

Policy No 9

Curriculum Statement

Scope

At the Phoenix Academy we believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Children) (England) Regulations 2000
- Education Act 2003
- The National Curriculum in England Framework Document (DfE) 2014
- Prevent Duty Departmental Advice V6

We have a duty to ensure compliance with the Education (Independent School Standards) Regulations 2014 and to consider the revised National Curriculum with the application of the new programmes of study and attainment targets.

We believe we give all our children access to the National Curriculum although modified to ensure efficient delivery and learning. We enable them to achieve the highest academic and personal standards of which they are capable by providing them with challenges and the life skills that they need in order to take their place in society. We want all our children to succeed.

We provide for all children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development while preparing them for the opportunities, responsibilities and experiences in adult life

We see the development of English, Mathematics, Science, PSHE and Computing, as central to our curriculum work, balanced with the Project Learning, Physical Education, Forest School and our International Culture Curriculum. Also, the experiences of the children will be enriched by a range of planned extra-curricular activities as well as many learning outside of the classroom opportunities.

We strive to provide a curriculum that all children will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured, well-ordered classroom environment.

Phoenix Learning & Care

Reviewed September 2017 V2.2 (JP/JL Bespoke)

Aims

To provide a broad, exciting and challenging curriculum that embraces the five outcomes set out in Every Child Matters to;

- provide a curriculum that provides children with the essential knowledge they need to be educated citizens
- provide an environment that is fun, stimulating and challenging to all children
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- equip children with a range of skills and a desire for lifelong learning
- work with other schools to share good practice in order to improve this policy

Every child has the right to enjoy access to a curriculum which offers essential learning over a wide area but is diverse enough to cope with an individual's difficulties. How do we do this?

- By having a clear Curriculum Policy backed up by individual Subject Policies;
- Giving access to a broad curriculum, based on the National Curriculum, which can be differentiated to take account of each student's particular needs;
- An Individual Educational Plan (IEP) which includes short, medium and long term targets, is responsive to any requirements identified in the Statement of Special Educational Needs, and includes risk assessment of individual students;
- Appropriate schemes of work which take into account the age and abilities of each student and their aspirations, including planned routes of achievement.
- Individual lesson planning;
- Curriculum enhancement through activities and extra curricular activities as well as providing opportunities for learning outside the classroom;
- Robust programmes of study which supports a student's spiritual moral and social development;
- Teachers work in several cross curricular areas. Where knowledge or expertise is not available to deliver a specific part of the curriculum then this is always arranged by bringing in expertise or arranging for the subject to be accessed directly by an outside provider.

Role of School Staff

School staff will:

- Comply with all aspects of this policy;
- Undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop children's experiences;
- Develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- Develop children' spoken language, reading, writing and vocabulary in all subjects;
- Plan lessons so that cross curricular learning is maximized;
- Maximize learning opportunities by encouraging and developing parental involvement;
- Plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- Use a range of teaching and learning styles to address the needs of all children;
- Have high expectations for all children and will provide work that will extend them;
- Assess, record and report on the development, progress and attainment of children;
- Use appropriate Assessment for Learning techniques to further accelerate learning;
- Report and deal with all incidents of discrimination;
- Report any concerns they have on any aspect of the school community

Role of the Children

Children will:

- Be aware of and comply with all policies;
- Learn to take pride in their work;
- Aim to produce work to the best of their ability;
- Be encouraged to bring in their own items and information in order to enhance and to take ownership of a topic;
- Listen carefully to all instructions given by the Teacher and Teaching Assistants;
- Ask for further help if they do not understand;
- Participate fully in all lessons;
- Participate in discussions concerning Progress and Attainment;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Talk to others without shouting and will use language which is neither abusive nor offensive;
- Hand in homework properly completed and on time;
- Wear correct uniform;
- Liaise with the School Council;
- Take part in questionnaires and surveys

Role of Parents and Carers

Parents and Carers will be encouraged to:

- Be aware of and comply with this policy;
- Be encouraged to become involved in Curriculum Development by helping in school, taking part in Curriculum Focus Weeks and by maximizing learning opportunities between home and school;
- Be informed via termly newsletters of their child's topics;
- Be encouraged to take an active role in the life of the school by attending:
 - Parent-Teacher Consultations
 - Parent Open Days
 - Fundraising and Social Events
- Be asked to take part periodic surveys conducted by the school on Curriculum Development;
- Ensure regular and punctual attendance of their children;
- Notify school on the first day of pupil absence;
- Have holidays out of term time;
- Encourage effort and achievement;
- Encourage completion of homework and return it to school;
- Provide the right conditions for homework to take place;
- Hand in homework on time;
- Support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- Ensure correct school uniform is worn

National Curriculum Subjects 2014

The structure of the national curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

Figure 1 – Structure of the national curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

At Phoenix Academy there is a strong focus on delivering quality English, Mathematics and Science. All other subject areas are also seen as making an important contribution to the Broad and Balanced Curriculum we aim to achieve.

At Key Stage 2 and 3 we deliver programmes in International Cultures and Project Learning. International Cultures will include Art and Design, Languages, Geography, History, Music, Physical and Religious Education. While Project Learning also covers a number of these subject areas.

All schools are required to teach Religious Education at all key stages and Secondary Schools must provide Sex and Relationship Education. At Phoenix Academy both of these are taught within the areas covered by PHSE.

Figure 2 – Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

Timetables

Class timetables provide details of time allocations to each subject.

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

Details what is to be taught over the year

Provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

Organises the subject into termly or half-termly sections

Is more detailed and the objectives are more specific in nature

Is developed by the Teachers, who respond to the needs of their children

Ensures a balanced distribution of work is undertaken across each term

Short Term Planning

Details the Subject Curriculum over the week

Plans lessons in detail with specific class objectives

Sets individual learning goals for each pupil

Monitoring

Standards will be monitored by:

- Looking at children's work
- Subject and Lesson Observations
- Learning Walks
- Pupil discussions
- Scrutiny of planning
- General curriculum discussions

Monitoring will be undertaken by Subject Teachers and members of the Senior Management Team. Subject Coordinators are required to produce written Subject Monitoring Reports for the areas they coordinate.

Teaching and Learning Styles

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding. Any pupil placed at the Academy will undergo a series of tasks which will help staff to understand preferred learning styles. This in turn assist with effective planning and assessment.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our children.

We work hard to offer equality of opportunity and diversity to all groups of children within school such as children:

- From both sexes including transgender children;
- Who have Special Educational Needs;
- Who are looked after;
- From minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Who are gifted and talented;
- Who are at risk of disaffection;
- Who are sick;
- Who have behavioural, emotional and social needs;
- From families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We have an obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for all children who attend our school. Also, we have a duty to cater for children whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as *'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.'* (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose. We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs

We want children with identified special educational needs to have full access to all the subject areas we provide, with Teachers planning lessons that have no barriers to children achieving and with appropriate targets relating to the subject.

The majority of children who are placed at Phoenix Academy have Education, Health and Care Plans which have involved an Educational Psychologist assessment. Often however these documents have not identified the specific learning difficulties of the child and it is these difficulties which are usually inhibiting academic progression which in turn is resulting in poor social and emotional behaviours.

The support we offer at Phoenix Academy focuses on the specific learning difficulties for each child which are identified at the start of the placement through a combination of:

- Educational Psychologist Assessment to test for specific learning difficulties. This may be achieved over a number of meetings if the child is not engaging
- Teacher Assessment
- Discussion with the child. It is important for the child to understand their own specific learning difficulties and the impact these have on their learning and that they can develop strategies to help them overcome these difficulties.

By focusing on these specific learning difficulties we are supporting the child to develop strategies to improve in these areas of difficulty. Improvement in their areas of specific

learning difficulty will have positive outcomes for their learning progression and their confidence and self-esteem.

Assessment For Learning

Teachers will:

- Carry out continuous assessment;
- Use short-term assessments matched to the teaching objectives to adjust their planning;
- Make comments in pupil's books related to the teaching objective;
- Carry out medium-term assessments to measure progress against key objectives to adjust planning;
- Carry out long-term assessment to assess progress against school and national targets;
- Administer national tests and assessment Y6;
- Carry out tests at intervals in each school year as prescribed by the Senior Management Team
- Use long-term assessments to help them plan for the next academic year;
- Inform Parents and Carers of their child's progress and targets.

Resources

The school has a full range of resources to support the teaching of subjects throughout all year groups. Resources are upgraded and replenished when the need arises. A termly stock take and audit is undertaken by the Subject Coordinator.

We will raise awareness of our policies via:

- The School Handbook/Prospectus
- The school website
- The Staff Handbook
- Meetings with parents and those with parental responsibility
- School events
- Meetings with school staff
- Communications with home reports such annual report to parents
- Information displays within the school