



Birley Primary Academy

A L.E.A.D. Academy

Curriculum Policy

Intention

Birley Primary is an academy where everyone is encouraged to have the confidence to take risks in pursuit of their goals, discover new talents and become resilient learners through a broad and balanced education for all pupils.

We ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.

All pupils have the right to access powerful knowledge – knowledge which allows them to predict, explain and envisage alternatives.

A progression of knowledge and skills has been developed systematically to build upon prior knowledge and skills.

Links across subjects are explicit and children are encouraged to make generalisations about concepts.

The curriculum is designed to help the children to have a positive attitude to learning and develop the academy values through a relevant and well thought out curriculum.

We help children understand Britain's cultural heritage and traditional British values and prepare the children for life beyond the academy through visits in the local area, and further afield including a residential visit and Crucial Crew.

Children have the opportunity to hold positions of responsibility in the academy through our job squad, peer mediation, eco council and school council.

We explore creativity through a carefully planned art, design and technology curriculum. All children have the opportunity to visit an Art Gallery, enter art competitions and display their own work in an art exhibition.

We develop musical ability through a curriculum designed by a music specialist, using a musical toolkit called Charanga in order to support all teachers. Through close links with the Music Service, all children have the opportunity to learn to play a musical instrument and take part in a performance at our academy each year. Children also have the opportunity to undertake singing lessons. The children's skills in performing are developed using a wide range of approaches, which ensures that children have the opportunity to perform whilst at Birley - leading assemblies, singing, acting or playing musical instruments - and all children visit the theatre at least once during their time in the academy.

We develop the whole child by nurturing the pupils' spiritual, moral, social and cultural development through our PSHE and RE lessons, assemblies and circle time. Children will visit a place of worship of the five main religions in Sheffield.

We support pupils' physical development and enable them to be active through a well-planned PE curriculum, which covers the fundamentals, skills, and tactics and ensures all children are given the chance to compete at either an intra or inter academy level. All children are taught about their own health through PE, PSHE and science activities and understand the importance of regular exercise. All children are given the opportunity to attend a sporting event.

We help the children to learn financial literacy and working cooperatively with each other and members of the local community through planning charity events, enterprise projects and community activities such as the local litter pick and taking part in sponsored events to raise money for various charities.

The curriculum is shaped and developed as new ideas and theories are researched and evolved by bodies such as Sutton Trust and the teaching academy alliances that we work closely with.

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 academy 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.

Implementation

LEAD Academy Trust ensures that: The academy 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.

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 academy chooses to offer, have aims and objectives which reflect the intent of the academy
- The amount of time provided for teaching the required elements of the curriculum is adequate
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The academy's procedures for assessment meet all legal requirements
- The governing board is advised on whole-academy targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the academy curriculum is implemented in accordance with this policy.

The Academy structure is one of phase leaders – EYFS and Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Each leader is responsible for overseeing the curriculum within their own phase.

Curriculum Leaders are responsible for ensuring their subject areas are implemented well and the impact of teaching is effective.

Approach

There is evidence that teaching subject knowledge and skills as part of a wider theme-based curriculum allows pupils to make useful links between areas of learning, and consolidate knowledge. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it.

Birley Primary Academy has therefore developed a thematic curriculum to deliver the National Curriculum 2014 and other aspects of the academy curriculum, including PHSE, Religious Education and Citizenship.

Subjects

As core subjects English and Maths are taught discretely.

English where possible links are made with literacy genres, fiction and non-fiction books, guided reading books and poetry, as this has been shown to develop the thematic approach, and deepen learning and engagement. Phonics is taught using Letters & Sounds. Grammar is taught using the Active English approach.

A book banded approach is used throughout school and rather than any one reading scheme being followed - they are taken from a range of reading schemes in order to give breadth to the reading material children are exposed to. Schemes we have in school cover a wide range and include – Oxford Reading Tree, Collins Big Cat, PM and Rising Stars.

Maths there is less opportunity for linking Maths to themes, but where possible, areas of Maths like data handling and measures are linked where appropriate for pupils and to support Maths learning. The White Rose scheme of learning is used.

Science is taught each week through a half termly Science theme based on the Hamilton Trust schemes of learning

History & Geography termly or half-termly units are taught throughout the year and are linked to the theme for each year group for that half term/term. This allows for a cross curricular approach to take place.

Music follows a discrete scheme of work based upon Charanga.

Art skills based and where possible is linked the termly curriculum theme.

Design and Technology follows the Projects on a page approach, linked to each termly curriculum focus where possible, with clear skills progression.

PE taught discretely, following the separate PE scheme of work based on fundamentals and skills using the Forge PE scheme and separate sports coaches for some year groups.

Religious Education is a statutory part of the curriculum. The academy follows the Discovery RE Scheme which matches the Sheffield Agreed Syllabus for RE.

PHSE, SRE, Citizenship (including British Values) and Enterprise while not statutory, PHSE and Citizenship are important aspects of our curriculum, and are taught discretely using Jigsaw - The Mindful Approach to PSHE scheme.

ICT and Computing is generally taught as a separate subject area. Other elements of the wider ICT curriculum are taught alongside other curriculum areas, as a part of theme work. This includes Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media. The Purple Mash scheme is used to support teaching.

MFL French is taught in KS2 and teaching is supported by the Eurostar's scheme

Time Allocation

The original time allocations for subject areas given in the previous National Curriculum have been removed, and academies can organise the way they teach the foundation subjects much more flexibly.

Birley Primary Academy has worked out time allocations to ensure a broad and balanced curriculum and this is reflected in the coverage over an academy year and within weekly timetables. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow. Other areas might be dependent on hall/room bookings and happen at a regular time each week.

Planning

Knowledge and Skills Progression Maps

Subject leaders have created a progression of knowledge and skills from Y1 – 6, grouped together in to concepts. This ensures learning is sequenced to ensure progression.

Long term plan

Using the progression documents a long term plan has been created for each year group, to identify when knowledge will be taught.

Medium term Planning

Class teachers use the progression maps and long term plans to identify how and when the knowledge and subject skills will be taught.

Subject Areas

Pupils are encouraged to make links between subject areas, and are working on more than one subject at the same time. Staff make the subject links clear at the start of each lesson.

Learning Objectives & Knowledge

Teachers make learning objectives; knowledge and success criteria clear during each session or lesson, and refer back to them as necessary.

Marking

Please refer to the marking policy.

Assessment

Endpoints for each theme have been identified. Staff evaluate against these statements at the end of a theme. They will record children or groups of children who did not achieve objectives, or objectives that the whole class struggled with. This will then be used to inform teaching.

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers take account of the needs of pupils whose first language is not English.

Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Impact

Governors monitor whether the academy is complying with its funding agreement and teaching a “*broad and balanced curriculum*” which includes the required subjects, through:

- *academy visits, meetings with the school council etc.*

Subject Leaders will monitor the way their subject is taught throughout the academy by:

- *planning scrutinies, learning walks, book scrutinies, pupil discussions etc.*

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Headteacher.

At every review, the policy will be shared with the full Academy Governing Board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Pupil Premium policy
- SRE Policy