



NETLEY ABBEY JUNIOR SCHOOL
CURRICULUM POLICY

Shirley Nicholas-Bond	
Signed:	Dated:

Chair of Governors:	
Signed:	Dated:

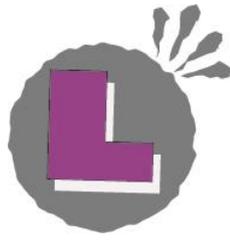
Review Cycle	Every 3 years
Policy prepared by/Reviewed by	Headteacher
Committee responsible	FGB
Statutory/Discretionary/School	School
Date of latest FGB approval	June 2020
Date of review by committee	N/A
Date of next review by FGB	June 2023

Curriculum Intent Statement

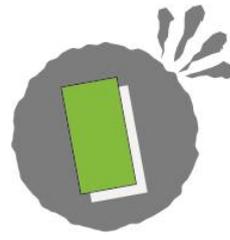
Our curriculum is delivered in line with the current statutory requirements of the National Curriculum. In addition, it is underpinned by our school's values and vision.



Communication



Learning



Improving Health



Community

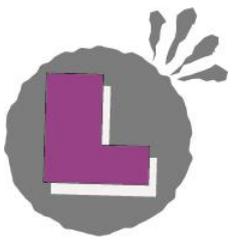
At Netley Abbey Junior School we provide a broad curriculum with a balance of knowledge and skills. We strive to engage all pupils through purposeful and meaningful stimulus which aims to prepare them for life in an ever-changing world. We create a balance between what our pupils need to learn and what our rich locality can offer. Each year, pupils build on prior learning and are encouraged to make links to allow them to 'be the best you can be!'

Intent



Communication

To develop and enhance our pupils' language and communication to allow them to enquire and ask questions to find out about the world around them.



Learning

To develop the character of our learners to enable them to build their own knowledge and skills towards a shared end point. Pupils will use the language of the 'Netley Learning Model' to enable them to become life-long learners and prepare them for their future in a modern society.



Improving Health

To develop pupils' confidence, resilience and knowledge so that they can keep themselves physically and mentally healthy. Pupils will understand the importance of positive relationships and respect for others, and how these are linked to promoting good mental health and well-being.



Community

To develop responsible, respectful and active citizens who thrive together and are able to play their part to become actively involved in public life as adults. Pupils will view difference positively and have knowledge of and respect for individual characteristics and beliefs.

Implementation

The curriculum is planned and delivered effectively through a recursive approach, which provides continuity and progression. It promotes an enjoyment of learning and a commitment to the achievement of all.

Through the provision of rich and varied activities, we:

- encourage the best possible progress and the highest attainment for all pupils within a 'high challenge, low threat' environment
- identify cohort specific needs to inform future planning and intervention with key start and end points to learning
- plan for full coverage of the curriculum with carefully sought sequencing to allow for clear progression of both skills and knowledge
- enable pupils to build increasingly detailed structures of knowledge which allows them to make connections across different areas of learning
- use key ideas within each year group/subject with carefully planned recall to create schema and brain pathways that trigger remembering of knowledge
- immerse pupils in new vocabulary, texts, pictures and stimuli to ensure pupils have the prior knowledge and to close the gap
- ensure that all pupils are given the tools to read at an age appropriate level
- create the 'magic' needed to enjoy subjects
- allow pupils opportunities to self-assess the skills that they have learned
- help pupils to think creatively and solve problems
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility through 'The Netley Learning Model'

Impact

At Netley Abbey Junior School we believe that learning is a journey with key, regular outcomes which allow pupils to reach their destination. We aim to equip all of our children with the skills and knowledge that they need in order to prepare them for the next stage in their education and their lives beyond. Throughout the year, self-assessment tools are used to measure the progress of pupils across the curriculum. End points are clear for both pupils and staff, with carefully implemented progression and reflection points to allow them to change direction or take a detour in learning when needed. Teachers utilise this information and their expert knowledge to tailor future enquiries as well as adapt the curriculum through assessment for learning.

Responsibilities

At Netley Abbey Junior School the Director of Teaching and Learning is responsible for the curriculum, with the ultimate responsibility resting with the Head Teacher and the Governing Body.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- holding leaders accountable for the substance of education and the performance of pupils
- holding leaders to account for the educational performance
- ensuring that leaders deliver a broad and balanced curriculum where all pupils have access to a high quality education
- understanding the EIF to put curriculum at the heart of their school monitoring

The Director of Teaching and Learning will ensure:

- 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
- Proper provision is made for pupils with different abilities and needs, including pupils 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

The Subject Leaders will ensure that they:

- keep up to date with developments in their subject, both at a national and local level
- provide a strategic lead and direction for the subject
- review the way the subject is taught in the school and plan for improvement, ensuring this planning links to whole-school objectives
- review the curriculum plans for their subject, ensuring there is full coverage of the National Curriculum and that progression is planned to reach key stage outcomes
- support and offer advice to colleagues on issues relating to the subject
- monitor pupil progress in that subject area and action outcomes from their findings
- provide effective resource management for the subject.

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.