

Uplands Junior School

Curriculum Policy

June 2020

Intent

At Uplands Junior school we aim to provide the children with a curriculum which is broad, well-balanced and above all stimulates excites and engages them to learn as well as promotes personal development. We promote the spiritual, social, moral, cultural, mental and physical development of our pupils and seek to prepare them for opportunities, responsibilities and experiences of later life. Through a positive, inclusive and caring environment with "Respect For All" and the UN convention on the rights of a child at its heart we provide the opportunity for every child to reach their full potential in all areas of the curriculum.

We deliver the programmes of study that meet the requirements of the National Curriculum 2014. The National curriculum provides an outline of the core knowledge and skills around which our staff can plan and develop progressive lessons and schemes of work as well as teaching subject specific vocabulary. We use a thematic approach to delivering the curriculum building upon the work of our KS1 feeder school(s).

Alongside core skills and knowledge we aim to develop learning behaviours which will support our pupils through into their adult life. These include resilience, taking risks, working hard, pushing oneself and trying new things. We use the 7 principles from The Art of Brilliance to support our work in this area.

We provide our pupils with a range of curriculum enhancement activities to strengthen learning and make it even more enjoyable and engaging. This includes trips and visits out of school, workshops and visitors into school as well as a broad range of extra-curricular clubs.

The compulsory subjects under the new National Curriculum are as follows: English, Maths, Science, Art and Design, Computing, Design Technology, Language, Geography, History, Music and Physical education. The teaching of Religious Education is statutory and here at Uplands we followed the Wolverhampton Agreed Syllabus.

English and Maths are a fundamental part of each day at Uplands. Learning to read and promoting the Love of Reading are central to our school. Teachers seek to make as many cross-curricular links as possible so that the skills taught in these subjects can be applied in a range of contexts.

Our Vision

At Uplands Junior School, our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

Working together, we want to nurture personal talents, discover new ones and encourage everyone to be the best they can be.

We want to build a culture of respect for each other, for our environment and for ourselves.

We want our children to leave with a sense of personal achievement and pride in their school and community, equipped with the emotional, social and practical skills for their next challenge.

Our Values

Our values are reflected in our whole school motto:

Respect For All

'Respect for All' underpins everything we do at Uplands Junior School. We hold The Rights Respecting School Award (RRSA). This helps pupils to grow into confident, caring and responsible young citizens both in school and within the wider community. Along with this the British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs form our school values and are embedded in our culture.

Implementation

Uplands' curriculum meets the statutory requirements of the National curriculum as follows:

Subject range:						
Maths	English	Science	History	Geography	Art	Design Technology
PSHE	SRE	Music	PE	Computing	Religious studies	MFL

Every subject has a continuum of skills which must be taught and built upon each year. We teach through a thematic approach with links being made between subjects where possible. The themes currently in place for each year group are as follows:

	Autumn	Spring	Summer
Year 3	The Ancient Egyptians	Groovy Greeks	Rainforests
Year 4	Flintstones (The stone age)	Wish you were here (Italy/volcanoes)	The arrival of the gladiators (Romans)
Year 5	World War 2	Fearsome warriors	Raging rivers Marvellous Mayans
Year 6	Wondrous Wolverhampton	Aint no mountain high enough	Swinging 60's

Learning within the curriculum is also supported by school visits, visits by professional speakers, workshops, homework, enrichment weeks and activities.

Support for Parents/Carers

Upon the school website Parents/Carers have access to creative curriculum planning under the 'Curriculum' tab. 'Knowledge Organisers' can also be found on the website which informs Parents/Carers of what skills and knowledge a child is expected to know at the end of a teaching unit. Knowledge Organisers can also be used by Parent/Carers to pre-teach children about the topic as they include; key facts, key vocabulary, prior knowledge that is needed and interesting facts. These can be found under - Curriculum then knowledge organisers.

Roles and responsibilities of headteacher, staff and governors

The headteacher will ensure that:

- all statutory elements of the 2014 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. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching all aspects of the curriculum is adequate and is reviewed by the Curriculum, Progress and Achievement Committee.
- the procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making towards 'Age Related Expectations', how they compare with national expectations, and what is required to help them improve
- the Curriculum, Progress and Achievement Committee (supported by the full Board of Governors) is fully involved in the decision-making processes to relate to the breadth and balance of the curriculum

The **staff** will ensure that:

- the school curriculum is implemented in accordance with this policy

The **Board of Governors** will ensure that:

- it considers the advice of the headteacher when approving this curriculum policy
- it participates actively in decision making about breadth and balance of the 2014 curriculum and questions are posed to evaluate its effectiveness

Arrangements for monitoring and evaluation

The Board of Governors will receive a termly report from the headteacher on:

- the standards reached in core subjects against national averages
- the standards achieved and progress made at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved and progress made by pupils with special educational needs and for those who receive pupil premium funding
- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils
- the evidence of the impact of strategies on standards and progress
- the views of staff about the action required to improve standards and progress

- the nature of any parental complaints

Equal Opportunities

In consideration of pupils' varied life experiences and needs, we ensure that the curriculum is available to all pupils, with equal and appropriate access, regardless of gender, race, faith or ability.

Pupil Premium

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief - we will provide a culture where:

- staff believe in all children and know their barriers to learning
- there are 'no excuses' made for underperformance (i.e children not meeting 'Age Related Expectations' for their year group)
- staff adopt a 'solution-focused' approach to overcoming barriers
- staff support children to develop mind sets towards learning.

Building belief in our pupil premium children comes from an understanding of their barriers to learning. At the beginning of each term class teachers will undertake a pupil premium 'chat' to understand the needs and barriers to their learning. Barriers to learning will then be discussed within year meetings and suitable interventions (including non-academic interventions) will be put in place.

To encourage a belief in every child at Uplands a 'Respect for All' ethos is being reinforced through the behaviour policy and assembly themes and embedded in learning behaviours across school life.

A 'solution-focused' ethos has been created to support the needs of pupil premium children. (See Pupil Premium Policy)

The Role of the Curriculum, Progress and Achievement Committee

The committee liaises with and supports the co-ordinator and other staff, and reports back to the Board of Governors. They are a source of support and a critical friend to the school. Curriculum link governors change depending on the priorities in the school improvement plan.

The Governors on the committee are invited to

- attend INSET courses and weekly staff meetings
- meet with the Headteacher and Co-ordinator to discuss issues.
- work with the school to inform parents about and involve them in their children's learning
- come into class on a help basis and participate in focussed learning walks

The Role of the Curriculum Subject Coordinator

The Co-ordinator is responsible for supporting and co-ordinating the school policy and provision. He/she should:

- identify training needs, co-ordinate in-service training, identify external resources and promote and support the subject among the staff, pupils, parents and governors.
- support and guide the classroom practice of teachers and support staff, identifying appropriate training needs.
- ensure coverage, continuity and progression in planning.
- monitor and evaluate the effectiveness of delivery.
- prioritise and organise whole school or individual development needs.
- audit, maintain and update resources as appropriate and manage the budget.

- report overview to governors as required
- be up to date with national and local initiatives

Impact - Assessment (See Assessment Policy)

Opportunities to assess pupils' progress are identified in short term planning and a range of evidence is used. Records are kept of the pupils' achievements, through both teachers' notes and the school's ongoing recording system. Pupils are given opportunities to assess their own work and that of others.

Evidence can be obtained by:

- direct observation of children at work
- questioning pupils
- examining products made by the children
- looking at drawings, diagrams, plans, written comments
- displays and photographs

This evidence enables teachers to, identify what has been learned, monitor progress against key skills and establish individual or group needs as a basis for future teaching and learning to inform planning and intervention sessions.