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ACADEMY TRUST
Better Futures For All

Curriculum Policy - Greenpark Academy



GREENPARK
ACADEMY

Document Detail	
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Department	Greenpark Academy
Responsible Officer	Headteacher of Greenpark Academy
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Overview

At Greenpark Academy we have designed and follow a broad, flexible [curriculum](#), balancing both knowledge and skills. Although we base our curriculum around subject specific knowledge, the intention of the curriculum is to develop the skills children need for future learning, such as resilience and a growth mindset. Skills are not seen as 'by-products' of the curriculum but have equal importance to acquiring knowledge.

Pastoral Curriculum

As a restorative academy, we believe effective relationships and healthy well-being are vital for children to access learning in order to achieve their potential in academy and beyond. We use the PATHS, Thrive and Steps programmes to develop social competence, self-control and self-esteem. Being 'ready to learn' and having good behaviours for learning such as resilience, perseverance, confidence and independence are the essential foundations for effective teaching and learning to take place. We aim to use resources efficiently in academy in order to meet these needs, where this is not effective, we refer to external agencies for advice and next step recommendations.

We believe everyone is capable of:

- Changing
- Growing
- Being motivated to learn

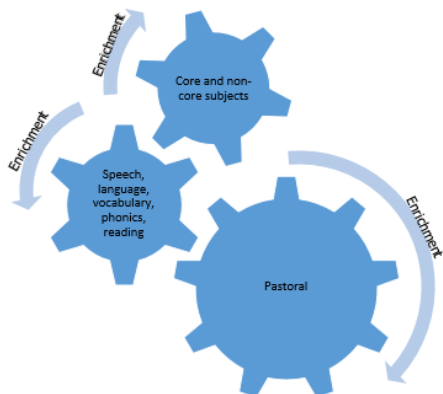
Our aim is for children to leave Greenpark Academy

- Thoughtful learners
- Ready for their next stage
- Committed to developing skills
- Able to explore
- Reflective
- Effective communicators
- Able to engage in learning
- Able to work well with others
- Excited about new challenges

being:



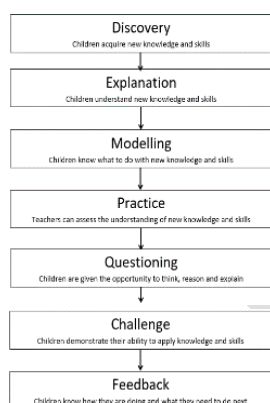
Academic Curriculum



We have a commitment to understand and meet the needs of our unique academy community. Our curriculum is tailored to these needs meaning that time is invested in EYFS, and beyond, to developing both behaviours for learning and language skills. We have a bespoke speech and language programme for our EAL and non-EAL children that includes the promotion of a language-rich environment. Our phonics programme develops language skills further and forms the basis of our reading programme that encourages reading for pleasure. Both programmes aim to develop children's skills so they are able to become expert readers, building

self-esteem and confidence, enabling success and giving children access to the wider curriculum.

Our curriculum follows the National Curriculum (2014) which provides pupils with an introduction to the essential knowledge, in different subject areas they need to become educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The National Curriculum provides an outline and coverage of core knowledge around which our teachers develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider academy curriculum.



Lessons would typically follow the structure as shown in the flowchart.

We promote whole class teaching where all pupils are learning the same skill or concept with resources and intervention to ensure all children are able to access learning at their level. Differentiation would not typically be seen as learners completing different work, but rather as pupils being supported in a variety of ways to complete the same task. In order for pupils to make the most of all learning opportunities, we recognise that learning can be recorded in different ways. This may be in the form of an individual knowledge book, a class book, displayed in the classroom on a working wall or through teacher observation.

Maths

At Greenpark we use Power Maths. This is a whole-class, mastery resource that empowers every child to understand and succeed. Power Maths develops growth mindsets, encourages hard work, practice and a willingness to see mistakes as learning tools.

English – [Reading](#) and [Writing](#)

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We expose all children to age appropriate texts during guided reading sessions. Writing is typically linked to pupils' topic study, enabling them to write for a purpose.

[Science](#)

Our science curriculum is taught through Science Bug. This is a hands-on science programme designed to spark imagination, fuel curiosity and nurture inspired and confident young scientists.

Non-Core Subjects – please click on the hyper-links to find out more information

[History](#)

[Geography](#)

[Music](#)

[Art/Design and Technology \(DT\)](#)

[Modern Foreign Language \(MFL\)](#)

[Religious Education \(RE\)](#)

[Physical Education \(PE\)](#)

[Personal, Social and Health Education \(PSHE\)](#)

[Sex and Relationships Education \(SRE\)](#)

Enrichment Opportunities

Through trips, visitors, theme days and weeks, parent sessions, career fairs and visits within the local community, we aim to extend learning opportunities, engage in the wider community and teach important life skills and character. Enrichment opportunities promote academic attainment, employability and skills children need to make good choices. Children are enabled to discover and develop new interests.

Links

Maths (Power Maths) - www.pearsonacademysandfecolleges.co.uk

PATHS - www.pathseducation.co.uk/

Science (Science Bug) - www.pearsonacademysandfecolleges.co.uk

Thrive - www.thriveapproach.org.uk

Phonics – www.letters-and-sounds.com and www.jollylearning.co.uk/jolly-phonics

PiXL - www.pixl.org.uk