

# CURRICULUM POLICY

## BLENHEIM PARK



APPROVED

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## Intent

The children that attend Blenheim live in a 'tight knit', rural, local community. Parental engagement is high with parents supporting events and homework activity.

To meet the needs of our community our curriculum has been designed to do the following:

1. Provide a broad breadth of content. Areas of study have been selected using the National Curriculum and content and activities carefully planned and well chosen.
2. New learning builds on previous knowledge – there is a progression in the delivery of new concepts, so that pupils are able to make links and build up a long term arc of knowledge.
3. Teachers refer back to previous learning to enable children to build on what they already know.
4. Provide well-chosen trips/experiences that are outside of the locality as much as possible or offer experiences our parents would not usually expose their pupils to.
5. To link areas of study by concepts that run throughout curriculum areas – the concepts are reinforced to pupils and referred back to when new areas of study are presented.
6. To build up knowledge webs/organisers to help pupils to visualise the collation of knowledge and make links between areas of study taught.
7. To build in curriculum days where the whole school focusses on a theme or area of study that develops pupils' understanding of their role and responsibilities within society at a local, national and international.

We place a high priority on developing competence in reading and the use of vocabulary – both are taught explicitly as well as being interweaved across all subjects. Confidence and fluency in reading coupled with a rich spoken vocabulary underpins the development of acquiring subject knowledge over time.

Pupils are taught how to access learning and undertake independent inquiry and problem solving – we call these behaviours for learning. These skills are essential for learning both in the classroom and life outside of the academy.

Our Core Values, as well as British Values are interwoven throughout everyday learning.

## Implementation

Within each subject, leaders have planned the learning so that ideas and skills build on each other from the simplest concepts to more complex by the end of Year 6.

Each year, the relevant knowledge for each subject and year group is delivered as projects. Within each project, teachers deliver a sequence of learning. There are typically 6 steps within each project.

Lesson content within each project is presented in a clear way, building on what has been taught before. Relevant resources, experiences, visits and visitors are used to support learning – teaching in a way that helps children to commit key facts and skills to their long term memory.

Knowledge organisers are used as a teaching and learning tool. The knowledge organiser identifies the key knowledge and skills that will be learnt, new vocabulary and relevant previous learning. These are shared with the children, through our website and with parents.

As part of the learning process, teachers check pupils' understanding throughout lessons and teaching is adapted in response to on-going assessment. Pre teaching and post teaching sessions are used to support pupils who find acquiring new knowledge and skills difficult.

Reading is prioritised - if the pupils are able to read well, they will be able to access the full curriculum. There is a rigorous and sequential approach to teaching reading – pupils have reading material that is matched to their specific needs and phonic abilities. Emphasis is placed on text understanding and the enjoyment of reading. Testing takes place regularly, grouping is adapted to ensure that children falling behind catch up quickly.

### **Impact**

The curriculum has been designed and taught to inspire pupils to learn and enable them to know, do and remember more.

Subjects are planned and taught in a discrete manner to ensure a progressive and coherent sequence of specific learning, however, where ever possible, links are made across subjects to reinforce concepts and help to build up an arch of knowledge.

Assessment take place in several ways: -

Daily – to inform lesson content, teaching and pre and post teaching groups.

At the end of a project – to determine attainment of skills for each child and to inform further teaching as well as informing the teaching for the subsequent academic years.

Termly – to determine retention of knowledge, the acquisition of skills and the quality of teaching overtime.

### **Parental/Carer Involvement**

We fully appreciate the importance of parental/carers involvement and the impact that support from home have on a child's education.

We strive to maintain good communication and relationships with parents/carers, keeping them informed of what the pupils will be learning and how they can support this at home and outside of their lessons. We provide home learning information for parents/carers and, where possible, provide regular opportunities for parents/carers to join us in the academy to learn about our projects within each subject and how we teach through our workshops and information programme for families.

Parents are welcome to performances, assemblies, Christmas events and other activities. We are committed to sharing and celebrating the learning that has happened in a variety of ways.

Parent's evenings happen two times per year and all parents are warmly welcomed into the academy for a meeting with their child's teacher regarding their learning and progress, during which parents have the opportunity to look through the learning and feedback in their child's books.

This is supplemented by termly updates. We welcome feedback from parents/carers in a variety of ways.

### **Inclusion**

Our curriculum has been designed to meet the needs of all learners, including disadvantaged pupils and those with SEND - all pupils have the opportunity to learn in a creative and encouraging learning environment.

When pupils are identified as having special educational needs, we will do all we can to ensure that the needs of these pupils are met. In most instances, class teachers will be able to provide the resources and support required to enable these pupils to access the curriculum at a level that is appropriate to them.

If class teachers feel that it is necessary to modify the curriculum in order to meet the needs of pupils with more severe special educational needs, then this will be done in consultation with the SENCO.

Leaders promote equality of opportunity and diversity when planning for inclusion in the curriculum, so that there is no direct or indirect discriminatory behaviour.

Leaders, staff, and pupils promote tolerance, understanding and acceptance.