



BURSLEY ACADEMY

CURRICULUM POLICY

This policy is reviewed annually by the Governors



History of document

Issue No.	Date	Received by Governors	Comments
1	October 16	13.10.16	



Introduction

At Bursley Academy we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability. The taught curriculum is comprised of The National Curriculum and the wider curriculum and meets statutory requirements. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning through our creative curriculum which is based on first-hand experience. This enables us to provide a high standard of teaching and learning.

Aims

The aims of the curriculum are to:

- promote high standards in reading, writing, mathematics, science and computing
- provide equality of access and the opportunity for all pupils to make progress
- promote physical and mental development and an awareness of the importance of a healthy lifestyle
- enable children to be aware of the importance of and participate in the arts and related cultural themes
- enable pupils to develop moral sensibility through carefully taught values
- develop the personal and social skills of each child
- prepare pupils for the opportunities, responsibilities and experience of adult life in British Society.

The creative curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we:

- encourage the best possible progress and the highest attainment for all pupils
- enable pupils to make connections across different areas of learning
- help pupils to think creatively and solve problems
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding

Our creative curriculum is delivered through:

- Reducing the number of topics covered within a school year and establishing cross-curricular links so that more time and space is given to in-depth study
- Ensuring progression by building on what children already know through the use of AFL techniques
- teaching units on healthy living, community, and citizenship
- Developing a sense of community and belonging, contributing to our local community and global community through direct interaction.
- Equipping children with skills for life, through practical work and by applying literacy, numeracy and ICT/Computing skills
- Making learning more meaningful, by putting it into context
- Holding a flexible time-tabling approach to make space for true depth of study
- Listening to pupil voice and involving pupils in planning and decision making.
- Involving parents in open afternoons and theme days
- Bringing learning to life through visits, visitors and theme days.



Curriculum Organisation

The curriculum is taught through a thematic approach. Topics are planned, usually over term's duration, collaboratively between each Key Stage team and the SLT. Topics are planned using the Creative Learning Journey and contain the detail of the work to be covered with a progression of learning objectives. Plans are cross-curricular and include the Foundation Subjects and where no direct links can be made, discrete units of work are taught to ensure coverage.

Enriching our Curriculum

We encourage teachers to take a wider view of the learning opportunities available to enhance the quality of learning we can provide for our children through a range of experiences both inside and outside of curriculum time. We make full use of the local community, of external education opportunities, of trips, residential visits and external speakers to enhance the curriculum and deepen children's learning.

We develop the children as rounded individuals by offering them opportunities in areas such as forest schools, music, sport, the arts and through groups such as the school council, the anti-buying group and our digital leaders to help develop the sense of shared responsibility within our school community.

We provide the children with a wide range of after school activities which both build on the education within school and offer new experiences for pupils, these are both educational and experiential.

By enriching the curriculum provision, placing learning in context and allowing the children to see the wider picture of the world around them we are able to stimulate, challenge and engage our pupils building both resilience and a passion for learning.

Planning

National Curriculum objectives are incorporated into our planning. An overview of the topics covered within EYFS to Year 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school.

There are three parts to our planning:

Long term planning; these are split into 2 cycles. Cycle A and Cycle B show 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.



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
- 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: