



CROXBY PRIMARY ACADEMY

CURRICULUM POLICY - THE CROXBY WAY

Effective Date: September 2020

Review Committee: Local Governing Board

Review Date: September 2021

This policy should be read along with the Marking and Feedback Policy and the Teaching, Learning and Assessment Policy.

Rationale

The intent of our 'Croxby Way' curriculum is to create a curriculum that meets the needs of Croxby children.

The previous curriculum led to children remembering experiences rather than retaining a core knowledge to secure success. Children worked individually, not allowing them to develop the team skills that they require. The children were passively working within their comfort zone, which led to a fear of taking risks. Lack of knowledge and vocabulary was also hindering the children at the end of their Key Stage Reading Assessments.

We have implemented medium term plans that ensure children benefit from a progressive sequence of subject knowledge gains that build over time. Each plan is supported by well-designed knowledge organisers, which are supplemented by regular low threat quizzes. We have developed a comprehensive vocabulary list, which is taught in each year group, throughout the academy, to deepen vocabulary knowledge.

Our Curriculum – The Croxby Way

We aim to meet the needs of the children at Croxby by having a curriculum that focuses on:

- our core 5R learning values
- closing the vocabulary and knowledge gap
- 23 skills, including teamwork, which our children will need to be ready to succeed in the next stage of their education/life.

The Croxby Way curriculum will:

- enthuses our pupils with an innovative and imaginative curriculum that drives learning across all Key Stages
- promote high achievement and maintain all learners' interest through subjects, knowledge and skills which are interlinked
- provide a rich a varied curriculum with a range of activities and experiences for all learners
- create opportunities that develop investigative, creative and practical skills for all
- encourage an understanding of diversity, culture and religion and celebrate difference
- develop children's teamwork skills
- develop children's problem solving skills
- develop children's metacognition skills and encourages self-regulation
- ensure children build a core knowledge base
- encourages risk taking

Guidelines

There will be evidence in all our classrooms, across the wider academy environment and on the website of the impact of our curriculum on pupils' enjoyment and outcomes by:

- displays linked to each theme, celebrating the children's work as well as showcasing the knowledge organiser for the topic
- progression displays for specific subjects highlight the high-quality expectations for that subject and vocabulary linked to the topic in each year group
- non-fiction books linked to each theme will be available to encourage independent reading and research
- modelled expectations available for reference e.g. What a good one looks like (WAGOLL)
- display bank of the progression of curriculum subjects

We aim to provide a curriculum with a full and broad coverage for all pupils and our teachers will ensure that:

- the curriculum delivered is specific to the needs of the academy dependent upon results
- children will use cognitive skills to solve problems and encourage collaborative learning
- children will have the opportunity to develop knowledge acquisition in a topic before being asked to apply their knowledge
- work, pitched correctly, will deepen knowledge and skills throughout the lesson
- Spanish will be taught weekly in Key Stage 2
- sketchbooks will be used to allow children the opportunity to develop their art techniques and improve previous work
- children will be provided the opportunity to share their learning at the end of each theme, presented in a variety of ways
- children have access to a minimum of 60 P.E lessons a year
- all children in Key Stage 2 will have the opportunity to learn how to read music and to play a musical instrument
- all children will be taught musical theatre every year
- using Purple Mash ensures that ICT is embedded and used to enhance learning and develop computing skills
- metacognition skills are embedded in all lessons and children will be encouraged to plan, monitor and reflect on tasks to encourage self-regulated learners
- blended learning provides opportunities for children to continue with their learning from home in the event of having to self-isolate

Our teachers and staff with specific learning responsibilities will ensure that:

- knowledge organisers ensure that requirements for knowledge which will be acquired throughout the term will be shared with children at the beginning of each theme
- lessons are planned to encourage independent and collaborative learning with a range of practical tasks which cater for all children
- children are aware of the subject they are learning (e.g. we are being geographers) and the success criteria is clear at the start of the lesson for all pupils to follow and achieve
- trips and visitors are planned to enhance the themes and increase pupil enjoyment
- reading, writing, maths and science are all included to raise standards in each subject through theme
- tier 2 and tier 3 vocabulary is taught effectively throughout theme lessons to develop children's knowledge of words
- spaced review of previous learning is embedded through weekly retrieval lessons and is tracked termly using low-threat quizzes
- LBQ (Learning by Questions) will be used in KS2 to embed scientific knowledge and key vocabulary for each topic

Implications for the whole academy will be:

- pupil progress will be monitored within theme each term using low threat quizzes and science will be tracked using pre and post assessments
- monitoring and evaluation of learning to check progress and effectiveness of the curriculum
- pupil voice feedback based on enjoyment of each theme and knowledge acquired
- staff training sessions to share good practice
- team teaching/ paired observations/use of teams to share good practice