

# ENGLAND LANE ACADEMY



## **CURRICULUM POLICY**

**Trial draft version Sept 2014  
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## **Our Curriculum Philosophy**

At England Lane we believe that our curriculum should meet the needs of our children and serve to support them in becoming independent learners, able to meet the full demands of life at high school and in modern society. With this at the heart of our curriculum we prioritise SMSC, PSHE and British values alongside the effective teaching of traditional subjects. We endeavour to create meaningful and real life experiences within each unit of work to ensure that children are fully engaged and to broaden their experiences and horizons. We follow the current National Curriculum with adaptations and personalisation as needed to ensure maximum impact for our children.

## **Curriculum Organisation**

In every phase of school the curriculum is organised within overall topic areas. KS1 and EYFS work on similar topic areas as much as possible and KS2 work together on the same topic areas. These are organised within a rolling cycle of 2 years for KS, 3 years for EYFS and 4 years for KS2 ensuring that all children can work together where required. This also leads to maximum effectiveness of resourcing, shared strengths in teaching and delivery and more meaningful real life experiences.

All topics incorporate an educational visit or a visitor to the academy at some point close to the start of the topic. They all culminate with an 'inspire' day event where parents come into the academy to share and celebrate their children's work. In key stage 2 one of these visits each year is a residential visit – this usually takes place early in the autumn term. The academy subsidises this in an attempt to promote 100% attendance as we feel such experiences are hugely beneficial for our children's social, emotional and cultural development as well as educationally. These experiences are so important to our cohort because very many of our families have lived for generations within Knottingley and have minimal experiences of communities outside this relatively small and culturally homogenous area. By offering these we are widening the experiences of our children which we hope will promote greater aspiration. The residential visits are organised to cover a mix of topic content related experience and S.M.S.C development. The current cycle of residential experiences is:

2015 – Kingswood outward bound experience – 2 nights. Developing independence, teamwork, problem solving, self motivation and challenge.

2016 – London experience – 1 night. Developing understanding of our capital city and life in a major city, linked with the Britain topic and understanding of British values and democracy.

2017 – coastal experience – 2 nights. Linked to seaside topic and development of science and geography knowledge. Also developing a deepening understanding of another contrasting locality.

2018 – countryside experience – 1 night. Linked to geographical study of a contrasting locality and development of outdoor skills and resilience.

Currently all KS2 children have had the opportunity to attend the first of these residential. Around 75% attended and work in the academy for the remainder was structured to focus on the development of similar team building skills. This cycle will repeat for the next 4 years.

Subjects are organised into these topics and as stand-alone lessons. For example English and maths lessons are taught every day and opportunities for developing and extending

these skills within topic and cross curricular work are also promoted. Subjects which fit into topic areas are taught as part of that topic and others are covered as stand-alone lessons. This may differ from topic to topic. For example, science may be a key component of a topic on light but will not feature effectively in a topic on Ancient Greece. During the term of the Greek topic a science unit will be taught separately.

### **Subjects taught**

At England Lane we teach the full National curriculum. French is taught in KS2 as a modern foreign language.

### **Curriculum Planning**

#### **Long term plans**

Teachers produce long term curriculum plans which show the coverage of topics across the full cycle (2, 3 or 4 years). This also shows how English and Maths skills and concepts are broken down across the terms and across the cycle. Children may not always cover curriculum areas exactly in the year groups suggested in the National curriculum as the cycle may necessitate differences here. However, all will cover the content within the key stage. Teachers will produce this long term plan in phase groups and then differentiate the skills and concepts appropriately for their children. For example: a science unit on plants may be specified for year 3 and 4 in the National curriculum. All of KS2 will cover this at the same time with greater depth for the children in year 5 and 6 and then other topics which may be specified for year 5 and 6 will be covered by all at another time with simplification where needed for year 3 and 4. There is currently a little difference in this within years 5 and 6 to ensure that the full requirements of the new curriculum are covered by these children before they move to high school as they were following the previous National Curriculum at the start of their time in KS2.

#### **Medium term plans**

All teachers also produce medium term plans which cover each unit of work in maths, English and topic. These plans are variable in length depending on the length of the unit. Topic plans are either half a term or a term in length; maths and English plans may be only two or three weeks long dependent on the length of the unit. The topic plans cover the subjects which are taught within that topic only.

#### **Short term plans**

All teachers produce weekly plans for maths, English, guided reading and phonics following agreed academy formats. EYFS staff also produce weekly plans incorporating these areas within their overall objective led planning and in conjunction with continuous provision plans and allocations for all of the areas of learning.

### **Maths and English**

In mathematics we are working towards a full maths mastery teaching programme. Currently all children will receive a full maths lesson each day with a main focus on number, calculation and application of these basic skills. Differentiation within this lesson will be focused on developing greater depth, understanding and application of concepts for more able children and additional opportunities to use concrete apparatus to deepen understanding for children who require it. Children will not move to new concepts until this has been achieved and we intend for all children to move through the curriculum

together in this way. This is an approach which is a key focus of our ADP this year and, as such, will be developing and improving throughout the year.

In addition to this all children will have a daily maths meeting in their classrooms. Children who have not fully grasped the learning in the daily maths lesson will have same day, teacher led intervention to enable catch up and to close any gaps. Children with additional needs or those eligible for additionality through disadvantaged funding will also have access to separate intervention programmes during afternoon sessions as needed led by cover supervisors.

In English all children will have a daily English lesson which will include elements of reading, writing, speaking and listening and will also include spelling, grammar and punctuation tuition. In addition to this all will have a daily guided reading session where they will work in guided groups with staff and independently on reading development activities in reading workshops. Further to this all children in EYFS and KS1, and those who require it in KS2, will have a daily lesson of phonics teaching. In years 3 and 4 children who don't require phonics teaching will work on additional development of spelling, grammar and punctuation skills during this time. In years 5 and 6 phonics will be delivered as a targeted intervention to those who still require this support. Same day intervention for children at risk of not progressing in phonics will be introduced as the year progresses and initial foundations are consolidated. As above, separate intervention where needed will be delivered by cover supervisors.

### **Intervention programmes**

Timetabled interventions are delivered by trained cover supervisors as needed during afternoon sessions. These include maths, English, speaking and listening delivered within a programme and in consultation with a speech therapist and behaviour development. The latter include nurture programmes, turn taking, self esteem and anger management. We also have access to a trained play therapist and learning mentors from within the pyramid of academies for additional needs. Children attending these behaviour based interventions also complete topic based work in the nurture room environment when and where required. This ensures they do not miss elements of curriculum coverage due to their intervention needs.

### **Additionality**

Forest school: A cover supervisor is currently completing her forest school training and is beginning to offer these sessions as additional interventions during afternoons where appropriate. These are offered initially as a reward for children who always show excellent work, attitude and behaviour. Some of those who require additional interventions as above will work within these groups as they become established in order to gain from the experience and the positive role models.

Focus weeks and events: Each year focus weeks are held to develop specific curriculum or SMSC areas. During 2014-15 an anti bullying and e-safety week was very successful in promoting understanding of these areas. During 2015-16 we are working on developing greater cultural and religious understanding as part of our British values work and within the Prevent agenda. Links with a teacher from the high school who practices the religion of Islam have been established and regular visits have begun.

Music: Individual music tuition is provided by the local authority music staff and the costs of these lessons are subsidised by the academy to promote a wide range of take up.

Wider opportunities music sessions are also run and these are fully subsidised by the academy. Currently year 5 are learning to play the flute as part of the wider opportunities programme and individual lessons in brass, woodwind and stringed instruments are also delivered to some children.

PE: All children in year 4 attend swimming lessons for the whole year. The sports funding grant has been used to provide high quality PE teaching and staff CPD from an external provider and the local high school. This includes extra curricular provision, cross pyramid and cross academy trust events and competitions. A range of extra curricular sports clubs is currently available to all children.

Computing: Links are currently being established with a graduate research student from Huddersfield University who will be delivering coding and programming work as part of an extra curricular provision in conjunction with his research at the university.

Art: Year 3 children are involved in a SPARK project this year in conjunction with the artists in residence scheme run by the Yorkshire Sculpture Park. Staff training for this is currently ongoing and the project will run during the spring term.

English: Year 4 and 5 children are part of an 'imaginary communities' project during this year with artists from CAPE UK and Creative Partnerships. This involves developing drama techniques to improve writing. As above, staff training is happening during the autumn term and the project will be implemented in the spring.

Gifted and Talented: The academy is working in conjunction with other SPTA academies to develop additional experiences for higher attaining children. During the summer term 2015 this involved poetry work with a professional poet and teachers from high schools. During the autumn term a science project is ongoing in conjunction with the STEM centre at Leeds University and local industry. These events will continue to be offered each term with differing focuses; current plans for the spring term involve dance and drama.