



Irthlingborough Junior School

Curriculum Policy

1. Aims

We believe that the key to good learning outcomes for children is through a broad and balanced curriculum. We want our children to enjoy positive learning experiences that are in line with the national curriculum expectations but also fit in with locality and the needs of our children.

We want our children to be creative, resilient learners. We want them to experience their learning through reflection, evaluation and a view of how their learning can be linked. We strive to give our children opportunities to be creative. We see creativity as the pinnacle of learning where children are using the knowledge, skills and evaluation to create their own ideas, work and solutions.

We recognize the time it takes for teachers to plan a broad and balanced curriculum. As school leaders, head teacher, deputy head and governors, we give teachers time and support to plan a linked and creative curriculum. Where possible, we will provide teachers with the necessary resources to deliver a curriculum with depth and imagination that meets the needs of all our children.

We will:

- Provide a broad and balanced education for all pupils
- 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
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

2. Legislation and guidance:

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

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.

3. Roles and responsibilities

3.1 The governing body

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

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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 disapply 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body 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. Teachers in the school will be given leadership responsibilities to lead and monitor subjects in the curriculum. They will:

- Keep up to date with developments in their subject area.
- Monitor the quality of planning and teaching in their subject.
- Where appropriate, monitor the outcomes of children across the school and report to the senior leadership team.
- Where appropriate will write development plans for their subject.

4. Organisation and planning

We teach the following subjects in line with the statutory guidance laid out in the National Curriculum:

- Maths
- Reading
- Writing
- Science
- Geography

- History
- Modern Foreign Languages – French
- PE and Games
- Art
- Design and Technology
- Computing
- Music

Organisation

We teach daily sessions of maths, reading and writing.

Maths

Our maths lessons are divided into two separate sessions. We spend up to 30 minutes a day on fluency where we teach arithmetic and skills to make sure children are fluent. The second session is based on the mastery approach. This is a longer session of up to 60 minutes.

The expectations for maths teaching are reviewed annually and the approach for teaching is explained in our 'One Page Policy for Maths'.

English

English is divided into reading and writing. We teach daily reading sessions where we practice comprehension skills.

We teach daily writing sessions. In Years 5 and 6, grammar is taught daily as well as teaching grammar in context within the writing session. In Years 3 and 4, grammar is taught three times a week as well as teaching grammar in context within the writing session. During collapsed curriculum weeks, there is an expectation that writing continues in the context of the curriculum week. We also expect to see extended pieces of writing in science and humanities on a weekly basis when taught. When writing is taught during a PPA session, resources such as Pobble 365 are used as a stand-alone writing stimulus.

Writing units are planned with a 2 or 3 week time frame. At the end of a unit, children will independently plan, write and edit a piece which is then assessed through self-, peer- and teacher assessment against a pre-agreed criteria which reflects the end of year expectations.

We have a Writing policy, handwriting policy, spelling policy and a reading policy where the expectations for teachers are explained.

Reading is taught in three different ways in school:

1. Comprehension

Comprehension sessions are used to teach the specific reading skills of:

- Summarising
- Fact finding
- Breaking down and explaining language
- Ordering and sequencing
- Inference and making conclusion
- Understanding vocabulary
- Recommending, comparing and celebrating

2. Accelerated Reader

We use Accelerated Reader track progress every term. Children read books that are linked to the programme and once they have finished the book, children take an online comprehension test.

3. Class Readers

Each class has an age appropriate, high quality novel read to them at least 3 times per week.

Foundation Curriculum

We encourage teachers to link the foundation curriculum where possible. Our geography, history and science curriculums are enquiry based. We start each unit with a key question that is the starting point for the study. We encourage children to relate their learning to the original enquiry question.

We have a specialist music teacher that teaches music weekly.

We teach PE and Games twice a week. We use the Real PE scheme.

RE is taught weekly and we use the Northamptonshire Scheme of Work.

Computing is taught weekly and we use an online learning platform to deliver the curriculum and part of the curriculum is online safety.

PSHE is taught weekly and we use the Jigsaw scheme of work. This covers:

- Sex and Relationships
- Spiritual development
- Social Development
- Learning about different cultures
- British Values

The curriculum is planned by teachers using a medium term plan to cover termly objectives. Medium term plans are then interpreted to form weekly plans. Teachers have weekly PPA sessions where they plan the following weeks subjects. It is an expectation that there is consistency within each year group which follows the planning.

Once a term, teachers have an extra half a day to plan their enquiry based humanities curriculum.

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 coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits to curriculum open events
- Monitoring visits
- Pupil chats
- Head Teacher reports

- SENDCo reports
- Subject leader reports
- Subject leader interviews

Subject Leaders monitor the way their subject is taught throughout the school by:

- Support with planning
- Book monitoring
- Lesson observation
- Learning walks
- Lesson study
- Pupil chats

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

This policy will be reviewed annually by the head teacher. 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:

- Assessment policy
- SEN policy and information report
- Pupil Premium policy and information report
- Equality information and objectives

Signed

Chair of Governors

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