

# Grasmere Academy

## Curriculum Policy 2016 - 2017



The New National Curriculum has been adopted since September 2014. Our aim is to use this as a basis to embed a creative and relevant curriculum for the pupils at Grasmere Academy.

### **AIMS AND OBJECTIVES**

At Grasmere Academy we believe that all children are entitled to a broad and balanced curriculum which is interesting, engaging and provides a range of learning opportunities that help develop children's life-long love of learning. This will be delivered through REAL projects. Each class will complete a project a term, driven by an essential question and ending with a REAL outcome, for example a presentation of work to a real audience. This engaging delivery of the curriculum then helps classrooms to become immersed in the project resulting in self motivated learners.

In essence this approach aims to:

- Increase children's motivation, enthusiasm and engagement in their learning by making learning meaningful through putting it into a context
- Support the raising of standards in both teaching and learning
- Help children to become more independent and take greater ownership of their learning, developing their confidence and motivation to learn through the use of a range of teaching and learning styles
- Establish strong cross curricular links to ensure a broader understanding
- Create and maintain an exciting and stimulating learning environment, including whole school "themed weeks"
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom
- Give opportunity for a flexible timetabling approach to make space for true depth of study

The use of ICT is taught discreetly to ensure the new computing curriculum is covered, however ICT and iPad technology is also heavily integrated into other subject areas.

### **TEACHING AND LEARNING STYLES**

At Grasmere Academy we use a variety of teaching styles to ensure that our curriculum is inclusive. We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children. We achieve this in a variety of ways by:

- setting common, open ended tasks to elicit a variety and depth of response;
- grouping children by ability in the room and setting tasks of increasing difficulty, scaffolding where appropriate;
- providing practical opportunities for kinaesthetic learners;
- using visual stimuli and artefacts to promote interest;
- using Teaching Assistants to support the work of individual children or groups of children;
- using trips and visitors to further understanding;
- group work to allow collaboration and develop thinking skills.

Children's achievements are celebrated regularly through Newsletters, displays in classrooms and shared areas around the school and during school assemblies.

### **ASSESSMENT, RECORDING, MONITORING and REVIEW**

Middle Leaders/Subject Leaders monitor the coverage of Knowledge, Skills and Understanding for their subject, through curriculum mapping, ensuring progression across the school.

Middle Leaders/Subject Leaders collect evidence; planning, assessment data, photographs, work, and children questionnaires from year groups to compile a portfolio that allows them to assess how well their subject is being delivered.

Middle Leaders/Subject Leaders are responsible for monitoring and reviewing. This process is reflected in the subject action plan, and is achieved through:

- observations of lessons
- scrutiny of Topic Books
- pupil voice

### **ACCOUNTABILITY – WORKING GROUPS**

Working groups that consist of Teachers Teaching Assistants and Governors are established so that the whole learning community can contribute to the development of a curriculum area and be held accountable by Governors and Senior Leaders. The Head Teacher reviews and amends Middle Leaders/Subject Leaders Action Plans on a termly basis.

This policy has been consulted and ratified:

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Chair of Governors)

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Headteacher)

Updated: September 2015  
To be reviewed: September 2016