



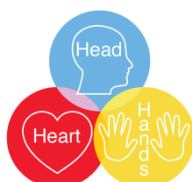
BURSLEY ACADEMY

CURRICULUM POLICY

This policy is reviewed annually by the Governors



Nurture, Inspire, Achieve



History of document

Issue No.	Date	Received by Governors	Comments



Introduction

The curriculum at Bursley Academy is carefully designed to meet the needs of all learners. It balances a drive for academic excellence alongside a broad range of experiences which excite, enthuse and engage pupils both in their learning within the academy and their lifelong learning.

We focus on developing a deep Crucial knowledge base for pupils as well as key skills for learning in all areas of the curriculum. Carefully planned activities are designed to allow children to learn, practice and apply their learning in a range of different ways.

We believe strongly that for learning to have meaning it has to be relevant and purposeful.

Pupils need to spend time with their learning rather than move quickly through a bank of facts before moving on to the next set of information. To prevent surface learning and encourage a deeper understanding for pupils we spend more time focusing on learning and application over time.

The curriculum is designed to allow pupils to develop skills and build on Crucial knowledge throughout the year as we carefully 'strand' learning, both within a year for subjects where this is appropriate and best supports the retention of knowledge as well as year on year to ensure the progression of knowledge and understanding, to allow for areas to be taught, developed, repeated and applied in a range of contexts. This learning then builds progressively throughout the pupil's time in the Academy. Crucial Knowledge is developed and built on in a range of different contexts and pupils gain a deep understanding.

Our carefully crafted curriculum is designed to meet the needs of all learners regardless of their specific needs. We recognise and celebrate the differences which make our pupils unique and understand that, while the curriculum will meet the majority of pupils' educational needs, there may be times when the curriculum needs to be adapted to ensure reasonable adjustments are made which allow individual pupils the best level of access to their learning.

The curriculum structure also meets the needs of disadvantaged pupils, it is designed to challenge the children as individuals and move learning forward from their individual starting points. We utilise pupils' premium where applicable to ensure all children receive the support and challenge they need to close any gaps created by social disadvantage whilst also recognising that social disadvantage does not dictate an individual's academic ability.

Our curriculum is designed to allow our pupils to become confident, independent and resilient learners who choose to engage with their learning as they can see the reasons behind learning and the benefits it will have on their lives as they move through the phases of school.

Our curriculum priorities are:



Know more, Remember more



Know yourself, grow yourself



Use your learning, develop your skills

1. **Head**– We aim to:

- Provide experiences which show children the wide range of possibilities available for their future.
- Build their Crucial knowledge and skill base to allow them to excel as learners and have a deeper understanding of all subjects and skill set which can be applied in a range of contexts.
- Offer a wide range of opportunities to allow them to find their strengths and passions.
- Provide them with skills to be creative and solve problems
- Improve their oracy and communication



- Build their love of learning and their willingness to improve their own learning and performance.
2. **Heart:** we aim to:
- Develop balanced and emotionally literate pupils, developing their understanding of self.
 - Provide experiences which help our pupils value their environment and understand their responsibilities towards sustaining their local and global environment.
 - Develop pupils understanding of how to manage a range of positive and negative emotions to become resilient and confident individuals
 - Develop their skills in relating to others and their awareness of their local and global responsibilities.
 - Provide and understanding that mistakes are a learning opportunity and the first question that should be asked is 'what did I learn from that?'
3. **Hands:** we aim to:
- Offer experiences which help them to become independent and resourceful learners.
 - Provide pupils with opportunities to practically apply skills in a range of contexts
 - Provide children with experiences of the environment around them and the opportunities this presents.
 - Allow the children to learn by doing, finding practical solutions to problems by applying their knowledge and skills.

Curriculum Structure:

For a clear understanding of the structure of the curriculum at Bursley Academy please read:

- *Bursley Academy Curriculum Intent Statement*
- *Bursley Academy Curriculum progression document*
- *Bursley Maths Curriculum Document*
- *Bursley English Curriculum Document*

Planning

There are Four parts to our planning:

Crucial Knowledge documents – these are created for each subject area and reviewed yearly based on the subjects taught. These form the base of the curriculum and show what the children need to know at the end of each year so the knowledge can build sequentially throughout their time in school.

Long term planning; these build from the crucial knowledge documents – planning in those year groups who are now 2FE will be on a focused one year cycle while classes still operating in mixed year groups (1.5 FE) are split into 2 cycles (cycle A and cycle B), this will change as pupil numbers increase progressively across school. Long term planning shows an overview of topics/themes covered in each year group. They give a broad outline for each year group and shows progression and continuity between topics taught in a cross curricular way across school.



Medium Term Planning: these show specific objectives to be taught within each area of the curriculum and the links between them.

Weekly Planning: These break down the objectives into weekly achievable targets and activities. Plans will be differentiated and learning opportunities will be targeted to the needs of the pupils.

Additional Learning Needs

All learning needs are catered for within all subjects. This includes, but is not limited to, dyslexia, ASD, dyspraxia, ADHD. Teachers ensure that planning takes into account the differing needs of pupils, including those with SEND and the more able.

Various strategies include:

- Multisensory approach
- Differentiated work
- Assessment and marking
- Use of scribes / readers where necessary
- Use of help stations
- Use of adults

Roles and Responsibilities

The Principal, Senior Leaders, Subject Leaders/Class Teachers and Governing Body have overall responsibility for the curriculum. The Principal and Subject Leaders are responsible for overseeing the delivery of the curriculum through:

- Regular formal and informal discussions with staff.
- Monitoring planning to ensure curriculum and key skills coverage.
- Scrutiny of books and planning to ensure cross-curricular links are optimised.
- Observing teaching and learning to ensure progress is being made within the topics.
- Regular reviews of the curriculum through pupil discussion and open dialogue.
- Formulating an action plan to move the school forward.
- Pupil interviews about lessons and learning
- Learning walks
- Subject 'deep dives'
- Termly updates to parents via Letters/Website

The Principal has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- the Senior Leadership Team co-ordinate the work of the subject leaders and ensure that the curriculum has progression and appropriate coverage
- class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group
- the Vice Principal and the SENCO ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention
- the Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Principals report.



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.

Teaching staff are encouraged to enthuse the children and broaden their experiences through the 'WOW' factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. This works really well at the beginning of a topic but can be used anywhere.

Children's' achievements are celebrated regularly in the school through displays in classrooms, corridors and in assemblies.

Signed: _____
Chair of Governors

Date: