

# Curriculum Policy

## KIBBLESWORTH ACADEMY

**Approved by:** Full Governing Body

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# 1. Aims

Our curriculum aims to:

- Provide a **broad** and **balanced** education for **all** pupils
- Develop skills, knowledge and understanding to think and act morally, to engage in the culture in which they live and to understand and appreciate the cultures of others.
- Provide a rich, engaging and memorable programme of study which is tailored to the needs of our pupils and one which overcomes potential barriers to learning that we as a school identify.
- Develop pupils' subject specific **knowledge**, understanding and **skills**, inspires a love of learning and is aligned with national intent so that pupils can reach and exceed their potential to directly impact their life chances and own future aspirations.
- Develop the behaviours that pupils will need to succeed in the world and will create confident and successful lifelong learners
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Be embedded in our local area and culture
- Encompass important events of local, national, and international note
- Inspire pupils to learn with a curiosity and fascination about the world and its people.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Develop pupils' independent learning skills and resilience, to equip them for the next stage in their education.

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#)..

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## 4. Organisation and planning

### 4.1 The Curriculum

Any Curriculum design is, broadly speaking, a "local interpretation of a nationally designated curriculum", or how you interpret a designated curriculum in the context of your pupils.

At Kibblesworth Academy, that means taking the end-of-year and end of phase expectations and delivering them in a way that:

- Is developmental
- Takes into account our local history, environment and heritage
- Links in with local, national and international events
- Welcomes the skills and experiences of visitors, and the opportunities educational visits create.
- Values equally the development of skills and the assimilation of knowledge.
- Challenges all learners to challenge themselves.
- Develops resilient, inquisitive learners.
- Helps to equip all pupils to take their place in British society in the 21<sup>st</sup> Century.

#### A curriculum which is developmental

A core principle of our curriculum design is for it to be **developmental**. A curriculum should reinforce prior learning and increase in cognitive complexity, and this is a key feature of curriculum design at Kibblesworth. This means it should widen out as the child moves through the school, revisiting concepts in greater depth, and all the while, developing a set of transferable skills which can be used at Secondary school and beyond.

For example, a child may learn about light and dark in Key Stage (KS) 1, but as he/she moves through school would learn about how light is created, electricity, the impact of light and dark on day and night and seasons, eventually tying it in to more complex concepts such as climate change in later Key Stages. In science for example, we would always plan to then learn about some of the concepts taught in context, linking together different strands of science when learning about scientists and their work.

### **A curriculum embedded in our local area**

We want our curriculum to be built around our local context – our geography, our history, and the natural environment which surrounds our school and village. We want our pupils to learn about historical figures of local significance, the mining and industrial heritage of our village, and its place in the wider world. We also want to ensure that all pupils know how the local area is changing, both physically and economically, and be able to predict and reason what the future may hold.

### **A curriculum that is flexible enough to engage with current events**

We want our curriculum to encompass national and international events, such as anniversaries of landmark events such as the Moon landings or international sporting events. We also want all pupils to be able to discuss current affairs and events in the world through engaging with the news daily in school.

### **A curriculum which encompasses the experiences of visitors and gives pupils the chance to learn beyond the classroom**

We want our pupils to be able to listen to the experiences of visitors who can bring the curriculum to life. We encourage teachers and curriculum leaders to plan for these events and embrace them wherever possible. We also recognise the value of learning beyond the classroom. As such all curriculum areas should try to plan for a balanced range of trips and experiences as the curriculum develops across the key stages. This could range from a lesson within the school grounds, to the local park, in the local area, or wider afield.

### **A curriculum which recognises the development of transferable and subject specific skills alongside the assimilation of knowledge**

We want our pupils to be able to experience a curriculum where skills are acquired sequentially from key stage to key stage, for example, the ability to read grid references in geography, progressing from four to six figure references, or the development of painting skills in art. We want our throwing and catching skills to develop into striking and fielding, and our ability to research and evaluate evidence in history to develop as we move through school. These individual building blocks will be explicitly planned for, taught and tracked to ensure we create geographers, historians and artists who have mastered the appropriate skills to help them take the next steps in Secondary school. To balance this, our curriculum will be rich in knowledge, learning about events in history, famous artists, and the geography of the world. It is designed in such a way that the skills which are developed are applied constantly as new facts and new content is introduced.

### **A curriculum built on high expectations for all pupils**

We insist that all teachers and subject leaders have high expectations of what pupils can achieve within each subject area. Extension and provision for the most able is built into every unit across every subject. Our curriculum is designed to recognise success and built upon it. Pupils are encouraged to challenge themselves to take their learning in new and different directions.

### **A curriculum which develops and celebrates resilience**

In-built within our curriculum is the explicit teaching of resilience in all subject areas. We recognise and celebrate the skills required to keep going when things don't come easy, or even when we get the wrong answer. These skills are developed and reinforced throughout all lessons across all subject areas.

### **A curriculum that “future proofs” all pupils**

We need a curriculum which delivers the skills and values which will future proof our pupils against an uncertain world. Industry reports suggest that 85% of jobs which will exist in 2030 have not been invented yet, but even if this bold statement does not come to fruition, it is clear that the modern workplace is more mobile than ever, with a career or job for life being largely a thing of the past. With this in mind, all of our

curriculum subjects also contain “soft” targets which build the habits and qualities which future employers will value, such as flexibility, thinking skills, communication and presentation skills. All of these areas are not only explicitly developed but tracked to ensure that all pupils have the chance to develop these skills sequentially.

All subjects are taught according to the class timetables to ensure resources and learning spaces can be organised effectively. Some units and subjects are taught over a series of weeks across a half term or term, while other subjects are occasionally delivered in blocks to make the learning more powerful or relevant to a local event.

Each subject has its own subject specific policy, which is available from the curriculum section of the school website.

Within, and alongside, the curriculum subjects, the following areas are also delivered where appropriate:

- Relationship and sex education
- Spiritual, moral, social and cultural development
- British values

For the most part, these elements are interwoven within other curriculum areas, although SRE is delivered discretely through our Jigsaw PSHE units as well as within certain biology units.

Our foundation subjects are taught in an integrated way, with intended and actual objective coverage tracked through our use of Curriculum Maestro. Yearly overviews as well as medium term plans are available for all Maestro based subjects on the school website. Overviews of all other subjects are also available within the curriculum section of the school site.

See our EYFS policy for information on how our early years curriculum is delivered.

## **4.2 Entitlement and enrichment**

Our pledge to all pupils at Kibblesworth Academy -

We promise, that by the time you leave Kibblesworth Academy you will have had the opportunity to:

- Make a positive contribution to the school, local and wider community
- Participate in memorable real life experiences
- Be innovative and lead learning
- Actively engage in learning outside the classroom
- Learn a musical instrument
- Sing in a concert
- Play an instrument in a concert
- Join the choir and perform to a variety of audiences
- Learn a new language taught by a specialist
- Visit a museum, travelling by public transport
- Go to a museum or place of interest outside of Gateshead and Newcastle
- Sleep at least one night away from school with your class
- Have a speaking part in a play
- Have two weekly PE lessons
- Represent your school in a Sports Event
- Compete and collaborate in inter-house activities
- Compete in inter and intra sporting competitions

- Hold a position of responsibility within school
- Cook food over a campfire you have lit
- Celebrate your culture and family traditions with others
- Take part in a celebration for another faith or culture
- Grow, cook, and eat a vegetable in school
- Join a school club
- Have a real-life theatre experience
- Visit a venue to listen to live music being played
- Perform in a concert or production in school
- Enter a school-based competition
- Had a piece of your artwork displayed for all to see
- Spent an evening at school
- Taken part in curriculum enhancement weeks and events
- Raised money for an important charity

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School monitoring visits
- Discussions with pupils
- Discussions with subject co-ordinators
- Scrutiny of curriculum overviews and maps.
- Through seeking the opinions of parents

The SLT and subject co-ordinators monitor the way their subject is taught throughout the school by:

Planning scrutiny

Work scrutiny

Lesson observations

Pupil interviews

Subject co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Education Committee At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Curriculum statement
- EYFS policy
- Assessment policy
- Learning and teaching
- SEN policy and information report
- Equality information and objectives
- GTMA policy
- Pupil Premium Policy
- SRE policy
- PSHE Policy
- Individual curriculum subject policies