

Sycamore Academy

Curriculum Policy

‘Learning and Caring Together’

Statement of Intent

Our knowledge based curriculum aims to ensure that every child receives the best education possible. We want to develop a personalised education which meets their individual needs and maximises their future life opportunities. As a school, we value and celebrate the multicultural heritage of our children and we aim to bring this into the classroom and their learning. Our intention is to have a curriculum which reflects our community, and which provides our pupils with the most current knowledge available. We will endeavour to deliver an education that develops all aspects of the child's personality and gives them every opportunity to succeed in their growing understanding of the world.

Our school motto is:

'Learning and Caring Together'

At Sycamore Academy, we aim to provide our children with a curriculum that interests, motivates and inspires learning through a collaborative, whole school approach. Our learning ethos is child-centred; each curriculum area enables our children to acquire subject specific skills. Reading is at the heart of our curriculum and a reading spine underpins the texts that we want our children to experience whilst part of our school. We aim to make cross-curricular links that extend the application of Mathematics, English and Computing skills.

All of our pupils will achieve success through experiencing creative and investigative learning that is personalised to take account of learning styles and individual needs. We frame the children's learning by giving it a clear purpose and audience. As a school we understand the importance of offering our pupils a range of active learning experiences. As a result of this, we plan visits throughout the year to enrich our children's understanding. Themed teaching helps children to link their learning and apply their skills in different contexts. This extends and deepens their learning; it equips children with the essential skills to approach and achieve in the multi-skilled tasks and situations that life will bring. Through assemblies, there is a sharing and celebration of learning across the school.

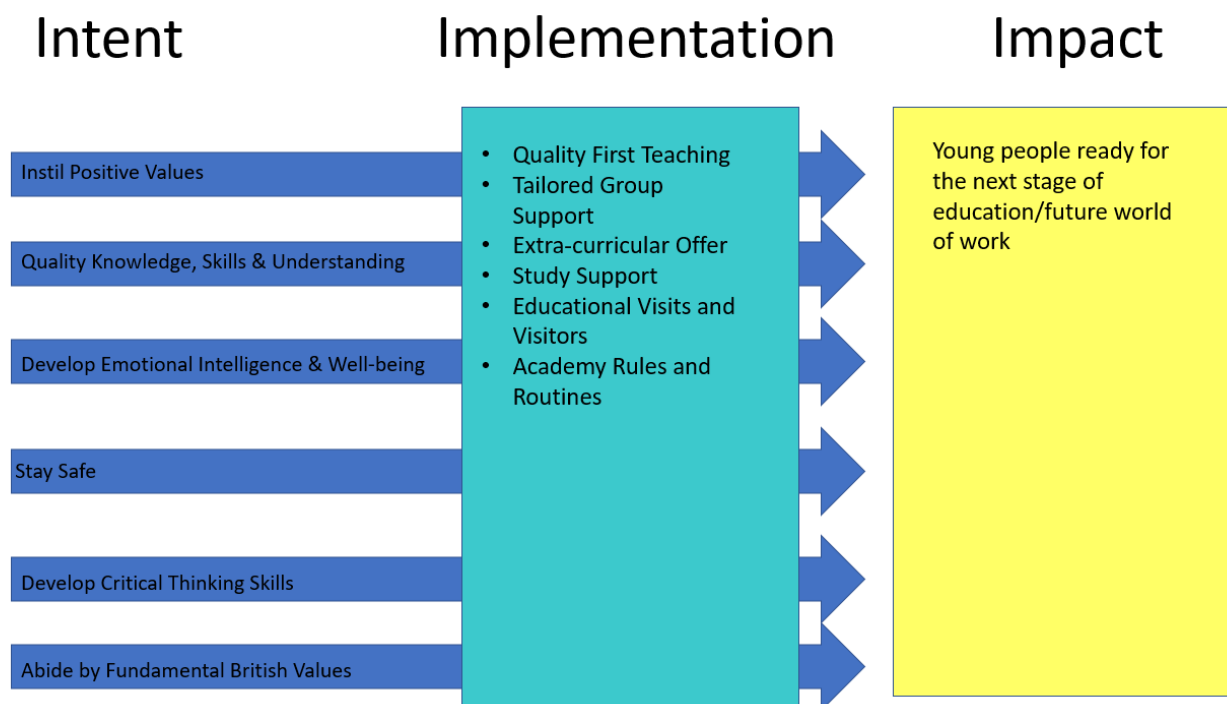
Our intention is for all pupils to leave our school as well-rounded individuals who can be articulate, independent thinkers. We are aiming to enable our pupils to view the world with tolerance and to be able to form their own opinions. At Sycamore Academy we are committed to developing children with enquiring minds who are learning and gaining an understanding of their place in the world. As the world changes it is increasingly

important for them to understand how to sustain the planet and respect the rights of others to share the world with them.

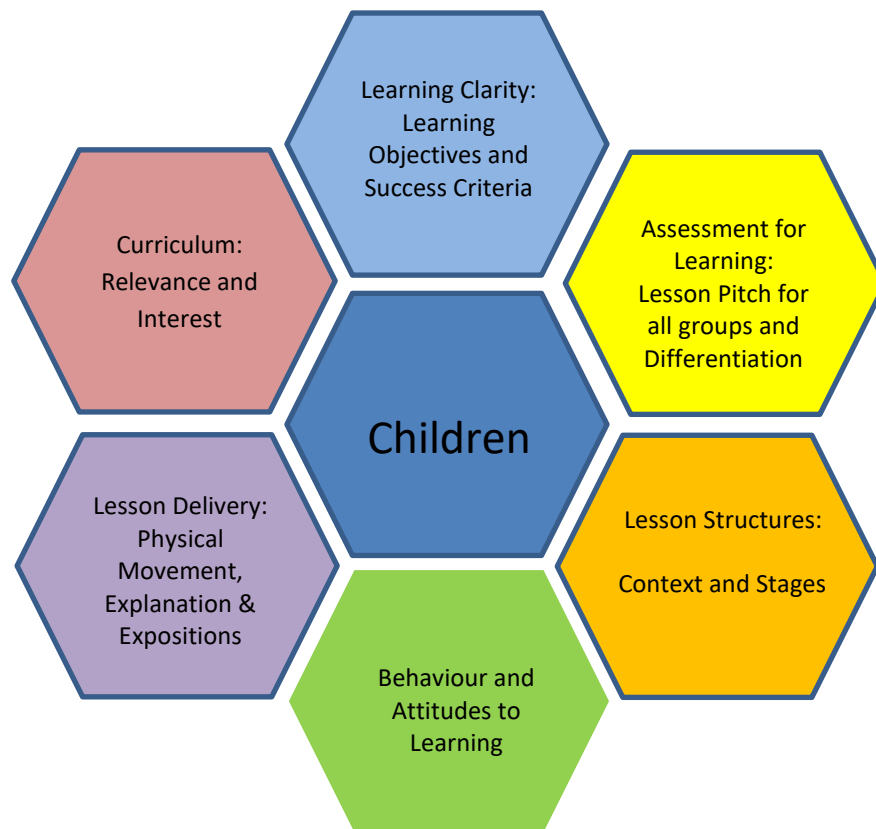
At Sycamore we teach children about equality and how to form positive relationships; preventing and eliminating discrimination, victimisation and harassment. We work with children to give them the strategies to face social and environmental challenges through a personalised P.S.H.E. curriculum, which will give them the skills and awareness to keep themselves safe. Through their learning journey at Sycamore Academy, children become confident, understanding and respectful citizens within the school, the community and for the wider world.

Our school is fully committed to an ethos of tolerance and inclusion with all our pupils to be valued equally. We are committed to the community that we serve, and we aspire for our pupils to become positive contributors to it. We understand the importance of our links to the community and we endeavour to continually develop them.

Our Curriculum Model



Our Teaching and Learning Competencies



Legislation

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 of Education's Governance Handbook. It complies with our funding agreement and articles of association. 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.

Implementation

Roles and Responsibilities

The Trust will ensure that:

The school 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 requirement 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 school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of the 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.
- 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.
- Proper provision is in place for the pupils with different abilities and needs, including children with special educational needs

The roles of the Subject Leaders and Curriculum Leader

It is the role of the curriculum leader and each subject leader to keep up to date with developments in their subject, at both national and local level. Leaders review the way the subject is taught in the school and plan for improvement. This development planning links directly into whole-school objectives.

The curriculum leader and each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area.

The subject leaders are overseen by the curriculum leader, who has responsibility for the day to day organisation of the curriculum. The curriculum leader monitors provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that subjects are being taught in line with the school approach.

In addition to this, the curriculum leader oversees the work of the subject leaders and works collaboratively with them 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 and ensure that knowledge, engagement, curiosity and hard work underpin Sycamore Academy's curriculum development.

The role of the subject leader is underpinned by the following 3 stages:

Subject Intent

- To have oversight of subject coverage ensuring that it meets national requirements
- To ensure that colleagues have clarity over the intent of the subject
- Action plan the development of the subject
- Provide efficient resource management for the subject
- Under the guidance of the curriculum lead, develop Conceptual Plans, Long Term Plans and Knowledge Development Plans which map curriculum coverage

Subject Implementation

- Ensure that the subject is taught and implemented in line with the agreed school approach
- To provide a strategic lead and clarity of direction for the subject
- To offer support and advice to colleagues on issues related to the subject
- Each subject to be monitored and evaluated in line with the school monitoring cycle
- To monitor teacher's planning and teaching
- 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;
- Keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update

Subject Impact

- To have oversight of the assessment within their subject
- To develop supportive materials which enable moderation to take place and standards to be consistent
- Evaluate and summarise all aspects of the subject to define next steps for improvement

Organisation and Planning

We want our children to be knowledge seeking lifelong learners, good decision makers, emotionally intelligent, open to discovery and resilient enough to be able to deal with challenges as they arise, both now and in the future.

Each broad curriculum subject has been developed through the following key documents:

Conceptual Development Map

Subject Knowledge and Skills Development map

Long Term Plans

Medium Term plans

In order to achieve our curriculum vision, we believe that it is highly important that all children are rounded learners who have essential English and Maths skills. We are equally committed to providing our children with an engaging and informative broad curriculum which equips them with the knowledge needed to become successful individuals. We want our children to be excellent communicators who have the confidence and skills to be able to express themselves succinctly.

At Sycamore we offer a wide variety of experiences that challenge, interest and inspire the children. We are committed to continually developing the curriculum of the school in order to ensure that we offer the best practice in teaching and learning. All curriculum areas are assessed in line with our school assessment cycle. Oracy is something that the school prioritises and a language spine is being developed to ensure that age appropriate, subject specific vocabulary is used across the curriculum.

In KS1 and KS2 our curriculum is all planned on a yearly cycle with an emphasis placed on learning 'hooks', cross curricular links and learning supported by quality texts and other experiences. Each area of the curriculum has specific objectives and learning outcomes in place. We are committed to offering our children learning opportunities beyond the classroom as we know that these experiences contribute significantly to our pupils' education. Our English curriculum is planned around a quality text (which are mapped out in a reading spine) and Talk for Writing. Our Mathematics curriculum is supported by Maths no Problem.

Please see our EYFS policy for information on how our early years curriculum is delivered.

All our class teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. Short term plans 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.

Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups. Subjects are well resourced and reviewed as part of an on-going monitoring cycle. We work hard to make and sustain links with our community.

Our school approach to PSHE is through SCARF and Votes for Schools. SCARF supports the schools approach to SMSC (Spiritual, Moral, Social and Cultural Development) and SRE (Sex and Relationship Education.) All areas are planned on a yearly cycle to ensure that children are taught a breadth of these essential skills. Votes for Schools support our teaching of British Values. These themes are also interwoven into our school assembly cycle. In addition to this a reading of spine of suitable texts is in place to support the teaching of this area of the curriculum.

Safeguarding

We are committed to safeguarding all of our children. We teach the children how to keep themselves safe – in school, outside school and within the ever changing world of technology. We will ensure that all the adults who come to work with our children will be vetted and verified as safe to work here. We will endeavour to employ the best quality staff so that we can deliver an excellent education. Every child's needs are important and where we find children unable to access the curriculum and activities we offer, we will work hard to discover what type of difficulties they may be experiencing. We will endeavour to meet those needs either in-house or with external agencies to support them to become independent learners.

Working with Parents and the Community

We are committed to working together with our parents and carers. We hope that the work we do will be supported at home and that there will be a growing understanding that we have the best interests of the children at the heart of the school. We recognise that it is important to keep an open and respectful dialogue with our parents, carers and other partners in order to benefit the children. To this end the expectations we have of the children to maintain healthy, honest relationships with each other will be exemplified by the way the adults in school treat each other and the other adults who come into contact with during our day to day work at Sycamore Academy.

Building trust, working together and keeping our vision for the school at the forefront of our planning, discussions and decision making will help us to ensure we don't overlook the needs of any of the children who come to this school. We are here for our children; it is our responsibility to do our best for them, to care for their needs and to support our parents and carers in the enormous and exciting task of raising young people in an ever more complex and global society.

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 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.

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 school is complying with its funding agreement and teaching a 'broad and balanced curriculum' which includes the required subjects, through:

- Governor engagement visits
- Linked curriculum governors
- School visits
- Headteacher reports
- Meetings with the school council

The curriculum leader and subject leaders monitor the way each subject is taught throughout the school. Subjects are monitored through:

- Learning walks
- Book monitoring
- Evidence samples
- Moderation
- Planning scrutiny
- Pupil interviews
- Pupil questionnaires
- Assessment/review of pupil outcomes in line with LEAD Assessment Policy

This policy will be reviewed each year by the Curriculum Leader, Headteacher and Chair of Governors.

Links with other policies:

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Teaching and Learning policy
- SEN policy and information report
- Equality information and objectives
- Individual subject policies