



Newquay Junior Academy

Curriculum policy

Author: Craig Hayes

Adopted by (body): Local Governing Body

Approved (date): September 2022

Review date: September 2024

Contents

| | |
|--|----|
| 1. Curriculum aims: Intent | 2 |
| 2. Legislation and guidance | 2 |
| 3. Roles and responsibilities | 3 |
| 4. Organisation and planning: Implementation and Impact..... | 6 |
| 5. Inclusion | 9 |
| 6. Monitoring arrangements | 10 |
| 7. Links with other policies | 10 |

1. Curriculum aims - Intent

Intent

At Newquay Junior Academy we work together to develop the enquiring minds of happy, well-motivated and creative individuals who can confidently reach their own potential. The curriculum is the vehicle by which the academy achieves its core objective of educating children in the skills, knowledge and understanding that they need in order to lead fulfilling lives. Our curriculum is underpinned by four key values.

These are the main values upon which we have based our curriculum:

We value:

- Learning - We value the importance of developing active learners who show a thirst for learning. We strive to nurture motivated, engaged and life-long learners who work hard, show determination, perseverance and resilience in all they do. Our aim is to enable each individual to reach their true potential.
- Location – We value our unique location on Cornwall’s Atlantic coast. We provide our pupils with inspirational opportunities to connect not only with Cornwall’s beautiful natural environment, but with our proud heritage and culture. Our pupils are confident and grounded, with a strong sense of place. They are proud ambassadors for our school and our values, both historic and present.
- Each other - We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- Our community - We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- The environment - We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

The curricular aims of Newquay Junior Academy are:

- help develop lively enquiring minds, with the ability to question and argue rationally and to apply themselves to tasks and physical skills.
- help pupils acquire the knowledge and skills relevant to adult life and employment in a fast changing world.
- encourage pupils to use language and number highly effectively.
- ensure pupils have a secure understanding of a wide range of demanding vocabulary and are able to use and apply it in many contexts.
- promote pupils' understanding of the world in which they live and the interdependence of individuals, groups and nations.
- encourage respect for religious and moral values and tolerance of other races, religions and ways of life.
- help pupils appreciate and celebrate human achievements and aspirations.
- help pupils to make the progress they are capable of by knowing more and remembering more.
- ensure prior knowledge is revisited and embedded so that pupils can learn new content.
- help our pupils to gain powerful knowledge, transferable knowledge and carefully sequenced knowledge.
- ensure that learning over time is 'durable' and 'lasting'.
- use fluency within our teaching so that pupils can successfully recall knowledge.
- help pupils develop a secure understanding of the small components of each learning step so that they accomplish the overall composite.
- establish an environment within which teaching and non-teaching staff, academy managers, advisory colleagues, parents and future parents can work together for the successful achievement of these aims.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The trustees

The trustees will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The academy implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

They manage requests to withdraw children from curriculum subjects, where appropriate

- The academy's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Trustees are advised on whole-academy targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

The Assessment Leader, Senior Leadership Team and Data Team

- Summarise formal reporting presented by the curriculum leader
- Brief curriculum leaders and staff prior to formal meetings with parents, governors or inspectors
- Provide opportunities for staff to share assessment information with colleagues
- Develop a reasonable timetable of assessment requirements and monitor its teacher's contributions and the results of the actions designed as a result
- Evaluate the whole academy effectiveness of assessment, planning, teaching and learning and subsequent improvement
- Share data analysis reports at set calendared points with the LT and wider team to ensure rigorous identification and tracking of progress, attainment, groups and gaps.

- Support linked HOY in diagnosing strengths, areas for development and intervention strategies where appropriate

The Curriculum Leader (along with the assessment lead)

- Prepare guidance and provide support for assessment within each subject.
- Organise, review, order and evaluate resources (assessment)
- Take a proactive role in curriculum leadership and assessment through keeping up to date with current research and findings
- Consult with colleagues and moderate assessments to ensure accuracy of assessment information
- Systematically monitor each subject as it is essential for the improvement of each subject/area as per the subject development plan and in line with the SDP.
- Update the co-ordinator's evidence, tracking and record files throughout the year

The Head of Year

- Analyse and discuss pupils progress with year groups and individual teachers with direct emphasis upon key groups of pupils (such as by gender, those with SEN, etc.) and individual pupils of concern.
- Guide and support year groups and individual teachers professional development around what support/interventions/strategies are going to be adopted/altered to ensure all pupils make the expected progress towards their targets.

The Class Teacher

- Prepares initial assessment activities and evaluates the result
- Prepares plans that indicate where attention has been given to assessment findings (where appropriate)
- Assesses the work and progress of all children in the class throughout the curriculum through a range of formal and informal methods
- Responds effectively and rigorously to assessments of learning and adapts teaching through support/challenge as necessary to enable pupils to achieve their potential
- Consults colleagues for extra information, guidance, moderated judgements and assessment opportunities
- Provides information for informal and formal discussion with parents on the child's progress
- Informs the children what they are going to learn as well as success criteria, support and challenge for how to be successful. i.e. makes the learning objective explicit/unpicking success criteria
- Gives clear indications of how improvement can be made (in line with the assessment, marking and feedback policies) and provide time for them to make these improvements
- Helps children understand that learning from mistakes is at the heart of learning and something to be celebrated
- Encourages children to check work themselves and for each other

4. Organisation and planning – Implementation and Impact

Implementation

At Newquay Junior Academy, we are incredibly passionate and excited about our bespoke curriculum. As a team, we have worked very hard to develop a thematic curriculum across the academy which aims to ignite pupils' imagination, develop motivation and engagement, boost creativity and develop a true thirst for learning. Our pupils are given the opportunity to develop a sound knowledge and understanding in a range of skills with high expectations and high quality learning in all subject areas. Our curriculum is designed to suit the needs and interests of our academy community, local area and national and global context, using the National Curriculum as the basis. We believe we have created a curriculum and ethos that develops both the hearts and minds of our children. In addition to this, we pride ourselves in the opportunities we provide for our pupils to take part in many different extra-curricular activities throughout lunchtime and after academy.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are accepting of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the academy's PSHE values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. Through our balanced curriculum and SMSC we aim to actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the academy is situated, and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

In accordance with section 34 of the Children and Social work act (2017), Newquay Junior Academy provides relationships education to all pupils (RSE). RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values and is not about the promotion of sexual activity.

Our RSE curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

- How a baby is conceived and born.

Delivery of RSE

- RSE is taught by the class teacher, within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
 - Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe

At Newquay Junior Academy, Religious Education (RE) is taught in line with the current Cornwall Agreed Syllabus for Religious Education. The intent of Religious Education at our academy is to help pupils to: engage confidently, constructively and reflectively with beliefs, values and lifestyles in a religiously diverse world. A religiously educated pupil at Newquay Junior Academy will have the opportunity to:

- acquire knowledge and understanding of religions in Cornwall and around the world in the present day;
- acquire knowledge and understanding of how religious traditions have shaped the identity of Cornwall;
- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about issues arising from the study of religions;
- reflect on their own beliefs, values and experiences as part of their study.

We plan our curriculum in three phases and agree a long-term plan for each year group. The long-term plan shows the thematic titles, when they will be taught and to which year groups. Each subject has a detailed progression of knowledge and skills for each year group ensuring a clear learning journey for all pupils. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum (KS2). Our long-term plans are reviewed on an annual basis.

Our medium-term plans give clear guidance on the subject knowledge and skills to be taught across a theme. Where possible, we aim for teaching to be truly cross-curricular and immersive in approach. As with all areas of planning, our medium term plans may change and be adapted to the needs of the year group to ensure full immersion for the pupils.

The short-term plans at Newquay Junior Academy are those that our teachers write on a weekly basis. These are used to set out the learning objectives for each session, and to identify what resources, activities and teaching strategies are going to be used in the lesson to ensure progress of all.

When planning and evaluating the success of our curriculum we always give consideration to the strategies outlined in the impact section below.

Impact

In order to ascertain how well our pupils learn the content outlined in our curriculum we use a variety of assessment strategies which include:

In-Academy Formative Assessment (to support and inform pupil progress) including, but not restricted to:

- observational assessment
- marking of books
- oral feedback
- learning conversations (adult/child, child/child, etc)
- self-assessment,
- peer assessment,
- group assessment,
- targeted questioning,
- quick recap questioning to consolidate knowledge
- moderation and assessment of exemplar work of a range of stages,
- written feedback that links to assessment criteria
- use of examination materials

In-Academy assessment for learning (diagnostic, evaluative and responsive see appendix for further detailed strategies) including, but not restricted to:

- Sharing Learning Goals/Intentions/Objectives
- Clear success criteria-written or verbal
- Using consistent feedback and marking strategies-(See Marking and Feedback Policy)
- Pupil self-assessment and peer-assessment
- Use of effective questioning and response
- Target setting (verbally/written)

In-Academy Summative Assessment (to summarise children's abilities, attainment and progress more formally) including, but not restricted to:

- Termly formal PIRA, PUMA, GAPS standardised assessment/SAT style tests in Reading, Spelling, Grammar and Maths
- Year 3 baseline formal standardised tests in Reading, Spelling, Grammar and Maths and teacher assessment for writing

Nationally Standardised Summative Assessment including, but not restricted to:

- End of Key Stage 2 Standard Attainment Tests (SATs)

The Headteacher and the senior leadership team have developed systems and processes that have been designed to integrate assessment recording and reporting with curriculum planning. The roles of all staff using these systems are detailed in section 3 of this policy.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Trustees monitor whether the academy is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Academy monitoring visits
- Attendance at rapid improvement group meetings
- Attendance at quality assurance meetings

Subject leaders monitor the way their subject is taught throughout the academy by:

- planning scrutinies
- learning walks
- book scrutinies

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

7. Links with other policies

This policy links to the following policies and procedures:

- SEN policy and information report
- Equality information and objectives
- All curriculum subject policies
- Pupil premium strategic plan and review
- Admissions Policy
- Anti Bullying Policy
- Assessment & Reporting Policy
- Fundamental British Values Policy
- Homework Policy
- Positive Behaviour Policy
- Single Equality Scheme and Plan
- Relationships and Sex Education Policy

To find out more about the Newquay Junior Academy curriculum please visit:

<https://newquayjunior.net/curriculum/>

Alternatively, you can contact the academy office by calling 01637 874543 or emailing secretary@newquayjunior.net

This policy will be reviewed every 2 years by the Headteacher. At every review, the policy will be shared with the trustees.