction, statistics, and measures, especially in science, DT, computing and geography.
- English - phonics, spelling, guided reading, handwriting and grammar are taught as discrete subjects, as well as in English lessons; they build up basic skills. Cross-curricular links are made as appropriate, with work being recorded in class books.
- Religious Education - RE is taught in accordance with the school RE guidance and links with topics have been made where appropriate. The scheme we follow is Wakefield Agreed Syllabus for Religious Education 2018 - 2023.
- MFL - French is taught in accordance with the scheme 'Rigolo'. This is progressive across the Key Stage.
- Music - Music is taught in accordance with the scheme 'Charanga'. This is progressive across the Key Stage.
- PE specialists work alongside class teachers to develop teachers' skills and subject knowledge and provide further enrichment activities e.g. school/inter-sports competitions and clubs.
- PSHE - weekly assemblies, reflection time alongside specific areas for each year group and whole school foci e.g. Anti-Bullying Week, Internet and E-Safety (reviewed half termly)
- RSE - At Airedale Junior School, many aspects of the RSE curriculum are already covered through our PSHE, Science, Computing and PE lessons. However, some discrete lessons will also include information on: Families and people who care for me, caring friendships, respectful relationships, online relationships, being safe, maintaining positive mental wellbeing, Internet safety and harms, the importance of physical health and fitness, the importance of healthy eating, facts and risks associated with drugs, alcohol and tobacco, information on health and prevention, basic first aid and the changing adolescent body. These are delivered through the CWP scheme of work and through visitors to school E.g Police - Drug Talk

We are committed to the broadest educational offering, and this means looking beyond the National Curriculum. We provide a very successful enrichment programme that draws upon a wide range of skills that is offered through school trips and visiting specialists. Regular visitors in school give the children another perspective on values, attitudes, learning and understanding.

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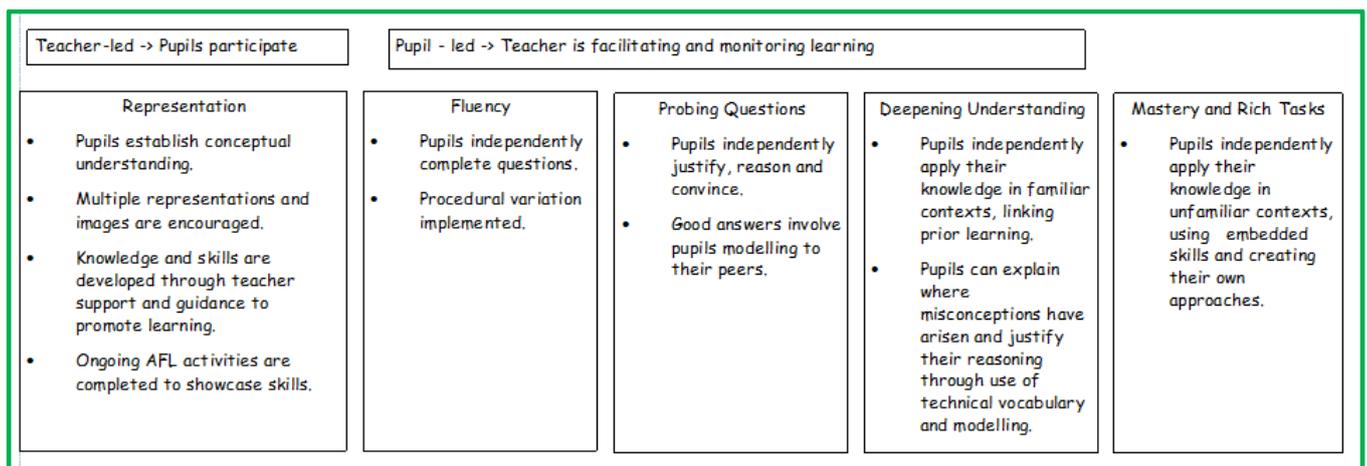
These include charities, people from differing professions and the community. When children remember these experiences, then they learn more and take on skills for lifelong learning.

Children are offered many opportunities to deepen their understanding of basic skills, knowledge and concepts, which are initially delivered using pictorial and practical resources. This ensures that children have the solid foundations needed for their next stage of learning.

Once a child has grasped the solid foundations, they are taught to apply these skills independently across a range of subjects in a variety of progressive ways. Through regular 'assessment for learning' activities and questions, misconceptions are identified and addressed to limit gaps in knowledge and understanding.

In order for children to access mastery skills within subjects, this is when pupils apply their knowledge independently, in less familiar contexts, linking their conceptual understanding and prior learning to rich open-ended tasks.

### The Mastery Flow Model



### Responsibilities and Roles

The Head Teacher and Academy Council have the overall responsibility for the Curriculum, supported by the Curriculum Leader.

The Curriculum Leader is responsible for overseeing the delivery of the Creative Curriculum.

Their role includes:

- Regular formal and informal discussions with staff and foundation subject leaders.
- Supporting subject leaders to improve provision in their subject.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book moderations alongside planning to ensure cross-curricular links are optimised.

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- Ensure progress is being made within the topics through formal and informal observations.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Developing an action plan based around the SDP priorities.
- Monitoring and evaluating the use of curriculum trackers.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

### **Inclusion**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles.

It is hoped that this approach will motivate and support children's learning at all levels including the more-able, pupil premium EAL and children identified with a Special Educational Need (SEND).

Teachers are responsible for using SEND information to make necessary adjustments for individual pupils in individual learning sessions.

### **Equality**

Irrespective of gender, sexuality, religion or background children will experience a curriculum which promotes equality.

### **Impact: Monitoring and Review**

Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle, the School Improvement Plan and the Curriculum Action Plan. The impact is evident in the outcomes for all pupils. Books play an integral role in the review process for the quality of education across subject areas.

Children's achievements are celebrated regularly through the school newsletters, website, displays in classrooms, corridors and shared areas. Class assemblies promote success and children are encouraged to share their knowledge with the rest of the school.

The Leadership team and the Academy Council are responsible for monitoring the impact of the school curriculum, both in terms of social outcomes and academic progress.

The Curriculum Leader is responsible for the overall organisation of the curriculum. Airedale Junior School assigns teachers to subjects and in their role as subject leader, they monitor the impact of part of the curriculum for which they are responsible.

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Subject Leaders monitor curriculum planning, ensuring that all classes are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged in order to apply and deepen their learning.

Subject leaders inspire learning in their subject and monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used.

Subject leaders fully ensure that they monitor the outcomes for all pupils by completing work sampling and by analysing tracking information completed by the class teacher.

Subject leaders also have responsibility for monitoring the way in which resources are used. Curriculum monitoring completed by subject leaders is forwarded to the Curriculum Leader along with strengths and actions for further development.