



CURRICULUM POLICY

PHASE	JUNIOR
POLICY LEAD	REBECCA SCUTT
DATE OF APPROVAL BY TRUSTEES	FEBRUARY 2021
DATE OF RECEIPT BY LOCAL GOVERNING BODY	DECEMBER 2020
FREQUENCY DATE	BI-ANNUALLY
NEXT REVIEW DATE	DECEMBER 2022

The ACET Junior Academy Curriculum

Intent

We endeavour to provide ACET children with an engaging, exciting and empowering curriculum that equips them with the knowledge, skills, understanding and cultural capital they need to succeed in life.

The ACET Curriculum values every child's entitlement to an outstanding quality of education. It is vital that children leave primary education having secured fundamental skills in all curriculum subject areas and have clear ambitious aspirations for their future in order that they can make a positive contribution to wider society. Through coherent planning, the ACET Curriculum is sequenced in a purposeful way to recognise children's prior learning, ensuring progression and challenge in the skills, knowledge and concepts of discrete subject disciplines, whilst maximising opportunities for children to transfer and apply their learning through a cross-curricular learning approach. ACET learners will be captivated and immersed during lesson delivery from highly skilled teachers who actively promote an enthusiasm for learning, develop interpersonal skills, build resilience and enable children to become creative, critical thinkers.

We prioritise educating children in order that they can keep themselves safe in an ever changing world and prepare them to manage risks and make informed decisions. Through a rich tapestry of enrichment activities, children gain an understanding of British values as a citizen in the modern world.

Implementation

Curriculum implementation is the process of putting an agreed plan, decision, proposal, idea or policy into effect. Across ACET, teachers follow a long term plan which has been coherently sequenced in order to ensure progression and opportunities to maximise the learning of knowledge across multi-disciplines. Pupils are immersed in half-termly units of work, which have been written by subject specialists from secondary academies and junior academy leaders.

In all junior academies, teachers use a variety of teaching styles and are consciously aware of metacognitive strategies which engage pupils, make learning memorable and maximise retention. Teachers are encouraged to be creative in their approach to support pupils to, 'Learn more, remember more'. Classroom environments and corridor displays have a dual purpose: to celebrate pupils' learning and to reinforce what has been learnt.

We believe all pupils should be challenged to achieve their potential; where appropriate, scaffolds are in place to ensure learners with SEND are fully included in all curriculum lessons, encouraging all learners to achieve in line with at least age-related expectations.

Teaching staff are encouraged to broaden pupils' experiences during curriculum learning through educational visits, visitors into school and shared experiences within the academy, across ACET and the wider community.

Parental Involvement

Parents/carers are encouraged to support their child's learning. Curriculum overviews are shared with parents/carers on a half termly basis in order that can engage in their child's learning journey, promoting research and the opportunity to share ideas and resources they have developed at home. All schemes of work are accessible through each junior academy website and when required, remote learning links directly to the medium term planning for the half term.

Pupils' achievements are celebrated regularly through class and academy newsletters, displays in classrooms/shared corridor areas and also in assemblies where pupils are encouraged to share their interest and knowledge with the rest of the academy. Where possible, parents/carers of pupils in FS1-Y6 are invited in to join their child in a hands-on, creative learning experience linked to the curriculum learning for the half term. At ACET, we view this as an important part of parents/carers knowing about and being involved in their child's learning journey. We also believe creative sessions play a vital role in building positive relationships between home and the academy.

Professional Development Opportunities

We strive to maximise professional development opportunities whereby primary practitioners have been able to meet as year group teams, guided by secondary specialists to share ideas and clarify potential misconceptions. In each academy, staff professional development sessions are planned on a half-termly basis with a sharp focus on enhancing subject knowledge and pedagogical understanding.

Throughout the academic year, planned CPD sessions focus on the moderation of assessments across differing discipline areas and provide staff with insight into alternative ways of evidencing pupils' learning.

In order to support the development of each discipline area, subject leader training is strategically planned to ensure staff are able to effectively monitor, evaluate and review the quality of education for their area of responsibility.

Impact

Leaders in the junior academies monitor the impact of the curriculum through their monitoring, evaluation and review cycle which includes:

- In-class drop-ins and lesson observations
- Work scrutiny
- Pupil voice
- Discussions and evaluation activity with subject leaders
- Data analysis
- Pupil progress meetings

(Further information relating specifically to assessment is detailed in the Learning, Teaching and Assessment Policy).

Monitoring evidence is triangulated during Leadership Team meetings which focus on evaluating the effectiveness of the curriculum provision in the academy. A key focus of this is identifying subject areas of strength and identification of those subject areas

in need of further development, in order to ensure all pupils have access to a consistently good quality of education, with particular emphasis on the provision for SEND pupils. A planned calendar of monitoring activities ensures the impact of each subject is reviewed individually as a component of the overall curriculum offer.

Roles and Responsibilities

Each Principal and Local Governing Body have overall responsibility for the quality of education in their own junior academy, supported by subject leaders. All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff are expected to make amendments to planning in order to optimise learning opportunities when they arise. The Leadership Team and subject leaders are responsible for monitoring, evaluating and reviewing the delivery of the curriculum.

Linked Policies

Each subject discipline has its own individual policy. National Curriculum subjects delivered through the ACET Curriculum in junior academies are:

- English (including Early Reading/Phonics)
- Mathematics
- Science
- History
- Geography
- PE
- Art & Design
- Design & Technology
- Music
- RE (Religious Education)
- Computing
- MFL (Modern Foreign Languages, KS2 only)
- PSHE & RSE (Relationships & Sex Education from April 2021)