

Victoria Lane Academy



Curriculum Policy

2020-2021



A Member of the Tudhoe Learning Trust



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INTRODUCTION

Victoria Lane Academy curriculum aims are informed by the School aims and objectives. The Education Reform Act 1988 and subsequent legislation places a statutory duty on schools to ensure that students follow the National Curriculum. As an academy we have autonomy with regards to our curriculum. We have decided to follow the National Curriculum and adapt it for our purpose. Consequently we have a Curriculum Lead (Mrs Richardson) who is responsible for developing our curriculum, ensuring it is purposeful, relevant, current and progressive, but most of all meets our pupils' needs and makes learning irresistible. Our curriculum is topic based, with a class novel being central to its delivery from Year 2 through to Year 6.

Our curriculum is on our website, but if you would like any further information about it, please contact Mrs Richardson through the school email.

PUPIL ENTITLEMENT

Victoria Lane Academy recognises that **all** pupils are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression. We attach the following meanings to these terms:

Breadth

A broad curriculum will bring pupils into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).

Balance

A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

Coherence

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience, so that these do not appear as discreet and unconnected but as contributing to overall progress and achievement, for example, using a historical topic of Victorians as a context to teach other subjects or using a class novel to bring subjects together around the same theme.

Relevance

A relevant curriculum will link schoolwork to pupils' own experience and make plain the application of what is learned to adult life. This means that a 'planned' curriculum will change to reflect the current needs/interests of the children being taught, for example a class may go away from their planned topics for a week to research a topical event that they are interested in.

Differentiation

A differentiated curriculum will satisfy the broad aims of education and be carefully matched to pupils' developing abilities, aptitudes and individual needs. In this context, the school recognises that it is appropriate for some pupils to follow a more restricted curriculum in terms of breadth of subjects, in order to meet their individual needs. At Victoria Lane Academy, the needs of the children are always the starting point for planning the curriculum. We believe that our curriculum will only be effective if it meets the individual needs of the children being taught.

Basic Skills

Through accurate differentiation and a creative topic and class novel based curriculum, we focus on teaching the 'basic skills' in reading, writing and maths in as many different subjects and contexts as possible.

Without abrogating these principles, the school places particular emphasis on offering high quality and diverse opportunities for pupils to study mathematical, scientific and technological courses, including information technology. We aim to reinforce pupils' awareness of the centrality of modern technology to their world and to the learning process. In particular we aim to develop the use of computing as an essential tool for communication and personal development, teaching the skills discretely and giving the children to apply them in different contexts.

Teaching and Learning

Victoria Lane Academy places emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining pupil progress and achievement. To this end we seek to develop shared experience, between teachers and learners. We encourage teachers to review their teaching methodology and monitor approaches through classroom observation and professional review meetings, building in CPD strategically to support teachers in developing their practise. We also recognise the importance of shared experience between learners themselves and that teachers can learn from pupils. We value non-formal learning situations as a distinctive aspect of the ethos of the school.

In this context and within the financial, physical and human resources available to the school through the delegated budget, we will endeavour to:

- Reflect the schools' aims & values and promote British Values;
- Promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building;
- Equip pupils with the tools of learning and give a high priority to literacy, maths, speaking and listening skills, the application of Information and Communication Technology (ICT) and investigation, taught through a wide range of experiences;
- Relate the content and delivery of the curriculum to the cultural, linguistic, social and religious experiences of pupils and their families so that pupils can contribute actively to their own learning;
- Develop pupils' understanding of the world/country in which they live through their involvement in the community and exploration of its economic, industrial, political, ecological, religious and social dimensions;

- Use out of school learning e.g. school trips, outdoor learning to enrich the curriculum and give children an opportunity to learn and apply their learning in different contexts;
- Encourage pupils to be self-confident, self-disciplined, courteous, co-operative and constructively critical;
- Provide opportunities for pupils to reflect systematically upon their activities and experiences;
- Give pupils a sense of success through their achievements;
- Begin to prepare pupils for the next steps after primary school, including universities and the world of work;
- Regard assessment as an integral and valuable element of the learning process, in order to diagnose difficulties, plan lessons and chart progress.

ASSESSMENT, PROGRESSION AND RECORDING ACHIEVEMENT

Victoria Lane Academy will undertake the formal assessment of each pupil's achievement in relation to some subjects of the National Curriculum, along with the recording and publication of results in accordance with the procedures set out in statutory and other guidance. The prior attainment data of each pupil will be used to inform our expectations of the progress to be made by individuals. A mixture of process and achievement targets and formative and summative assessment methods will be employed to encourage and measure individual progress. **Details of assessment can be found within our marking policy and assessment guidance.**

We will follow policy and practices that are designed to ensure pupils improve and progress to realise their potential. These approaches will be characterised by coherence and quality in:

- the detailed objectives and guidance set down in schemes of work and teacher's lesson plans as they affect the learning needs of individual students to include:
 - * clear, shared learning objectives and success criteria
 - * consistent marking procedures
 - * a philosophy that encourages creativity and the maximisation of all opportunities
 - * standardised and other forms of testing;
- Working with different schools and phases - particularly between our cluster of schools, local secondary schools, further education or training, higher education.
- Home and school perceptions of pupil progress, including parent's evenings, rewards and sanctions, contact with parents via letter,
- A staff development programme in support of the School Improvement Plan; arrangements which encourage full, individual and corporate participation by staff in the development and review of the curriculum

- Arrangements for promoting (where appropriate) the involvement of parents in the school.
- Arrangements for providing parents, prospective parents, governors, and others with information about the curriculum of the school and pupils' achievements in accordance with the national requirements.

Date of Last Review: July 2020

Next Date of Review: July 2021

Headteacher: *J Richardson*

Chair of Governors: *D Bowes*

