

# Curriculum Policy

## 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.
- Pupils should enjoy coming to school, develop a positive attitude towards learning and acquire a solid basis for lifelong learning.
- 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 10 '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. Resourcefulness
3. Curious

4. Stickability
5. Risk Taker
6. Creative
7. Making connections
8. Communicates
9. Reflective
10. Collaboration

Please refer to Appendix 1 for a definition of each habit and what it looks like in the classroom.

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 School Charter. The charter includes 50 experiences or activities that we believe all children should do during their time at Primary School. Please see Appendix 2. 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. Key Stage 1 have a 1 year program whereas in Key Stage 2 there is a 2 year rolling 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 and identify which specific Key Habit will be the focus of that lesson. Each topic also makes links to our curriculum drivers of: enquiry, sustainability, knowledge of the world and community.

Throughout school we strive to adopt an interdisciplinary topic approach to curriculum planning where appropriate. We plan 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 practise basic speaking and listening, reading, writing, ICT, 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, PSHE, 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 and pupil sports leaders during lunch times; 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 and an understanding of our rich history and culture is taught through our wide range of topics such as Fair Trade in Years 5 and 6, where the children begin to understand the role of the British Empire, Britain's role in the slave trade in Benin and immigration in the 1950's of the Windrush generation.

### **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:

- Ongoing assessment is an informal part of every lesson. The purpose is to inform the teacher of pupil's learning and therefore future planning

- 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

In art, pupils' sketchbooks work as a portfolio and pass with them through Key Stage 1 and 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.

Signed: \_\_\_\_\_ Head teacher

Signed: \_\_\_\_\_ Chair of Governors

Review date: January 2019

# Appendix 1

## 10 Key Learning Habits

### Ten Key Learning Habits

The Ten Key Learning Habits are the behaviors for learning that we would like to promote at our Academy. This document will help define the habits and give some examples of how they can be evidenced in lessons.

### Awareness

Awareness is the ability of children to understand the world and what is going on around them. They are aware of their actions and consequences and also show awareness of other peoples needs and cultures.

For example:

- Actively listening and taking part in class discussions.
- Knowing when to step back or get involved in group problem solving activities.
- Finding space and moving with a ball in a PE lesson.

Ten Key Learning Habits

### Resourcefulness

Resourcefulness is the ability to find different ways to achieve a goal, overcome difficulties and complete challenges. Children can think of a variety of different approaches to succeed.

For example:

- Using computers to research in a history lesson.
- Knowing what materials would be needed to complete an model when constructing in Design and Technology.
- Using all equipment to complete a Mathematics task.

Ten Key Learning Habits

### Curious

To be curious is the ability of children to enquire, be inquisitive and ask questions. Children need to aim higher and want to better themselves by not just accepting situations as they may appear.

For example:

- RE lesson discussions, children exploring further the beliefs of different religions.
- Children not accepting what adults say is the truth!
- In a science lesson, children should be asking deeper and higher level questions.

Ten Key Learning Habits

### Stickability

Stickability is the ability of children to persist and not give up. They should see a task all the way through to the end and not be fazed by barriers which may make this difficult.

For example:

- Practising an instrument in a music lesson, practice makes perfect!
- Trying all the possible answers in a Mathematics problem, using reasoning.
- Reading longer stories and trying to reach the end without giving up half way through.

Ten Key Learning Habits

### Making Connections

Making connections is the ability of children to take ideas from one area of the curriculum and apply them to a different one. They connect across a range of subjects and types of learning.

For example:

- PE and Science taking pulse rates and creating graphs.
- Literacy writing activities in topic, history and geography work.
- Mathematics and PE – counting and other number work in French or another language.

Ten Key Learning Habits

### Communicates

To communicate is the ability of children to express themselves to convey meaning so that they can be understood. Children communicate in a large range of ways from speaking and singing to sign language and drama.

For example:

- In art lessons, using colour and creative styles to express different emotions.
- Mathematics lessons where children explain verbally how they came to their answer.
- In music, composing a piece that gives a message to others.

Ten Key Learning Habits

### Reflective

To be reflective is the ability of children to self evaluate a task. Children are able to look back at their learning and see how they have succeeded but also how they can improve in the future.

For example:

- Self assessment in literacy lessons, assessing their areas for improvement.
- Adopting and amending art or D&T work.
- Understanding and accepting consequences if children have made poor choices with their behaviour.

Ten Key Learning Habits

### Collaboration

Collaboration is the ability of children to understand we need to work in teams to achieve our goals. They listen to others and take in other peoples ideas as well as their own. Also they are aware of their own strengths and weaknesses.

For example:

- Working together in PE lesson to win a team game.
- In group work on a task to complete a task in RE.
- School assemblies working together to make decisions about improving school life for the students.

Ten Key Learning Habits

### Risk Taker

Being a risk taker is the ability of children to understand they are able to work outside their comfort zone. They should be open to making mistakes without fear of the consequences.

For example:

- Speaking in front of the class in a debate or drama lesson.
- Putting your hand up to answer a question in a group while being unsure if you are correct.
- Trying something new in a PE gym session that no-one else has tried.

Ten Key Learning Habits

### Creative

To be creative is the ability of children to express their individuality. They should demonstrate the creativity they are born with as well as develop the creativity they need to improve.

For example:

- Drawing, painting or constructing in both art and D&T lessons.
- Composing and singing a piece of music on an instrument.
- Writing a descriptive paragraph for a scary story.

Ten Key Learning Habits

**Appendix 2**  
**50 things you have**  
**chance to do at Sandal**  
**Magna**

1. Have a picnic
2. Watch a pantomime
3. Create an Easter bonnet/basket
4. Learn to skip
5. Build a sandcastle
6. Visit an art gallery
7. Compete in a competitive sport
8. Watch live professional sport
9. Complete an activity alongside a parent
10. Do a good deed
11. Receive a water bottle and be actively encouraged to drink water throughout the day
12. Have a piece of art work framed and displayed
13. Learn to recycle and reduce waste
14. Visit a theatre to watch a live performance
15. Take part in a disability awareness raising activity
16. Learn basic first aid
17. Learn basic road safety
18. Learn to play an instrument
19. Visit a place of worship other than their own faith
20. Grow, tend and nurture a plant
21. Given the opportunity to take part in cycling proficiency
22. Create and sell something to raise money for charity
23. Camp out
24. Build a den
25. Skim a stone
26. Run around in the rain
27. Fly a kite
28. Play conkers
29. Make a trail with sticks
30. Play in the snow
31. Make a daisy chain
32. Set up a snail race
33. Create some wild art
34. Paddle in the sea
35. Pick fruit
36. Visit a farm
37. Make a grass trumpet
38. Go star gazing
39. Climb a huge hill
40. Hold a scary beast
41. Hunt for bugs
42. Find some frogspawn
43. Track wild animals
44. Discover what's in a pond
45. Make a home for a wild animal
46. Go rock pooling
47. Bring up a butterfly
48. Go on a nature walk at night
49. Go bird watching
50. Find your way with a map and compass