

NETHER GREEN JUNIOR SCHOOL

CURRICULUM STATEMENT



Nether Green Junior School

Author: A Thorlby

Reviewed: Spring 2022

Next Review Date: Spring 2025

Version 4

Curriculum Statement

At Nether Green Junior School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2.

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

1. Intent of the curriculum

To deliver a curriculum which:

- Inspires and encourages children to become lifelong learners, where they have a passion to learn and the knowledge and skills to take with them into the next stages of education and the world of work, through a secure understanding of the need to develop resilience and independence.
- Instils the understanding that if they work hard, apply their learning and are determined and ambitious, they can achieve anything.
- Teaches a knowledge of the world, giving children opportunities and experiences to grow their cultural and social capital and develop their understanding of how they belong to the local, national and global communities.
- Allows children to deepen their knowledge through an ability to question effectively, enabling them to be curious and inquisitive learners.
- Develops children's self-belief as learners and as citizens, valuing their physical and mental well-being development in order that they feel confident and ready to tackle any challenge they may face.
- Develops children's understanding and awareness of the world in which they live and enables them to be respectful and understanding of others, honest, caring and patient citizens.
- Values creative and immersive learning opportunities that are deeply rooted in knowledge and skills.
- Places an equal value on all curriculum areas and ensures children are shown a wide range of possibilities available for their future so they become successful, confident and accurate historians, geographers, artists, linguists, designers, scientists, athletes and musicians, learning at their own pace and in the best possible way to enable each child to flourish.

Includes (through careful planning and design) many opportunities for repetition, practise and application of essential knowledge and skills, making clear links to core subjects to ensure children are able to develop a deeper understanding in their learning over time, not just merely covering content.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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.

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

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 governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

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

Subject leaders are responsible for ensuring their subject is adequately resourced, that other teachers within the school are supported in the delivery of the subject and that appropriate CPD is put in place. Subject leaders also monitor the quality of teaching within the subject across school.

All teachers are responsible for planning, evaluating and teaching in their classes.

The roles of the Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading,
- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects;
- provide efficient resource management for the subject
- map coverage of the curriculum to long term plans
- engage with subject briefings and disseminate information to staff as ongoing CPD.

The curriculum leader, has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives/ questions. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice.

4. Organisation and planning

IMPLEMENTATION

Teaching and Learning, Content and Sequence

- Children are taught knowledge and skills that are at least in line with national expectations.
- The Wider Curriculum Overview shows knowledge and skills across Years 3 to 6
- Class teachers are equally accountable for the content, progress and attainment of children and their development of knowledge and skills.
- Knowledge and skills are grouped into projects; giving knowledge and skills a context in which to learn. Projects allow children to learn about important events, places, people and ideas.
- Long term planning through the Wider Curriculum Overview ensures that skills and knowledge are progressive between year groups and means learning builds on prior knowledge. The Curriculum Overview ensures the curriculum is not narrowed: each project incorporates several subjects, and these are primarily lead by humanities subjects but not restricted to. Every subject is taught in every year group.
- Children are given opportunities to evaluate their learning at each stage.
- Currently, elements or all, of some subjects, are taught as stand-alone lessons for example science, Life Skills & RSE (PSHE), RE, MFL and PE. This enables the National Curriculum to be covered appropriately.
- Each project's title is an enquiry question and this leads the learning.
- Each component of a project teaches children new knowledge and builds on skills they will need in order to answer the project title question and create the planned project end product.

- Teachers use the school's planning documents to design a project which is cumulative and leads to a planned outcome. We encourage parent/ carer involvement in children's learning through home learning activities linked to the project and inviting them into school to participate in the project's outcome.
- Curriculum resources are selected to enhance the curriculum intention for each lesson.

Leadership, assessment and feedback

- The leadership of the wider curriculum is shared between the wider curriculum leaders and individual subject leaders. The wider curriculum leaders have a clear role and the responsibility of overseeing the progress of all children in all subjects. Individual subject leaders monitor the implementation of the curriculum.
- Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who is ready for greater challenge through planned questioning or additional/ alternative activities.
- Summative assessments are made of children's learning at the end of project. Children are assessed on their level of understanding of each curriculum objective after each project is completed and a summative judgment of the child is made towards the end of the year in order to feed into the next academic year's learning. These assessments are fed back to parents/ carers in the end of year report.
- British Values

The National Curriculum stipulates the expectations which form the long-term plans and medium term plans from which the teachers design lessons which include key concepts, knowledge and vocabulary to be taught in a specific subject unit and these may replace our medium term plans. A whole school planning proforma is common practice to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation and teaching assistant direction if and where required, vocabulary development, risk assessment, British Values/SMSC links and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups. Short term plans for English and maths outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

Separate curriculum statements: English, Maths, Science, PE, Music, History, Geography, RE, Computing, PSHE and RSE, MFL (Spanish), Art, Design Technology

Learning Environment

Our learning environments are used as teaching tools. As a school, we keep them organised and for the most part make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. This can be done by signposting and selecting and organising display carefully. Overcrowded and 'busy' displays are discouraged. Displays around school are also used to showcase, value and celebrate children's achievements and great work.

Curriculum communication to parents

Communication with our parents/ carers about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents/carers make an appointment to meet with their children's teachers and discuss their progress.
- School website and year group pages inform parents what has been happening in the wider curriculum.
- Year group curriculum newsletters are emailed to parents/carers each half term.
- Teachers are also available at the start and end of each day for any necessary communications (in non- Covid times) and via the year group email address.

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 SEN
- Pupils with English as an additional language (EAL)

Teachers will 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 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.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Work scrutiny
- Subject leader development plans and reports
- Pupils' outcomes
- Pupil voice
- Learning walks

Subject leaders monitor the way their subject is taught throughout the school by carrying out work scrutiny, planning scrutiny, lesson observations, learning walks, pupil voice, sharing teacher assessment outcomes as per the school's monitoring cycle.

This policy will be reviewed every 3 years by the headteacher and SLT. At every review, the policy will be shared with the full governing board.