



# **Ivingswood Academy Curriculum Policy**

**March 2019**

(Updated January 2021 to reflect changes in schemes)

**This policy was approved by the Local Governing Board on 19 March 2019**

**Next review: June 2021**

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# 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development (SMSC)
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Ensure that pupils are fully prepared for the next stage of their education when they leave Ivingswood Academy.

## 2. Legislation and guidance

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 school 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](#).

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](#).

## 3. Roles and responsibilities

### 3.1 The Local Governing Body (LGB)

The LGB will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The LGB will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### 3.2 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 school chooses to offer, 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 LGB

- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The LGB is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The LGB is advised on whole-school
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

### **3.3 Other staff**

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

## **4. Organisation and planning**

### **A thematic approach**

There is evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. Ivingswood Academy has developed a new thematic curriculum to deliver some aspects of the National Curriculum 2014. Topics may be half termly or termly, depending on the age of pupils and the content of the topic. Topics are taught in a two-year cycle. More information can be found on our website.

### **Subjects**

As core subjects English and Maths will continue to be taught discretely.

#### **English**

Where possible, links will be 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. The CLPE scheme, Power of Reading is used predominantly to teach English with other texts used as appropriate.

#### **Phonics**

Phonics is taught through the Read, Write, Inc. Programme and uses a range of resources to support basic decoding skills.

#### **Maths**

Maths is taught through the White Rose Maths scheme, with an emphasis on the development of Concrete, Pictorial and Abstract understanding. There is less opportunity for linking Maths to topics, but where possible, areas of maths like data handling and measures will be linked where appropriate for pupils and to support learning in maths.

#### **Science**

Science is taught discretely using the Kent Science Scheme and is taught weekly. More time will be allocated over a half term to teaching science, as it is still a core subject.

#### **Foundation Subjects: History, Geography, Design and Technology, Art**

The Foundation subjects will be integrated into the topic and will form the basis of much of the cross-curricular links.

#### **Music**

Music is delivered through the Charanga programme and will not always be linked to the topic.

Other aspects of the music curriculum (listening to different types of music, using ICT to create music etc.) might be a part of topic work.

#### **PE**

PE is taught discretely, following the separate PE scheme of work, based on GetSet4PE.

#### **Religious Education**

RE is a statutory part of the curriculum. The school will follow the Buckinghamshire Syllabus for RE.

## **Personal Health, Social and Emotional, Citizenship and Enterprise**

While not statutory, PHSE and Citizenship are important aspects of our curriculum and is taught through the Jigsaw PSHE programme. This provides links to the teaching of Spiritual, Moral, Social and Cultural development (SMSC), British Values and Safeguarding.

### **Computing**

Computing will be generally taught as a separate subject area, although class teachers will make links to topics where possible in their teaching.

### **EYFS**

See our EYFS policy for information on how our Early Years curriculum is delivered.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will 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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study all National Curriculum subjects, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be 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 SEND policy and information report.

## **6. Monitoring arrangements**

Governors monitor whether the school is teaching a “broad and balanced curriculum”, which includes the required subjects, through:

- Learning Walks
- Pupil interviews
- Headteacher reports to governors
- Governor visits

The Senior Leadership Team and subject leaders monitor the way their subject is taught throughout the school by:

- Learning Walks
- Lesson observations
- Book scrutinies
- Pupil voice

The Senior Leadership Team and subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

