



# CURRICULUM POLICY

September 2021

<b>REVIEW DATE:</b>	September 2023	
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<b>ROLE:</b>	Headteacher	Chair of Governor
<b>LEAD PROFESSIONAL:</b>	K Shepherd	C Elliott
<b>STATUS:</b>	Statutory	

# Sandal Magna Curriculum Policy

## Abbreviations within the document:

<b>PSHE</b>	Personal, Social, Health and Economic Education
<b>SATs</b>	Standard Assessment Test
<b>PE</b>	Physical Education
<b>SMT</b>	Senior Management Team
<b>SEND</b>	Special Educational Needs and Disabilities

## Introduction

Our school's curriculum consists of planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum 2014 but also the range of extra-curricular activities that the school provides in order to enrich the experience of the pupils. It also includes the 'hidden curriculum' - what the pupils learn from the way they are treated and expected to behave. We want pupils to grow into positive, responsible people who can work and cooperate with others while at the same time develop their knowledge and skills, so that they can achieve their true potential.

## Our Aims

- Develop a broad, balanced and relevant curriculum which provides continuity and progression.
- We aim to maximise life choices for every child by implementing an ambitious curriculum which develops confident, articulate and resilient life-long learners.
- They will have gained an introduction to the essential knowledge that they need to be educated citizens.
- A well-designed curriculum which gives all our pupils a rich understanding of their local area and makes them feel connected to the community they live in.
- Enable pupils to have respect for themselves, others and have high self-esteem.
- To live and work cooperatively with others.
- Teach pupils to have an awareness of their own spiritual development and to distinguish right from wrong.
- To cater for the needs of individual pupils of both sexes, from all ethnic, religious and social groups.

- Facilitate pupils' acquisition of knowledge, understanding, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each pupil's education has continuity and progression.

## Our vision

When tailoring the curriculum, we carefully consider the needs of the children and community in which we serve. At Sandal Magna Community Academy, we aim to ensure that all children leave our care with 6 'Key Habits' that will make them successful for life. These key habits are taught throughout all subject areas and aid planning.

Our Key Habits are as follows:

1. Awareness
2. Curious
3. Perseverance
4. Creative
5. Making links
6. Collaboration

At Sandal Magna, we feel that experiences are pivotal in enriching learning and help to produce a rounded learner therefore, when devising the curriculum, we decided to include a Sandal Magna Promise. The promise includes experiences or activities that we believe all children should do during their time at Primary School. Please see Appendix 1. The experiences are divided between year groups to ensure coverage across school and may link to the topic they are studying.

## Planning and Organisation

We plan our curriculum in three phases. We agree long term plans for each key stage. This indicates what topic is to be taught in each half term, and to which groups of pupils. Both Key stages have a 1-year program.

Through our medium term plans we give clear guidance on the objectives from the National Curriculum 2014 and outline activities which will be covered during the half term. We use these to set the specific lesson learning objective, detail activities and resources which will be used, identify assessment opportunities and show how the lesson will be differentiated so all can achieve.

Our subject leaders planned the curriculum carefully so that there is coherent coverage of the National Curriculum and that there is planned progression in all areas.

We aim to give as many opportunities as possible for pupils to practice basic speaking and listening, reading, writing, computing, mathematical and scientific skills across a range of curriculum areas.

### The Curriculum and Inclusion

The educational opportunities at Sandal Magna Community Academy are available to all pupils irrespective of sex, religious belief, ethnic or socio-economic background. Our school curriculum is designed to promote the inclusion of all children and recognise the particular needs of those with SEND. We endeavour to ensure that the needs of all children are understood and met as far as possible, including the needs of our 'Looked After' children. We strive to set suitable learning challenges for all, respond to our pupils' diverse learning needs and overcome potential barriers to learning and assessment for individuals and groups of pupils.

### Instilling British Values

Our school curriculum has been created to reflect the promotion of essential British values through subject areas such as History, RSHE, Literacy and PE. At Sandal Magna, we believe that the key British values are:

1. Respect for the law
2. The role of Sovereignty in Britain and patriotism
3. Tolerance and equality
4. Personal freedom
5. Accepting personal and social responsibility
6. Freedom of expression/speech
7. Our rich history and culture
8. Love of sport
9. Fair play
10. Democracy

As a school, we are able to demonstrate the promotion of British values in many areas of school life for example: our school council is selected through a democratic process which all children can access; we teach the love of sport and fair play through regular links with our local High School's PE department, several weekly sports clubs; freedom of expression and

pupil voice is shown through our monitoring plan with regular pupil interviews by the SMT so we have a good understanding of what our pupils think about school.

## Parents and Carers

We are well aware that all pupils need the support of parents, carers and teachers to make good progress in school. We strive to build positive links with the parents of each pupil, by using topic sessions or workshops as an accessible way to work with their child.

## Assessment

Teachers carry out assessments on many levels. The assessments are carried out for a variety of purposes:

- Low stakes assessment as part of every lesson. The purpose is to inform the teacher of pupil's learning and therefore future planning
- In History and Geography, we have mini assessments that have been created by our subject leaders
- Science mini SATs tests are carried out at the end of every Science unit across KS1 and KS2
- In Key Stage, 1 verbal responses to learning are encouraged

Our pupils' foundation curriculum books are passed with them through Key Stage 1 and then again through Key Stage 2, to help them identify their own progress and to inform the next teacher of the skills previously developed.

## Monitoring

The Curriculum Leader is responsible for the day-to-day organisation of the curriculum and monitors long term plans, ensuring that all classes are taught the full requirements of the National Curriculum. Planning is monitored through work and planning scrutinies, which are part of the school's monitoring plan; this is overseen by the Senior Management Team.

## Appendix 1: Six Key Habits



## Sandal Magna Promise

  
**The Sandal Magna Promise**  
 At Sandal Magna Community Academy, we promise that every child in our care will have chance to experience 48 different memorable moments. We believe all children should experience these things during their time at our primary academy. Enjoy the memories within this book.

*The Class of 2020*

<p style="text-align: center;"><i>Nursery</i></p> <ol style="list-style-type: none"> <li>1. Go on a bear hunt</li> <li>2. Paint our hands and feet</li> <li>3. Have a teddy bear picnic</li> <li>4. Watch the clouds pass by</li> <li>5. Jump in the puddles</li> <li>6. Play in the mud</li> </ol>	<p style="text-align: center;"><i>Reception</i></p> <ol style="list-style-type: none"> <li>7. Go on a local walk</li> <li>8. Have an Easter egg hunt</li> <li>9. Build a den</li> <li>10. Visit the local library</li> <li>11. Have a water fight</li> <li>12. Grow a flower</li> </ol>
<p style="text-align: center;"><i>Year One</i></p> <ol style="list-style-type: none"> <li>13. Fly a kite</li> <li>14. Try new foods</li> <li>15. Chalk on the playground</li> <li>16. Travel on public transport</li> <li>17. Make and eat a picnic</li> <li>18. Visit the theatre</li> </ol>	<p style="text-align: center;"><i>Year Two</i></p> <ol style="list-style-type: none"> <li>19. Make a potion</li> <li>20. No computer screen day</li> <li>21. Learn to tie a shoe lace</li> <li>22. Chase bubbles in the sunshine</li> <li>23. Plan a surprise</li> <li>24. Perform a poem to an audience</li> </ol>
<p style="text-align: center;"><i>Year Three</i></p> <ol style="list-style-type: none"> <li>25. Compose and play a piece of music</li> <li>26. Play outside in the rain</li> <li>27. Learn an "old fashioned" game</li> <li>28. Make a daisy chain</li> <li>29. Enter a competition</li> <li>30. Learn and tell a joke</li> </ol>	<p style="text-align: center;"><i>Year Four</i></p> <ol style="list-style-type: none"> <li>31. Read a story to young children</li> <li>32. Teach someone a new skill</li> <li>33. Make an explosion</li> <li>34. Visit a religious building</li> <li>35. Run two kilometres</li> <li>36. Visit a local care home</li> </ol>
<p style="text-align: center;"><i>Year Five</i></p> <ol style="list-style-type: none"> <li>37. Visit local important places</li> <li>38. Learn first aid</li> <li>39. Use a map to plan a journey</li> <li>40. Visit a central library</li> <li>41. Learn and make origami</li> <li>42. Learn a magic trick</li> </ol>	<p style="text-align: center;"><i>Year Six</i></p> <ol style="list-style-type: none"> <li>43. Post a handwritten letter</li> <li>44. Make and play a board game</li> <li>45. Raise money for charity</li> <li>46. Fly a brilliant paper aeroplane</li> <li>47. Perform in a show</li> <li>48. Make an "Art Attack"</li> </ol>