

Courthouse Green Curriculum Policy and Strategy

Legislation

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010. 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.

Context

A large proportion of our children come from families of disadvantage, many with limited experience of travelling far beyond Coventry. Opening their minds to new experiences beyond their classroom is key if we are to enable them to develop an appreciation of and a responsibility to the world in which they live. We know our children need lots of opportunities and support to develop their range of vocabulary and their language skills in order to articulate their thinking and understanding. They need to be able to work with resilience both on their own and with others, ambitious for their own improvement and achievement. Our children need to understand how to be physically and mentally well so that they understand how to regulate their thoughts and emotions.

Vision

Children learn best when their learning is exciting and interesting and when they are able to explore, collaborate, and talk to others and practice skills in an environment which is safe, supportive, encouraging and challenging. Every child in our school will receive the very best learning opportunities to enable them to achieve excellent personal and academic growth, through a rich and challenging curriculum. Through the open ended learning opportunities our children become curious and develop the skills of reasoning. Through the regular use of technology they record their understanding of their learning through various mediums whilst appreciating the need to act responsibly when online. Our curriculum intent of Talk, Feel, Question, Reflect underpins our curriculum design. Our curriculum will excite and engage children using real life contexts to encourage them to reflect on the world around them. Our children will, through our curriculum, understand the importance of equality and equity and celebrate diversity in all its forms.

Provision

Because we want the best for each and every child, our core values underpin all that we do. We teach them to act with kindness, work with pride, collaborate well with one another, striving to improve by acting with resilience. Taking responsibility for their learning and their behaviour is essential if they are to grow personally and academically.

In order to imagine and gain real engagement beyond the world in which they live we provide rich learning opportunities which are authentic, hooking in the children, exciting them to learn and acquire knowledge and skills. Through language rich real life experiences they connect emotionally with their learning gaining an awareness of the importance of the arts in our lives. As part of their spiritual, cultural and social development they learn how to read music and to play a musical instrument whilst at school, visit their capital city, go to local art galleries and museums and watch live performances developing an appreciation of the arts. Through residential visits and our extra curricular opportunities we provide children with a rich range of experiences which support their development and improvement beyond the classroom. We also signpost those pupils, identified as having a particular talent to opportunities where these can be further enhanced. The curriculum is evidenced through the children's books and via the use of 'See Saw' and 'Showbie'. This is showcased throughout the school in exciting displays which are instructive, informative and celebratory of the children's learning.

Organisation

Our curriculum is progressive, conceptual, coherent and broad, building year on year on the skills and knowledge previously acquired, giving children a clear purpose and meaning for what they are learning so that they take pride and gain enjoyment from it. Through it they will gain a greater understanding of themselves as learners and how they contribute to the world beyond their environment. We ensure the progression of skills across year groups through our Long and Medium term planning which link learning through themes. The autumn term starts with a History based theme, the spring term a Geography based one and in the summer term a Science based one. Science is also woven throughout other themes to ensure full coverage.

We want to ensure that all children leave Courthouse Green able to confidently and competently read, write and use maths to at least the level expected for children of their age in order that they can build on their achievements through the next stage of their education. We use Read Write Inc. as our strategy to teach children the initial skills of reading and writing and Maths No Problem (based on the Singapore approach to Maths) throughout KS1 and KS2. We deliver 'Real PE', 'Discovery RE' and 'Let's investigate Science' as specific skills based programmes to ensure progression of skills and to secure learning in RE, PE and science. Throughout Early Years learning opportunities support the children to develop the essential characteristics which will enable them to be effective learners. This focus on personal, social, emotional development is a key component of our KS1 and KS2 curriculum also, guiding and educating our children in our British Values, to successfully develop as learners and responsible citizens of their community.

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including the more able pupils and those with low prior attainment and SEN and disabilities. The language rich experiences support those with additional languages with the opportunity to learn English through absorption and also specific language enhancement programmes. We use additional funding to support disadvantaged pupils, removing all barriers to every pupil achieving.

Monitoring

The local governing board

The governing board will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation through termly visits to the school, meeting with pupils, observations of practice and termly book looks. 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)

Leaders

We ensure that the school curriculum is implemented in accordance with this policy through termly learning walks, book scrutinies, lesson observations and discussions with pupils. Subject leaders and the curriculum lead monitor Long and Medium term planning.

This policy links to the following policies and procedures:

- Long and Medium term planning for each year group
- EYFS policy
- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- RSE policy

Agreed: October 2020

Review: October 2022