



# CURRICULUM POLICY

# Ark



## POLICY INFORMATION

### Named personnel with designated responsibility for (insert)

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2017/2018	Symran Bains	Rebecca Eaton		Julie Farr

### Policy review dates (frequency of review: every 3 years)

Review Date	Changes made	By whom
May 2013	Policy created	
<b>September 2016</b>	Policy reviewed	Jonathan Molver

### Dates of staff training for this academic year

Dates	Course Title	Staff

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## 1 AIMS

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All aspects of our curricula provision have been devised with the 2014 National Curriculum in mind. We have ensured that all the statutory requirements are fully adhered to and that all pupils are fully prepared to meet the requirements of the National Curriculum tests in English and mathematics at years 2 and 6.

A strong command of English and mathematics is a vital foundation for the whole curriculum. We prioritise depth before breadth so that all pupils secure firm foundations in these core subjects as early as possible, allowing them to flourish across the breadth of the full curriculum.

The aims and objectives of the curriculum in our academy are:

- a The provision of a high quality, relevant education for all children.
- b To assist all pupils to develop to their full potential by striving to cater for their different strengths and interests.
- c To equip pupils with the skills, knowledge and attitudes necessary for both the present and the future needs of the immediate community and society at large.
- d To provide cross curricular links to ensure that pupils' learning has even greater coherence.
- e To embed the application of ICT across the curriculum in order to maximise pupils' learning and progress.
- f To support pupils in mastering the skills, knowledge and understanding required to be fully prepared for secondary education.

## 2 GUIDING PRINCIPLES

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- 2.1 To commit extra time to English and mathematics so that students can attain proficiency and address the curriculum with confidence.
- 2.2 To focus on depth before breadth.
- 2.3 Potential areas of difficulty and barriers to pupil achievement are identified and addressed during planning to ensure that pupils with SEN and disabilities have access to study the national curriculum.
- 2.4 Opportunities for cross curricular links are identified during medium term planning, especially in English, ICT and the foundation subjects.
- 2.5 Involve our children in decision-making about their learning, allowing children choice and independence which supports:
  - a Tell me and I forget.
  - b Show me and I remember.
  - c Involve me and I understand.
- 2.6 Closely monitor and assess progression in attainment and application of skills, including a graduated approach to identifying and responding to SEN (see SEND Policy)
- 2.7 Help our children to transfer skills between different areas of the curriculum in order to encourage flexibility and resourcefulness and to enable them to use their strengths in one area to overcome challenges in another – to overcome ‘I can’t’ and ‘I don’t get it’.
- 2.8 Ensure our children are active, motivated and enthusiastic learners.
- 2.9 Ensure our children know what they are learning and WHY.
- 2.10 Allow time to engage, reflect and review – including peer and self-evaluation.
- 2.11 Use a wealth of relevant resources – in classrooms, outdoors, in the local community and the wider area, including visits and visitors.

- 2.12 Allow our children to demonstrate their learning in different ways – not always pages in an exercise book but photographs, posters, products, presentations, performances...
- 2.13 ‘An effective curriculum would enable all pupils to feel that they are gifted and talented and that they have some flexibility to choose their own learning pathways’ (Ros Wilson).

### 3 ROLES AND RESPONSIBILITIES

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- 3.1 The **Headteacher** will ensure that:
- a All statutory elements of the curriculum are met.
  - b The amount of time provided for teaching the curriculum is adequate and reviewed regularly by the policy and curriculum committee.
  - c The governing body is fully involved in the decision making processes that relate to the breadth and balance of the curriculum.
  - d The governing body is advised on statutory targets in order to make informed decisions.
  - e The curriculum meets the mission statement and our values and ethos.
- 3.2 **Other staff** will ensure that the curriculum is implemented in accordance with this policy.
- 3.3 The **governing** body will ensure that:
- a It considers the advice of the Headteacher on curriculum issues and when setting statutory and non-statutory targets.
  - b Progress towards annual statutory targets is monitored.
  - c National Curriculum tests and teacher assessment results are published in the academy prospectus and in the academy profile and progress towards meeting agreed targets are described.
  - d It participates in the decision making about the breadth and balance of the curriculum.
- 3.4 The curriculum is regularly reviewed and updated.

## 4 SUBJECT GUIDELINES

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### 4.1 Foundation stage

- 4.1.1 The Early Years in Ark Schools provides the foundation for all future learning. We aim to give children the broad range of knowledge and skills that provide the right foundation for excellent future progress through school and life. To ensure this, learning and development opportunities are planned around the needs and interests of each child and are assessed and reviewed regularly. Adults respond to each child's needs and interests, guiding development through warm, positive interactions in stimulating, well-resourced indoor and outdoor environments.<sup>1</sup>
- 4.1.2 It is the adult's role to teach, support, stimulate and extend children's learning through initiating and extending experiences and interacting skilfully and sensitively with children to scaffold, support and enhance learning.
- 4.1.3 We have developed a specific Early Years curriculum taking full account of the requirement of the statutory E.Y. Framework (2012), which combines the development of personal, social and emotional skills, opportunities for child initiated learning and a broad curriculum with daily mathematics and literacy sessions.

### 4.2 Weekly curriculum weighting as a minimum (see Table 1)

Subject	Reception	Key Stage One	Key Stage Two
English	5 x 30mins lessons = 2 hrs 30mins / week	5 x 1hr lessons = 5hrs / week	5 x 1hr lessons = 5hrs / week
Phonics (YR – Y4)*	5 x 45mins lessons = 3hrs 45mins / week	5 x 45mins lessons = 3hrs 45mins / week	5 x 20mins lessons = 1hr 40mins / week
Fresh Start (Y5-Y6)*			

<sup>1</sup> Positive relationships Statutory Framework P6 1.9

Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

*\* Most pupils will complete the RWI programme in Y2. For pupils in Y3 and Y4, they may still need the RWI programme until they are proficient in their word reading skills. Pupils in Y5 and Y6 should have Fresh Start every day if they are not proficient in their word reading skills.*

Spelling from Y2 onwards (once pupils have completed the RWI programme).		3 x 20mins = 60mins / week	3 x 20mins = 60mins / week
Guided reading	5 x 15mins lessons = 1hr 15mins / week	5 x 30mins lessons = 2hrs 30mins / week	5 x 30mins lessons = 2hrs 30mins / week
Handwriting	N/A	4 x 10mins lessons = 40mins / week	4 x 10mins lessons = 40mins / week
Grammar (taught within the English sessions – not separately)			
Mathematics	5 x 45mins lessons = 3hrs 45mins / week	5 x 1hr lessons = 5hrs / week	5 x 1hr lessons = 5hrs / week
Maths meetings	5 x 15mins lessons = 1hrs 15mins / week	5 x 20mins lessons = 1hrs 40mins / week	5 x 20mins lessons = 1hrs 40mins / week
Science	Integrated into areas of learning	1 x 1hr lesson = 1hr / week	2 x 1hr lesson = 2hr / week
PE	2 x 1hrs lessons = 2hrs / week	2 x 1hrs lessons = 2hrs / week	2 x 1hrs lessons = 2hrs / week
PSHCE	1 x 30mins lesson = 30mins / week	1 x 30mins lesson = 30mins / week	1 x 30mins lesson = 30mins / week
Humanities	Integrated into areas of learning	1 x 1hr lesson = 1hr / week	1 x 1hr lesson = 1hr / week
ICT	1 x 30mins lesson = 30mins / week	1 x 1hr lesson = 1hr / week	1 x 1hr lesson = 1hr / week
Music	Integrated into areas of learning	1 x 30mins lesson = 30mins / week	1 x 30mins lesson = 30mins / week
Modern foreign languages	N/A	1 x 30mins lesson = 30mins / week	1 x 40mins lesson = 40mins / week
Religious education	Integrated into areas of learning	1 x 30mins lesson = 30mins / week	1 x 30mins lesson = 30mins / week
Art/DT	Integrated into areas of learning	1 x 1hr lesson = 1hr / week	1 x 1hr lesson = 1hr / week



<b>Total</b>	15hrs 30mins	27hrs 10min	26rs 00mins
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*Table 1 - Weekly curriculum weighting*

#### 4.3 Programmes of study (see Table 2)

Programmes of study/schemes of work	Early Years	Key Stage 1	Key Stage 2
<b>Phonics</b>	RWInc	RWInc	RWInc Y3-Y5 Freshstart Y5-Y6
<b>Spelling</b>	N/A	Get Spelling from Y2 onwards, as soon as pupils have completed the RWI programme	Get Spelling
<b>English</b>	Own school's scheme that links to school's literature spine and topics. The main approaches used in network are <b>Talk for Writing</b> and the <b>Power of Reading</b> .		
<b>Guided reading</b>	N/A	Traditional carousel model, with published schemes used as required.	Traditional carousel model, with published schemes as required.
<b>Handwriting</b>	EY Development Outcomes and Early Learning Goals Nelson	Nelson	Nelson
<b>Numeracy</b>  *When a school transitions to the Ark network, Mathematics Mastery is introduced into YR and Y1 and then moves up the school year on year. In other year groups, schools follow the White Rose Maths Hub programme.	Maths Mastery/Maths Meeting	Year 1: Maths Mastery/Maths Meeting Year 2: Maths Mastery/Maths Meeting	Year 3-5: Maths Mastery/Maths meeting  Year 6: NC 2014/Maths Meeting

<b>Early years</b>	EY Development Outcomes and Early Learning Goals	N/A	N/A
<b>Science</b>	EY Development Outcomes and Early Learning Goals	QCA/Published schemes	QCA/Published schemes
<b>History</b>	EY Development Outcomes and Early Learning Goals	QCA/Chris Quigley/Published schemes	QCA/Chris Quigley/Published schemes
<b>Geography</b>	EY Development Outcomes and Early Learning Goals	QCA/Chris Quigley/Published schemes	QCA/Chris Quigley/Published schemes
<b>ICT</b>	EY Development Outcomes and Early Learning Goals	QCA/Chris Quigley/Published schemes	QCA/Chris Quigley/Published schemes
<b>RE</b>	LA Scheme of Work	LA Scheme of Work	LA Scheme of Work
<b>PSHE</b>	SEAL/LCP/P4C	SEAL/LCP/P4C	SEAL/LCP/P4C
<b>PE</b>	Val Salbin/Primrose Dance Education/LCP	Val Salbin/Primrose Dance Education/ QCA/ Published schemes	Val Salbin/Primrose Dance Education/ QCA/ Published schemes
<b>SRE</b>	LA	LA	LA
<b>Music</b>	Music Express/ARK Music	Music Express/Sing Up/Ark Music	Music Express/Sing Up
<b>MFL</b>	N/A	La Jolie Rond/QCA/Sunderland/Catherine	La Jolie Rond/QCA/Sunderland/

Cheater	Catherine Cheater
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*Table 2 - Programmes of study*

## 5 ENGLISH

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English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for the English curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. In our academy we aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### Policy reference for section

- English Policy

## 6 MATHEMATICS

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Maths teaching in the Ark primary classroom is built on guiding principles that allow pupils to meet both our high expectations of them and the challenges of the new primary curriculum. The guiding principles include regular use of concrete materials and pictorial representations, more time for Maths, an explicit focus on using mathematical language and a mindset that says every child can succeed. These principles sit alongside the three central aims of the primary maths curriculum of developing fluency, reasoning mathematically and solving problems. Success will ensure that pupils fulfil their potential and are fully prepared for secondary school mathematics.

**Policy reference for section**

- Mathematics Policy

**7 SCIENCE**

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Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. Science links direct practical experience with ideas so it can engage learners at many levels. During the teaching of science an emphasis is placed on the teaching of scientific skills such as predicting, estimating, measuring, fair testing, hypothesising, and drawing conclusions. These skills are taught through a two year cycle of topics: life processes and humans, sound, electricity, light, the earth and beyond, separating materials, grouping materials, forces and motion and green plants and the environment. Science is taught using the ARK science scheme of work, which is based on the Singapore approach.

**Policy reference for section**

- Science Policy

**8 INFORMATION COMMUNICATION TECHNOLOGY (ICT)**

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ICT prepares children to take part in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Through ICT teaching children learn how to store, manipulate, retrieve and present information which may consist of text, numbers, images, sound or other signals. These skills are taught through topics consisting of communicating information, handling information, modelling and control based on the ITASS ICT scheme of work.

**Policy reference for section**

- ICT Policy

**9 RELIGIOUS EDUCATION (RE) AND COLLECTIVE WORSHIP**

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RE is taught in accordance with the [LA] Agreed Syllabus for RE and scheme of work. Alongside Christianity children study other major religions including Islam and Judaism.

Parents/carers are able to withdraw their child from RE or collective worship but should discuss this with the Headteacher.

**Policy reference for section**

- RE, Collective Worship and Spirituality Policies

## 10 ART AND DESIGN

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Art and design provides visual, tactile and sensory experiences and is a unique way of understanding and responding to the world. Children use colour, form, texture, pattern, different materials and processes to communicate what they see, feel and think. They explore ideas and meaning in the work of artists as well as learning how to understand, appreciate and enjoy art. Visits are made to provide firsthand experience of the work of artists. Art and design is based on the units in the QCA scheme of work.

**Policy reference for section**

- Art Policy

## 11 DESIGN AND TECHNOLOGY (DT)

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DT also prepares children to participate in a world of rapidly changing technology. Everything we use in our day-to-day lives – from forks to food and hats to houses – has been designed. Finding out more about how these objects are designed and made helps children to make sense of the world around them. By designing and making their own products, children learn: practical skills, like finding out how things work and making products that are useful and look good and ways of thinking and working, like coming up with ideas, solving problems and working as a team. DT teaching is based on the units in the QCA scheme of work

**Policy reference for section**

- DT Policy

## 12 GEOGRAPHY

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Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. Geography is taught through a series of themes such as settlement, environmental issues, localities and water. Visits are made to the area surrounding the academy to support work in geography.

### **Policy reference for section**

- Humanities Policy

## 13 HISTORY

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In history children explore the past in Britain and the wider world. The key areas developed through the teaching of history are: chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation and enquiry and being able to organise and communicate their findings. At both key stages children study local history which is often supported by visits in the local vicinity.

### **Policy reference for section**

- Humanities Policy

## 14 FOREIGN LANGUAGE

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Weekly MFL lessons will be taught from Yr 3.

## 15 MUSIC

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The teaching of music develops children's ability to listen and appreciate a wide variety of music and to make judgements about musical quality. They are encouraged to take an active role in composing and performing music. As an academy we greatly value the contribution music makes to everyday life and strive to involve as many children as possible in musical activities.

## 16 PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE&C)

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PSHE&C helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible citizens. SEAL is an integral part of the PSHE&C teaching when children are able to express their views and opinions on concerns they may have. Drugs Education and Sex and Relationship Education are part of PSHE&C teaching, as are British Values.

### **Policy reference for section**

- PSHE&C Policy
- SRE Policy

## 17 PHYSICAL EDUCATION (PE)

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In PE children develop their physical competence and confidence as well as their ability to perform in a range of activities such as gymnastics, games, dance, athletics and swimming. PE provides opportunities for children to be creative, competitive and to tackle challenges as individuals, groups and in teams. It also promotes positive attitudes towards active and healthy lifestyles. Children also have swimming lessons for half a term in selected years. Ark academies are committed to ensuring all pupils have access to a fantastic PE education, and are also committed to ensuring impact on pupil outcomes and experiences through judicious use of the PE premium.

## 18 EXTRA-CURRICULAR ACTIVITIES

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Throughout the year we aim to offer a range of extra-curricular including football, multisports, netball, rugby, choir, ICT, recorders and drama (this list is not exhaustive, and extra-curricular offers will differ from one academy to another).



## 19 INTERVENTIONS

ACADEMY: [ACADEMYNAME]

Subject area	Interventions		
	Activity/programme: focus	Activity/programme: focus	Activity/programme: focus
	Foundation stage	Key Stage 1	Key Stage 2
<b>Phonics</b>	1:1 phonics (RWInc)	1:1 phonics (RWInc)	Freshstart (RWInc)
<b>Literacy</b>	1:1 tutoring	1:1 tutoring based on gaps analysis of KPIs Lexia/catch up reading/high frequency words/1:1 volunteer reading/5 minute box/word shark/clicker	1:1 tutoring based on gaps analysis of KPIs Lexia/ catch up reading/high frequency words/1:1 volunteer reading/5 minute box/word shark/clicker
<b>Numeracy</b>  * To ensure that interventions are properly targeted and focused on the needs of individuals pupils, we prefer to avoid published schemes and instead deliver interventions that quickly follow up on gaps identified in Maths teaching – preferably on the same day.	1:1 tutoring Mathematics Mastery Interventions	1:1 tutoring based on gaps analysis of KPIs Mathematics Mastery Interventions Number box/Mathletics/1:1 tutoring/Numicon	1:1 tutoring based on gaps analysis of KPIs Number box/Mathletics/1:1 tutoring/Numicon
<b>Handwriting</b>	ABC fine motor programme  Fine motor activities	Small group handwriting intervention/speed up handwriting	Small group handwriting intervention/speed up handwriting
<b>Speaking and listening</b>	Nuffield Early Language	Talk Boost	Black Sheep Press

	Intervention Early Talk Boost Speech and language therapy EAL induction groups	Black Sheep Press Narrative Groups Speech and language therapy EAL induction groups	Narrative Groups Speech and language therapy EAL induction groups
<b>Social and Emotional</b>	Time to Talk P4C/Place2Be/SEAL Thrive	Talkabout for Children P4C/Place2Be/SEAL Thrive	Talkabout P4C/Place2Be/SEAL Thrive

*Table 3 – Interventions*

## 20 ARRANGEMENTS FOR MONITORING AND EVALUATING

Arrangements for monitoring the curriculum are set out in the annual ‘monitoring timetable’ followed by all members of staff and in the Target Setting, Assessment and Reporting Policy. In addition to this the governing body will receive an annual report from the Headteacher on:

- a The standards achieved in subjects at the end of each key stage compared to national averages, gender, special needs, ethnicity and other similar academies.
- b The number of pupils for whom the curriculum was disapplied.
- c The evidence of the impact on standards of national strategies and strategies introduced by the academy.
- d The nature of any parental complaints.

## 21 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.