



# **Springfield Junior School**

## **Curriculum Policy**

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### **The aims of our Curriculum**

- ✓ To equip pupils with skills, knowledge and high level vocabulary across the range of subjects to enable to progress and experience success.
- ✓ To ensure that the curriculum and wider opportunities are inclusive of all groups
- ✓ To employ carefully chosen teaching and learning techniques to maximise learning and retention of facts.
- ✓ To provide pupils with a range of rich and inspiring experiences to broaden horizons and raise aspirations
- ✓ To allow pupils opportunities to become articulate communicators, to develop confidence and a clear sense of self.
- ✓ To promote and build upon positive learning behaviours such as perseverance, resilience and a thirst for learning.
- ✓ To provide opportunities to celebrate success and build shared experiences with the wider community to create effective partnerships.

**Our School Motto sits at the heart of our curriculum and development of learning behaviours**

## **Persevere, Learn, Believe, Achieve**

### **Key Principles of Teaching and Learning and our Curriculum**

At Springfield Junior School we believe that effective learning takes place when learning is well structured and where teachers are responsive throughout delivery.

#### **Curriculum Planning**

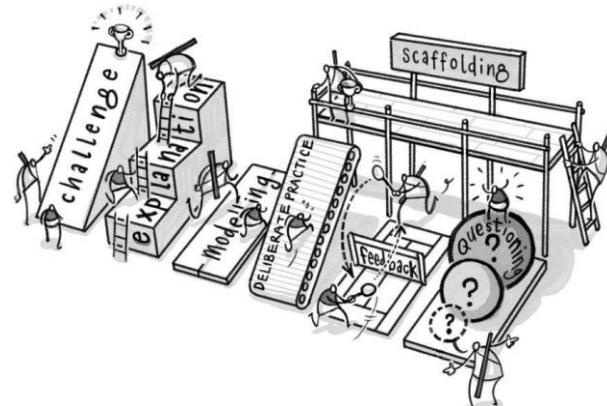
Using National Curriculum programmes of study, we aim to provide a cross curricular approach to learning where some subjects are taught through a topic (when links are appropriate) and some are covered as discrete subjects. Topics are often brought to life through inspiring trips and visitors planned to make best use of local resources, to give new experiences and raise aspirations.

For each subject, there is a clear picture of the skills, knowledge and vocabulary to be taught in each year group which considers carefully the order required, and building effectively upon the learning of the previous year.

We believe that all successful lessons contain the right level of challenge; high quality explanations and modelling; deliberate practice which is scaffolded where necessary; and feedback/questioning is used effectively to probe and deepen understanding and move learning on.

Teaching techniques and practices are influenced by recent educational research, and explored and developed through frequent CPD sessions and year/staff meetings.

These are also used to discuss various aspects of the curriculum and ensure consistency of approach and standards. Plans are based upon previous assessment data, pupil need and subject expectation, and are adapted between and within lessons to reflect the changing and ongoing needs of the pupils.



### **Creativity across the School**

Our vision is for Arts and Culture to become embedded in the life of the school. As our academy trust continues to grow and develop, so will the artistic and cultural experiences of our pupils, which in turn will enable all children to; be engaged in the arts, progress across the curriculum and be inspired. We strive to make Arts and Culture the backbone of the school and its community, nurturing a sense of belonging, ownership and therefore pride. We hope to celebrate the arts within and outside of the school premises.

We aim to deliver a curriculum that provide consistent and high quality visual and performing arts lessons in all year groups; use Arts and Culture as a vehicle for learning across the curriculum; continue to provide opportunities for pupils to explore a range of different art forms; actively involve pupils from vulnerable groups in arts activities and lessons to ensure availability and accessibility for all; enable an active engagement with high-quality arts by providing opportunities to see live performances and exhibitions (pupils and staff); celebrate, value and share achievements in the Arts; and create a school where the Creative Arts are visible to all visitors.

## **Basic Skills**

At Springfield Junior School we are committed to mastering fundamental skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum. Registration sessions are used to regularly practice these skills and interventions across the school focus upon narrowing gaps in these areas.

## **Articulate Communicators**

We aim for communication to lie at the heart of classroom practice where pupils learn through, and are taught to talk. Believing that literacy and communication are life skills, we aspire to develop these and equip pupils with the ability to become life-long learners. We are striving to enable all pupils to use speech to express their thoughts and communicate articulately with others.

Weekly talking assemblies and follow up lessons in class, allow the children to discuss a range of current news topics, enabling them to develop their oracy skills through exploratory and presentational talk. There are many additional opportunities throughout the year for pupils to present to one another and to different audiences.

## **Subject Leaders**

Subject leaders have a key role in developing and monitoring teaching and learning.

These include:

- accurate action planning to move the subject on and carrying out activity throughout the year to ensure all pupils across the school have fair access to each subject. Expectations are high and pupils excel as a result.
- having a clarity of vision for the subject overall – in keeping with the school aims – and an understanding of the progression of skills and knowledge from the beginning of the key stage to the end.
- Monitoring - This includes tasks to evaluate the impact of change and next steps as a result as well as ensuring you have a clear picture of standards in your subject – subject knowledge, skills and vocabulary, teaching techniques, learning behaviours and consistency of approach throughout year groups.
- Supporting colleagues in the development and implementation of schemes of work, and in assessment activities.

## **Pupil Mentoring**

Each class teacher has an individual meeting with each pupil at regular intervals during the year. During this meeting the teacher and pupil have a dialogue about the pupils' progress and any barriers to learning and misconceptions. These meetings are invaluable and ensure that the pupils have a voice and that the teachers are fully aware of the needs of every pupil.

## **Learning Environment**

To make sure we create the optimum conditions for learning, we:

- Create an atmosphere of trust, where pupils are encouraged to try out new ideas without fear of failure and where mistakes are seen as learning opportunities
- Use displays within the classroom to act as active learning spaces (e.g. working walls, useful reminders, engaging displays etc)
- Use displays outside the classroom to celebrate the work of pupils
- Ensure that pupils know the location of resources to encourage their independent learning by being able to select and utilise suitable equipment and resources

## **Inclusive Provision**

Successful inclusive provision at Springfield Juniors is the responsibility of the whole school community, permeating all aspects of school life and is applicable to all our children. We ensure that:

- Children who receive additional or extra support, including those with statements of SEND, have provision specifically tailored to their needs.
- Inclusive practice across the curriculum enables all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.