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Mill Rythe Junior School

Curriculum Policy

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| **Date of Policy:** | October 2018 |
| **Date of Next Review:** | October 2019 |
| **Review Cycle:** | Every three years |
| **Signature (Chair of Governors):** |  |

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| **CURRICULUM STATEMENT**  **Curricular Aims**   * To foster a passion for learning among our pupils. * To develop a sense of awe and wonder through a stimulating and engaging curriculum. * To ensure that children leave Mill Rythe Junior School with a strong grounding in the basic skills of reading, writing and maths. * To ensure that children receive a well-balanced and rounded education with an opportunity to learn about a wide range of subjects and topics (including exposure to the arts, sciences, humanities and physical education). * To enable all our pupils to develop both a strong sense of responsibility for their own learning and a high level of self knowledge of themselves as learners and, as a result, learn and achieve extremely well. * To prepare our pupils to lead healthy, safe, successful adult lives. * To promote our children’s spiritual, moral, social and cultural (SMSC) development and enable them to understand and fulfil their responsibilities as community members.   **Principles**  The curriculum should:   * Be relevant and engaging for the children. * Motivate children through stimulating content and approaches. * Develop children’s skills (both subject specific and generic learning skills), knowledge and understanding in equal measure. * Be flexible to the needs of individual cohorts and children. * Ensure clear coverage of the national curriculum and show progression as the children move through the school. * Be coherent and linked between year groups. * Cater for all learning needs, taking into account children who learn very quickly and easily, children who have barriers to learning and the different ways in which all children learn. * Not disadvantage any child on the grounds of learning ability, physical difficulty, ethnicity, religious belief or cultural background. * Give the children the skills, knowledge and developing attitudes needed to stay safe and be healthy and financially competent now and as adults. * Provide the opportunities for the children to develop spiritually, morally, socially and culturally and develop an understanding of their role in their own and the wider community. * Be linked to efficient and effective systems of assessment and planning. * Encourage children to think about their future as successful adults, the goals involved and the steps needed to achieve these goals. * Encourage and value interest and involvement from home. |
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**The Mill Rythe Junior School Curriculum – An Overview**

At Mill Rythe Junior School, children are taught the three ‘core’ subjects of English, mathematics and science (as outlined in the 2014 national curriculum), as well as the following ‘foundation subjects’:

* Art and design
* Computing
* Design technology
* Spanish
* Geography
* History
* Music
* Physical education.

The school also follows the locally agreed religious education syllabus, ‘Living Difference’, and teaches personal, social and health education (PSHE) based on the National PSHE Association curriculum objectives.

At Mill Rythe Junior School, for the most part, subjects are taught discretely. However, we do look to make links between subjects where the opportunities arise. We ensure that there is a clear and rigorous progression in the knowledge and skills the children learn in each subject across the school.

However, we believe that learning goes beyond these subject disciplines and so our learning at our school is enriched through activities such as:

* ‘Special subject focus days’ e.g. History of Art day and Design Technology day.
* Visitors to school (these have included children’s authors and athletes)
* Cross Curricular weeks e.g. ‘Great to be British Week’
* Whole-school events e.g. Christmas productions, singing concerts, theatre trips and music concerts.
* Weekly sports coaching sessions.
* Daily whole-school assemblies where children get to explore a range of moral, cultural and topical issues.
* Access to extra-curricular clubs e.g. sporting clubs, robotics and gardening club.
* ‘Special Days’ such as World Book Day and Love days.
* ACE time
* Trips and residential trips.
* Children taking on responsibilities around school e.g. rangers, ambassadors, school council members.

**Learning Behaviours, SMSC and British values**

The school has developed a set of key learning behaviours which we aim to be embedded across all aspects of school life. These are:

* Bee resilient
* Bee creative
* Bee brave
* Bee cooperative
* Bee thoughtful
* Bee independent
* Bee ambitious

These are taught and celebrated in lessons and during assemblies with a Learning Bee award being awarded to one child from each class during Monday assemblies.

SMSC is embedded throughout all aspects of school and is captured through an SMSC curriculum map.

British Values are taught through lessons and specific assemblies across the year. A ‘Great to be British’ week also celebrates and teaches our British values.

**Policy into Practice – The Details**

**Organisation of the Curriculum**

* Each year team has a ‘curriculum map’ which shows the subjects and topics that will be covered in each school year. These can be found on the school website and on the school network. Year teams are free to allocate these units across the three terms to enable effective cross curricular links to be made where appropriate.
* Each subject leader also has a subject specific curriculum map showing the specific areas and topics being covered in their subject across the whole school.
* Units of work are evaluated and re-planned regularly by subject leaders, always taking into account the relevant national curriculum requirements, to ensure that they stay relevant and meaningful for the children. Children should be given opportunities at the start of units of work to share what they already know. This is used as an assessment to ensure that pupils have the correct starting points in their learning.
* Effective cross curricular links are made, where appropriate, to secure the children’s interest and to show children how the subject disciplines are related and interlinked. Teachers should decide where links can be made to support learning and the learning objectives. It is not always appropriate to make links and sometimes subjects are best taught discretely; links between subjects should not be forced.
* Units of work may be delivered in a block or through regular weekly lessons or any combination of the two methods based on the needs of the children and the nature of the unit of work.

**Coverage, Continuity and Progression**

* For the foundation subjects, subject leaders plan learning journeys. However, there is an expectation that the year group curriculum planning teacher will adapt planning to meet the individual needs of the children across their year group.
* In English and maths, one teacher from the year team will plan for the rest of the year team, They follow medium-term plans written by the maths and English leaders. However, there is an expectation that each teacher will need to adapt individual learning journeys to meet the specific needs of their class. The school has a detailed mathematics and English framework in place from which teachers plan their learning journeys.
* The national curriculum objectives are allocated across key stage 2 to ensure appropriate progression.
* Subject leaders ensure that the units of work in each year group cover the requirements of the national curriculum. They also ensure that there is a clear progression in skills and knowledge throughout the skill in their subject.

**Classes and Groups**

Each year group has either two or three classes of mixed ability (depending on the size of the year group). Each year, the school mixes classes to ensure that children get used to working with a range of peers. Teachers take account of a wide range of factors when assigning children to classes but always put the child’s learning first.

Within classes, teachers often group children in a variety of ways but always with the children’s ability in that subject in mind. Assessment for learning is used to group children according to their different starting points and needs.

**Collective Worship / School Assemblies**

Collective Worship takes place in the morning from Monday to Thursday.

Swimming, P.E. lessons, library sessions and use of the ICT suite for each year group are timetabled for the same time each week.

**Assessing Children’s Progress**

* On an on-going basis, teachers are expected to assess the progress children are making. This is known as formative assessment. In all subjects, all children complete assessment for learning (AFLs) tasks before each learning journey begins to help inform planning and ensure children have the correct starting points in their learning. This assessment is used to ensure that children’s learning needs are met.
* Children are also encouraged to engage in assessing their own work and effort through the self-assessment against the WALT of the lesson.
* Marking and feedback are a key part of assessment and the school has a well established marking system that encourages dialogue between teachers and children (see marking and feedback policy).
* Systems of summative assessment are well established. Formal assessments in reading, writing and maths take place on a termly basis to provide assessment data (and more frequently where required). Detailed pupil tracking systems are then used to monitor progress of all children, plan future teaching and appropriate interventions where required.
* Writing is moderated on a termly basis across the year teams and across the school. The school also takes part in inter-school and network writing moderation,
* Termly pupil progress meetings and class action plans are used to identified underachievement and appropriate strategies to tackle this and raise achievement further. Key target children are identified and are tracked closely throughout the year.

**Involving Parents and Carers in the Curriculum**

* Details of the school curriculum are published on the school website.
* Parents and carers are sent termly year group newsletters explaining the key themes being covered.
* Parents and carers are often invited in during units of work e.g. Art Exhibition and World War 1 day.
* Once a term, parents and carers are invited in for ACE time where children share their work.
* Special services and events involving parents e.g. Campus Carols, Christmas Show, Leavers Assembly.
* Formal parent teacher meetings and informal 1:1 meetings.
* Specific parent coffee meetings (SEN/ E-safety).