

Curriculum Policy

Bowling Green Academy



Approved by:

Date:

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1. Curriculum aims

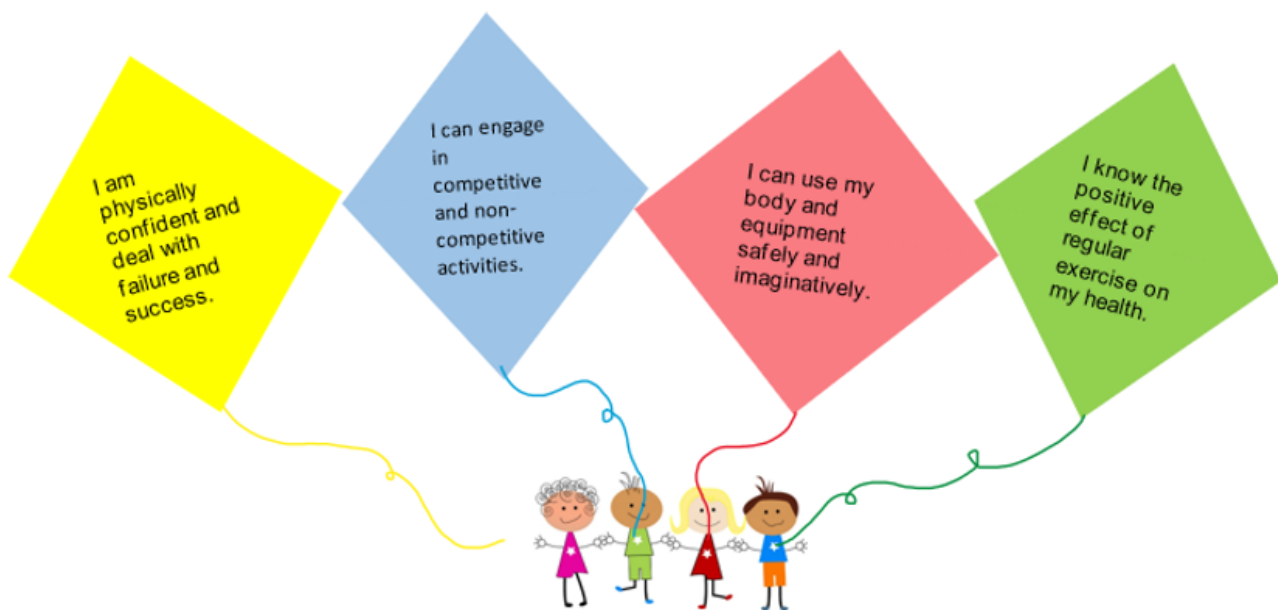
At Bowling Green Academy our Curriculum has been designed to ensure each and every learner can ‘achieve together’. It is tailored to the needs of our pupils, not only by focussing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum; but by also providing extracurricular experiences that seek to harness talents, prepare our children for life in modern Britain and equip them with technical vocabulary, key knowledge and sufficient cultural capital to be successful in their future lives.

Our curriculum is subject focussed and each subject area’s curriculum is designed so that our children know more, remember more and can do more with a clear progression of knowledge and skills. Where appropriate, logical links are made across subjects and the explicit teaching of vocabulary features across all curriculum areas. Our teachers have the freedom to design their class curriculum to suit the needs of their children. We value the importance of excellent home-school links and use modern technologies to ensure learning is recorded and shared with families to support further work at home.

Underpinning our curriculum design are our kite values:

- Kindness
- Independence
- Tenacity
- Enjoyment

All subjects have a child-friendly Intent created by subject leaders. An example of PE is:



At Bowling Green Academy, we have Intent statements for all curriculum subjects found in subject-specific Curriculum Policies.

The children at Bowling Green Academy strive to demonstrate these values in every lesson, therefore, they are an essential part of our curriculum aims and design. An enjoyment of the curriculum is enhanced by teachers linking to learning in individual topics to reading quality and engaging texts. The love of reading underpins all curriculum areas and children demonstrate this at Bowling Green Academy.

The overarching teaching of each subject is based on key evidence which is proven to embed learning and enable children to access learning most effectively. The EEF guidance reports: Improving Literacy at Key Stages 1 and 2; Metacognition and Self-regulated learning and Special Education Needs in Mainstream Schools, in addition to Rosenshine's Principles of Instruction, inform teachers of how to plan and deliver the curriculum to ensure optimal learning from all pupils.

2. Legislation and guidance

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 we have 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.

3. Roles and responsibilities

3.1 The governing board

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

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Adequate provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Involved in curriculum improvement and developing children's daily experience.

3.2 Principal

The principal 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
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board 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 SEND.

3.3 Other staff

Staff will ensure that the school curriculum is implemented in accordance with this policy. Class teachers will take on the leadership of a subject/subjects. It is the leader's responsibility to make sure that staff have access to expert knowledge, resources and CPD as necessary.

4. Organisation and planning

Our curriculum adopts a subject led approach. Subjects are taught with the aim of being able to answer key questions linked to the topic being taught. For example, in History: 'What mattered to ancient Britons?', or Science: 'Are all Rocks the same?'

The curriculum is carefully designed to meet the needs of the children ...

Our Geography curriculum is reflective of our local surroundings and starts local in EYFS, and KS1 before spreading across the globe in KS2. Our History curriculum is also reflective of local history and provides children with the opportunity to investigate the past in the local area through key questions such as 'Has the Piece Hall always been the same?' and 'How has Halifax changed over time?'

Each of our subjects is driven by four key aims which make up their intent they can be found in the individual subject documents.

Subjects are designed, delivered and sequenced so that children have the opportunity to acquire new knowledge at a good pace while also retaining previous key knowledge. This is achieved by using a flashback system which asks the learners a key question on: the last lesson, the previous week, the previous term, the year before and then a key 'must know' fact which focusses on the knowledge needed to access all subject topics e.g. continents of the world in Geography. This ensures children are given regular opportunities to revisit previous learning and knowledge before building new knowledge. Vocabulary also features heavily throughout the curriculum and lessons present opportunities for children to be exposed to new vocabulary, complete task that use the new vocabulary before finally using new vocabulary in independent tasks.

As a school, we value strong home links and as such we share a half termly overview with parents which outlines the key areas of learning across the whole curriculum. This is available on our website and on SeeSaw.

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 SEND, including those with speech, language and communication needs (SLCN)
- Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEND 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 whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

Subject leaders in partnership with the senior leadership team monitor the way their subject is taught throughout the school by:

- Conducting learning walks.
- Monitoring books.
- Conducting pupil voice surveys.
- Checking curriculum/subject coverage.
- Organising subject specific CPD opportunities.
- Meetings with the Kite Ambassadors to gain further pupil voice.

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

This policy will be reviewed yearly by the principal/curriculum leader and the Local Governing Body.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEND policy and Information Report
- Equality information and objectives
- Subject-specific Curriculum Policies created by subject leaders at Bowling Green Academy.