



The Boston Witham Academies Federation

GOSBERTON ACADEMY CURRICULUM POLICY STATEMENT

Our curriculum consists of all those activities designed or encouraged within its organisational framework to promote the intellectual, personal, social and physical development of its students. It includes the formal programme of lessons and the "hidden" programme which includes extra curricular activities, the quality of relationships and the concern for equality of opportunity.

We believe our children have the right to education of quality.

At GOSBERTON ACADEMY we provide a secure, stimulating and caring environment in which both teaching of the highest quality and learning to the highest standards can flourish.

- We promote the value of learning and develop enthusiasms for personal development;
- We sustain and enhance the quality and accessibility of learning opportunities for all;
- We secure commitment to achievement through involvement and consultation with outside agencies;
- We monitor and evaluate the effectiveness of the curriculum in raising pupil achievement.

The Principles and Values

The following principles and values indicate GOSBERTON ACADEMY's approach in supporting both the learning process and curriculum entitlement.

- Learning must be guided by and meet the statutory National Curriculum requirements and entitlements, including the use of the desired outcomes for the under fives;
- Learning is most effectively achieved through the partnership among pupils, teachers, parents, Governors and the wider community;
- Learning is a life long process in which schools play a highly significant part;
- Learning should develop lively and enquiring minds;
- Learning for all should ensure the needs and abilities of all pupils are met;
- Pupils are entitled to consistent, high quality education and guidance to help them make informed, responsible and increasingly independent choices about their personal and academic aspirations;
- A coherent curriculum is central to an effective learning process;

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- Learning should take place within an ethos which promotes the spiritual, moral, social and cultural development of all young people, valuing all and ensuring equality of opportunity;
- The regular assessment of learning enables the recognition, recording, reporting and celebration of pupils' achievements. It supports the identification of future targets for teaching and learning;
- Base Line assessment should inform target setting for all pupils;
- Assessment should be an integral part of the learning process and this should be shared with children and their parents;

Learning should have relevance, depth, breadth, rigour and provide a balance between the aesthetic, creative, ethical, linguistic, mathematical, physical, political, scientific and technological.

Quality of the Learning Process

Best learning will occur where :

- new learning is placed in the context of previous experience;
- there is a clear sense of purpose and appropriate pace;
- pupils are able to work both individually and collaboratively;
- pupils are encouraged to take an increasing responsibility for their own learning;
- pupils know what they are expected to do and are confident about the tasks set;
- there is an atmosphere of order, mutual trust and respect.

Best teaching occurs when :

- teachers have a secure subject knowledge;
- it builds upon and extends the experience of the learner;
- it enables all pupils to work with increasing independence;
- the teacher has high expectations of the pupils and the pupils share these expectations;
- it is based on clear plans which take account of the range of ability within the class and assessment of pupil achievement;

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- a range of teaching techniques are used;
- a range of resources are used e.g. Information Technology, television, video, text books and wallcharts;
- teachers offer appropriate feedback to the pupils;
- it is relevant, challenging, stimulating and meaningful;
- the opportunities for extending learning beyond the classroom are promoted.

At GOSBERTON ACADEMY, we have effective and efficient monitoring and evaluation and the procedures to review teaching and learning. Staff and Governors at GOSBERTON ACADEMY have the opportunity for continuing professional development, including appraisal procedures, to guarantee the quality of teaching and learning to all pupils.

Access to the Learning Process

The individual pupil is at the heart of the learning process.

The ethos at GOSBERTON ACADEMY which values each individual ensures for all pupils :

- equal opportunities to access the curriculum;
- recognition of and support for individual needs, irrespective of whether or not pupils are amongst the most or least able;
- an environment in which all can reach the highest standards of which they are capable and in which all feel respected.

At GOSBERTON ACADEMY, curriculum planning, policies and the quality of teaching provides evidence of this ethos by allowing for differences in ability, past experiences and interests.

Pupils at GOSBERTON ACADEMY have confidence in the relevance of the curriculum, both to their present and future needs. *All pupils are given opportunities to :*

- acquire progressively the basic skills and knowledge they will need in adult and working life, especially literacy and numeracy;
- to develop the key skills of communication, application of number, information and communication technology and problem solving;
- improve their own learning and performance by assessing, recording and reflecting upon their own achievements;

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- work independently and with others;
- address their own spiritual, moral, social and cultural needs through the content of the curriculum, the way in which this is taught and in the relationships upon which their school environment is built.

GOSBERTON ACADEMY works with sensitivity and perception in order to involve all parents in their children's education by fostering productive relationships between home and school.

As an effective school, the GOSBERTON ACADEMY community inspires pupils to :

- see the value of continuing education;
- develop a love for learning which will last throughout their lives;
- encourage contacts with the wider community to see lifelong learning being put into practice and valued;
- promote a spirit of partnership by enabling pupils to see the benefits of working together towards common objectives;
- deepen their understanding of the opportunities and expectations within the world of work;
- acquire knowledge and appreciation of the wider international community and cultures;
- foster an understanding of and tolerance for the opinions and beliefs of others;
- build respect for all and continue the process of eradicating prejudice and ignorance;
- seize the opportunity to develop further personal and interpersonal skills.

Elements of Learning

The elements of learning comprise knowledge, concepts, skills and attitudes.

Knowledge incorporates the factual information and content required.

Concepts enable the classification, organisation and understanding of knowledge and experience. Often a concept is the abstraction and generalisation formed from a number of discrete ideas. Concepts may be used to predict behaviour, interpret data and to perceive connections between one area of study and another.

Skills give a capability of competence to perform a manual or intellectual task. Skills which should be developed within the curriculum can be grouped within the following areas:

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- ◆ communication
- ◆ observation
- ◆ study
- ◆ problem solving
- ◆ physical and practical
- ◆ creative and imaginative
- ◆ numerical
- ◆ personal and social

Attitudes promote values and personal qualities.

Curriculum Monitoring

Aims

At GOSBERTON ACADEMY we want to ensure that curriculum policies are fully implemented and high standards are achieved by all children.

Purpose of the policy

Roles and responsibilities are clearly defined in order to ensure that everyone understands what is expected of them and high standards can be achieved.

Principles

The quality of educational provision and standards achieved are the responsibility of all members of the community i.e. staff, helpers and parents. Systems to support children's learning such as time and resources must be available to ensure that all children are able to achieve their potential. Staff and governors must receive appropriate training and support to enable them to fulfil their rolls and there should be an agreed system of reporting to the governing body.

The work of all children within the school should be considered in making judgements about quality.

Pupils should be involved in the evaluation of the quality of their work and be set targets for improvement.

Responsibilities

It is the class teacher's responsibility to:

- Ensure school policies are implemented.
- Ensure schemes of work are implemented with regard to the needs and ages of children in their class.
- Carry out regular assessments and keep adequate records to monitor progress.
- Take action following assessments to inform future learning objectives.
- Follow school policy on reporting to parents and carers.

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- Ensure pupils have a secure learning environment in order to achieve high standards.
- Implement suggestions made by co-ordinators.

It is the responsibility of the SLT to:

- Co-ordinate schemes of work, which are appropriate for children of all ages.
- Monitoring children's progress and attainment by:-
 1. Checking that all planning reflects the schemes of work and that the learning objectives are being met.
 2. Carrying out classroom observations as detailed in the SDP & the Monitoring and Evaluation Timetable.
 3. Scrutinising children's work.
 4. Analysing assessment data.
 5. Seeing that resources are available.
 6. Checking that assessments made by teachers lead to a shared understanding across the school.
 7. Ensuring there is breadth and balance with the subject.
 8. Ensuring that statutory arrangements of assessments are carried out.
 9. Carrying out classroom observations to assess attainment and advising on organisation and effective teaching strategies.

It is the responsibility of the Executive Headteacher to ensure that:

- All teaching is of a high quality.
- High standards are achieved.
- All statutory curriculum requirements are met.
- Teacher assessments are constant and there is shared understanding across the staff.
- Resources are efficiently deployed.
- Training needs are identified.
- Weekly planning reflects appropriate learning objectives to ensure progress.

It is the responsibility of the Governing body to:

- Ensure that legal requirements are fulfilled.
- Request information from the Executive Headteacher to clarify and judgements and procedures.
- Decide how priorities from SDP will be financed.
- Ensure standards are maintained and improved throughout the school.
- Receive reports from the Executive Headteacher on progress made on raising standards.

External Monitoring

An external Person will be appointed to provide an external assessment of standards and Ofsted will periodically assess the quality of provision.



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Principles agreed by the staff for monitoring

Any problems which are identified by members of staff should be reported to the Headteacher.

The achievements of all children should be celebrated.

Good practice in any curriculum area should be shared by all members of staff.

School Monitoring – pro-forma to be used.

Strategies for Monitoring

Scrutiny of samples of children's work.

By discussion with children.

Looking at displays of children's work.

Drop ins / Learning Walks

Keeping examples of good work to illustrate standards that have been achieved.

Pupil Targets/tracking sheets.

Analysis of Baseline/SATs results.

November 2016

To be reviewed January 2017