

Springfield Junior School

Curriculum Policy



SPRINGFIELD
JUNIOR SCHOOL

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Approved by the Committee/Governing body	March 2022
Review date	March 2023

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Introduction

At Springfield Junior School, our vision is to support all pupils to become happy, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, safe, and supportive learning environment in which pupils have a rich variety of experiences and opportunities. An ambitious curriculum is essential to meeting this vision.

We view the design of our curriculum as an evolving process, which takes into consideration the needs and character of our children; their prior learning and experiences; the community in which the school exists and the statutory curriculums (National Curriculum). We have created a curriculum which teaches what matters to our children so that they **know more, remember more and can apply the skills and knowledge they develop.**

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

Persevere + Learn + Believe = Achieve

Our Curriculum Intent

(Rationale for our curriculum choices and the knowledge and skills we want our pupils to learn)

At Springfield Junior School,

- We strive to ensure that all children are given a curriculum which is relevant, broad and balanced, promoting their emotional, social, physical and intellectual needs and equips them with skills, knowledge and language to progress and experience success.
- We believe that no child should be left behind; pupils are supported to reach their potential in Reading, Writing and Mathematics as the fundamental building blocks for all future learning.
- To ensure that the curriculum and wider opportunities are inclusive of all groups.
- 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 encourage all children to learn about their rights and develop the articulation of their opinions whilst showing mutual respect for others.
- 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.

Key Drivers

For Springfield pupils, we have recognised that there are key areas that we would like to develop. Through many of our subjects, we have woven through opportunities to enhance pupils' understanding and experiences of key drivers. These are:

Oracy: Through our Talking Assemblies, and work to develop our communication skills - learning to talk through talk.

Arts and Culture: By giving our pupils increased opportunities to experience the Arts, and to perform, we hope to develop their self-confidence, and as a result, improve standards of attainment across the different subjects.

Rights and Respect: We continually consider how we can ensure children's rights are interwoven into our curriculum and assemblies that we deliver in school. We are continuing to develop opportunities where we educate children to appreciate and respect our own (and others') individual differences and uniqueness.

The combination of these key drivers working together help develop independent thinking, confidence, appreciation and respect in our pupils as they grow into citizens that can contribute positively to the world around them.

Cultural Capital

The children at Springfield benefit from a flexible curriculum that builds upon what they understand and already know. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.

Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have rich experiences in all years, including trips to local parks, shops and visits to places of worship, museums, theatres, sports and music venues just to name a few.

Implementation

(How we teach our intended curriculum)

The National Curriculum is used as a baseline in which we develop the curriculum within our school. 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 builds effectively upon the learning of the previous year; using retrieval practice and spaced learning activities to support retention of skills and knowledge. Progression grids are regularly reviewed by subject leaders in light of subject developments or new training.

Curriculum Planning is based upon previous assessment data, activities to assess prior learning and specific pupil needs. Progression grids and subject expectation documents are used to plan units of work and individual sessions. These plans are adapted as required to reflect the changing and ongoing needs of our pupils.

Impact

The impact of our curriculum on the children is that they leave Springfield with a deep understanding of the topics that they have been taught and an excellent foundational knowledge of Reading, Writing and Mathematics. Our children leave Springfield confident and articulate communicators, who understand their rights and the rights of others, and demonstrate respect for their peers and develop learning behaviours that support success throughout their continued schooling.

Senior Leaders and Subject Leaders monitor the intended impact of the curriculum through a range of evaluative activities reviewing what children can do and know throughout their time at Springfield. This information is used in a number of ways; to review the content of sessions; to review the way that content is taught or reviewed; to adapt further for particular learners or groups of learners and to identify support for colleagues or additional training. As a school, we can adapt and amend where necessary to ensure that all children receive and thrive from the designed and intended curriculum.