

Curriculum Policy

RATIONALE	To provide a high quality, broad, balanced and relevant curriculum.
PURPOSES	<p>The purpose of this policy is to help ensure that the curriculum we offer our learners is:</p> <ul style="list-style-type: none"> • Imaginative and innovative, promoting high achievement and maintaining learners' interests through subjects and skills which are interlinked to enable learners to make relevant connections; • A rich and varied programme of activities and experiences provided for all learners, within and beyond the school day firmly rooted in skills based learning. • Comprehensive in its preparation for the future of the learner.
GUIDELINES	<p>The school uses a skills-based curriculum, based upon the Chris Quigley scheme. The scheme covers all aspects of the National Curriculum. It is flexible in its interpretation which has allowed us to adapt it to suit the development of our curriculum. We have key features of our curriculum. The curriculum is split into 3 milestones. Milestone 1 for Key Stage 1, Milestone 2 for Lower Key Stage 2 and Milestone 3 for Upper Key Stage 2. Each milestone will be differentiated into Beginning (B), Advanced (A) and Deep (D).</p> <p>Pupils will present their work in a Topic book. Each book will have a contents page and double page themes. In Key Stage 1, a double page should take 2-3 weeks. In Key Stage 2, a double page should take 2 weeks. Topical themes, e.g. one-off sporting or cultural events, will be presented in the back of the book.</p> <p>Basic Skills</p> <p>Basic Skills is an area we feel most passionately about as a school and it also links directly into our Academy Development Plan.</p> <p>This year the specific areas of basic skills we are focussing on are Mastery in Mathematics, Higher Order Reading Questions and Presentation and Spelling in Writing.</p> <p>Non-Negotiables</p> <p>Non-Negotiables on each double page of a Topic Book:</p> <ul style="list-style-type: none"> • At least 2 foundation subjects covered • Extended piece of writing • A Maths problem • Higher order reading questions <p>Learning to Learn</p> <p>At Simpson's Lane Academy we believe in developing our children's learning power so that they become resilient, resourceful and reflective learners who are confident to take risks and who develop strong positive relationships to support their own learning. Through these skills children will have the capacity for greater success in reaching their potential as learners. As an academy we have identified five key skills (the 5Rs) to develop children's learning and practical ability to apply skills across the curriculum. The introduction of the 5Rs will begin in Early Years through school. Each of the Key Stages has the responsibility of introducing skills that are applicable within</p>

	<p>their year groups. Children have a chance to discuss and explore these key skills in appropriate areas of the curriculum:</p> <p>RESILIENCE:</p> <ul style="list-style-type: none"> - Bouncing back from disappointment. - Managing distractions. - Concentrating really well. - Sticking at tasks even when they become difficult. <p>RESOURCEFULNESS:</p> <ul style="list-style-type: none"> - Knowing what to do when we don't know what to do. - Asking good questions. - Using different learning styles. - Finding and using tools, materials and resources. <p>REFLECTIVENESS:</p> <ul style="list-style-type: none"> - Planning what to do next. - Using time well. - Connecting what we have been learning to other experiences. - Thinking about things we've done. <p>RELATIONSHIPS:</p> <ul style="list-style-type: none"> - Working as part of a team. - Learning with others. - Communicating (sharing) our ideas. - Knowing ourselves. <p>RISK TAKING:</p> <ul style="list-style-type: none"> - Put forward ideas that are different to others - Think about risk - Think of unusual ways <p>The curriculum leader will ensure coverage through collating coverage grids. The leader will also monitor the quality, purpose, pitch and productivity of the work through scrutinies.</p> <p>Physical Education will be taught in accordance with the PE policy.</p>
<p>FURTHER DETAILS</p>	<p>Teaching and Learning Policy</p> <p>Physical Education Policy</p>