



Race Leys
Junior School

Curriculum Policy

Date: July 2024
Review Due: July 2025
Reviewed Annually

Curriculum Policy

1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for lifelong learning.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide a platform for cross curricular learning across a variety of topics.

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 Governing Board

The Griffin Schools Trust (GST) will monitor the effectiveness of this policy.

GST will also ensure that:

- Race Leys Junior School 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 school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Head of School

The head of school is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school 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 school'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
- The governing board is advised on whole-school 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 All staff

All staff will ensure that the school curriculum is implemented in accordance with this policy. Subject leaders evaluate and improve the quality of the curriculum in the following subjects: Literacy (Reading and Writing), Maths, Science, Physical Education, Modern Foreign Languages, Religious Education, Information and Communication Technology, History, Geography, Personal, Social, and Health Education, and Wide Horizons (Music, Art, Design and Technology).

4. Organisation and planning

At Race Leys, we prioritise developing the holistic child, we equip our children with the skills and personal qualities necessary to help them to lead fulfilling and rewarding lives.

We are committed to providing a balanced curriculum, rich in knowledge, skills and meaningful experience. Our curriculum is broad, balanced, challenging and engaging. It is very practical and offers many opportunities for children to access varied and exciting experiences to enrich their lives.

Our learning follows the sequence of engaging, developing and expressing. This allows children the opportunity to engage with their locality, go on trips enabling them opportunities to learn in different environments and engaging with visitors to the school. We aim to embed all our learning with the core subjects. Maintaining this focus we can ensure that the children have the opportunity to enhance these skills through a range of themes. These are carefully structured to give a balance of learning opportunities and draw on children's knowledge and talents, to make links and find meaning in their learning.

We value the contribution involved in our curriculum through our learning and communication platforms. Our families are invited into school to join curriculum events and celebrate their child's successes.

Our schemes of work reflect the content and challenge of the curriculum and is taught with the consideration of the needs of all learners. Our curriculum inspires children to nurture a passion for learning.

In creating a curriculum that is bespoke to our school, we are raising aspirations and ambition so that our children are able to become independent lifelong learners and be ready to successfully compete nationally and internally with their peers.

5. Inclusion

Teachers set high expectations for all children. 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 children with SEN and/or disabilities can study every National Curriculum area, ensuring that there are no barriers to every pupil achieving.

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

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

6. Monitoring arrangements

The Griffin Schools Trust monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects.

Subject Leaders monitor the way their subject is taught throughout the school by:

- learning walks
- book evaluations
- lesson drop ins and learning walks
- capturing pupil voice
- subject specific ambassadors
- Subject portfolios

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

This policy will be reviewed annually by the school curriculum leader.

Curriculum statement

The Race Leys child will engage in a holistic curriculum, which has the child at the centre. Our founding pillars of Proud Traditions, Griffin Promise and High Achievement permeate through all subjects to ensure that our children are equipped with the skills necessary to be successful life-long learners. Our curriculum, community links and values-based approach to learning develops resilience, confidence and independence – to name but a few.

Engaging environments throughout the school promote curiosity, awe and wonder, whilst fostering a love of reading. All areas are linked to classic texts, chosen through pupil voice, to harvest knowledge at an exemplary level. Each year group will focus part of their learning around the theme of their environment, studying the text and author in detail.

Children are prepared for life in modern Britain and explore social justice through their daily curriculum diet, which is enriched by our Proud Traditions, such as the annual two-week Griffin Arts Festival that takes place during the summer term.

We are committed to the Griffin Promise, which facilitates independent learners pursuing their interests and talents. This is supported by our vast array of free co-curricular clubs which is refreshed on a half-termly basis and informed by pupil voice to ensure that our

children are involved in selecting what we offer. Alongside this on a weekly basis, our school is transformed into the Griffin University, where staff host seminars based on their interests and expertise in areas such as forensic science and metacognition.

High achievement permeates throughout our curriculum and there is a clear expectation for all children to achieve their full potential. Attainment and progress data is evaluated regularly with leaders holding teachers to account and supporting their development to ensure that there is a culture of continuous improvement. Pupil leadership positions are also available to enable children to contribute positively to society and the school. This is done through a democratic approach that allows us to reinforce British Values.

Leaders construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. The importance of mental wellbeing is at the heart of the curriculum, with all children's needs effectively supported.

Our curriculum is ambitious and continuously evolving, adapted to ensure that it remains current and staff feel empowered to deliver beyond the academic, technical or vocational. We maximise on the success of the characteristics of effective learning, and this is presented through our Legendary Learners which identify a diverse range of positive role models throughout history and the qualities that we want our children to aspire to. Children are also provided with the opportunity to be a Legendary Leader, identifying their peers who are displaying these qualities and nominating them to receive awards.

Our curriculum statement showcases what we believe is the minimum entitlement for all of our children. We are committed to ensuring that each child receives opportunities and memories which will last a lifetime and prepare them for a future; a future that is as yet unknown.