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ACADEMY TRUST
Better Futures For All

Curriculum Policy - Greenpark Academy



**GREENPARK
ACADEMY**

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Intent

To meet the needs of our community, our curriculum has been designed to do the following:

1. Provide a broad breadth of content. Areas of study have been chosen using the National Curriculum subject specific knowledge, skills and understanding. This is in order to provide the children with as much exposure to concepts and ideas as possible so all children can achieve or exceed their full potential in all aspects of learning.
2. Provide well-chosen visitors and visits to enrich and enhance the areas of study.
3. To link areas of study by concepts that run throughout curriculum areas – the concepts are reinforced to children and referred back to when new areas of study are presented.
4. To build up knowledge to help children to visualise and make links between areas of study taught.
5. To develop positive and proactive behaviours for learning such as curiosity, questioning, resilience and co-operation that enable our pupils to apply in a range of context and communicate confidently and succeed on their learning journey.
6. To develop citizens of the future, with appropriate social skills and cultural awareness ready for modern day life in a diverse society. They are given the opportunity to foster a sense of appreciation of their place within the world and to promote positive mental health.

Alongside these core principles, our curriculum:

- Provides all children with opportunities to develop their command of the spoken language - which in turn develops their written language. All children are given time to speak with, and to, a variety of audiences in order to enhance and develop their English vocabulary.
- Combines Thrive, RSE, Norfolk Steps programmes and the Restorative Approach to develop social competence, self-control and self-esteem.
- Teaches pupils to be 'ready to learn' with good behaviours for learning such as resilience, perseverance, confidence and independence. These are the essential foundations for effective teaching and learning.
- Gives opportunities for pupils to connect with, and have a deeper understanding of their locality and its place within the wider national and global world.

Our curriculum is ambitious and includes meeting the needs of **all** pupils - developing their knowledge, skills and abilities with increasing independence and fluency.

Implementation

Within each subject, curriculum leaders have set out learning so that ideas and skills build on each other from the simplest concepts to more complex by the end of Year 6.

We deliver a curriculum through topics and themes which are accessible, meaningful and relevant for our pupils.

A variety of resources and adapted schemes are used to meet the needs of our pupils e.g. Power Maths Programme, Science Bug, iCompute, Charanga and Phonics Bug. Our RE scheme is in line with the Norfolk RE Agreed Syllabus.

Across the academy and curriculum, knowledge is delivered through enquiry based learning. Learning is delivered as a sequence of lessons that is:

- Based on prior knowledge
- Stimulating, interactive and hands on
- Differentiated to meet all needs within the classroom.
- Using the outside space wherever possible
- Adapted in response to on-going assessment; pre teaching and post teaching sessions are used to support pupils.

There is a rigorous and sequential approach to teaching reading; pupils have reading materials that are matched to their specific needs and phonic abilities. Emphasis is placed on text understanding and the enjoyment of reading. Testing takes place regularly and grouping is adapted to ensure that children falling behind catch up quickly.

Curriculum links for further information:-

[Mathematics](#)

[Phonics](#)

[Reading](#)

[Writing](#)

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

[Geography](#)

[History](#)

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

[Music](#)

[Personal, Social and Health Education \(PSHE\)/Sex and Relationships Education \(SRE\)](#)

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

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

[Science](#)

Impact

The curriculum has been designed and taught to inspire pupils to learn and enable them to know, do and remember more.

Subjects are planned and taught discretely to ensure a progressive and coherent sequence of learning. Wherever possible, links are made across subjects to reinforce concepts and help to build up knowledge.

Assessment take place in several ways:

- At the start of a sequence of learning to inform planning and teaching.
- Daily to inform lesson content, teaching and pre and post teaching groups.
- At the end of a theme/topic to determine attainment of skills and to inform further teaching.
- Termly to determine retention of knowledge and skills and the quality of teaching over time.

Parent/Carer Involvement

We fully appreciate the importance of parental/carer involvement and the impact that support from home has on a child's education.

We strive to maintain good communication and relationships with parents/carers; keeping them informed of what the pupils are learning and how they can support this at home and outside of the academy.

Greenpark Academy includes curriculum and home learning information for parents/carers.

We provide regular opportunities for parents/carers to join us in the academy to experience class based learning. Opportunities are provided online or in person for parents/carers to develop a knowledge of how children learn within each subject.

As well as regular communication in person or via Class Dojo, progress is reported to parents/carers at least every term in a written report or through parent consultations.

Inclusion

Our curriculum has been designed to meet the needs of **all** learners, including disadvantaged pupils and those with SEND. All pupils have the opportunity to learn in a creative and encouraging learning environment.

When pupils are identified as having a special educational need, we will do all we can to ensure that the needs of these pupils are met. In most instances, class teachers will be able to provide the resources, adjustments and support required to enable these pupils to access the curriculum at a level that is appropriate to them.

If class teachers feel that it is necessary to modify the curriculum in order to meet the needs of pupils with more severe special educational needs, then this will be carried out in consultation with the SENCO.

Leaders promote equality of opportunity and diversity when planning for inclusion in the curriculum at Greenpark Academy, so that there is no direct or indirect discriminatory behaviour.

Leaders, staff, and pupils promote tolerance, understanding and acceptance. Our Core Values, as well as British Values are taught explicitly in assemblies and are interwoven throughout everyday learning.

Linked policies

This policy should be read and in conjunction with our policies for:

Marking and feedback;

Inclusion and Behaviour;

Special Educational Needs and Disabilities;

RSE

Web 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

APPROVED