



**CASTLEFORD  
PARK JUNIOR ACADEMY**

# Curriculum Policy

**Castleford Park Junior Academy**

**February 2019**

*Review Date : February 2020*

# Curriculum Policy 2018/19

## Aims and Values

At Castleford Park Junior Academy, we aim to make learning:

- Purposeful
- Relevant
- Exciting
- Interesting

## Our Intent:

*Castleford Park Junior Academy aims to provide a creative, inclusive, challenging and real-world curriculum that inspires future thinkers, innovators and problem solvers in an immersive environment that stimulates and supports high quality learning. To ensure that all learners exceed their potential academically, socially, emotionally and spiritually with their families, in their communities as in the wider world ensuring that they become ambitious life-long learners.*

## Implementation

We use a thematic approach to teaching the curriculum content, which allows us to make meaningful links between subject areas and apply them in a range of contexts – reinforcing transferable skills that will be of use outside school walls. We also teach to a two-year rolling programme in order to ensure pupils do not meet the same topic twice if they are in a mixed year class.

We aim to respond to the changing context of the world we live in – planning ‘Inspire Weeks’ into each term so that: links can be made with the wider world and events taking place in the current year; we can bring some subjects together to create inspiring learning opportunities; to bring pupils together in different ways to share their learning experiences within a subject area and to reflect the needs of the pupils.

### Year A

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>LKS2</b>	<b>Survival of the fittest</b>	<b>Exploring the Extremes</b>	<b>Home sweet home</b>
<b>UKS2</b>	<b>Only the brave</b>	<b>Back to the future</b>	<b>To infinity and beyond</b>

### Year B

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>LKS2</b>	<b>Roaming all over the world</b>	<b>We are warriors</b>	<b>Water world</b>
<b>UKS2</b>	<b>Intrepid Explorer</b>	<b>A night at the museum</b>	<b>The Great Escape</b>

Each unit will be split into Chapters to ensure learning is focused and has depth to the content and will have an overall outcome, at the end of the final chapter, this will showcase the children’s work throughout the unit – increasing motivation and purposeful learning opportunities. Where possible, work done in each subject will link to this as we believe higher standards can be achieved if all are collectively working towards a real outcome. However, links will not be forced, as this could weaken the quality of learning for some subjects. They will be taught in isolation if this is needed.

### Climate for Learning

We believe that our pupils are all capable of achieving amazing things and we try hard to communicate this to them and their parents through:

- Expecting consistently high standards of presentation, work and behaviour
- Genuinely involving our pupils in making decisions that impact upon school life
- Inspiring our pupils to want to learn more about the world we live in and the people around us
- Ensuring that our pupils learn relevant skills for life that will help them access the wider world
- Teaching them the value of respect: for each other, their community and the many beliefs, opinions and cultures they encounter whilst learning with us

We believe that the journey undertaken when learning, is as important as the goal in itself. It is important that our pupils learn to cope with any obstacles they come across both when learning new and challenging things and then later – in life!

So, we teach the attributes that we believe are needed to overcome problems like this and build a resilient, self-confident character. This begins with educating our children about what it means to have a ‘Growth mindset’ – knowing they are capable of achieving great things through hard work and perseverance. We teach children that intelligence is not fixed when they are born; that with hard work and determination, they can improve their ability to learn and accomplish new things throughout their life. To help gain this type of understanding we teach the children to recognise their ‘learning muscles’ in action in school and encourage their use – as recommended by Professor Guy Claxton. These have been assigned to each year group to ensure children have the time to practice and secure these attributes throughout their four years at primary school.

Year 3		Year 4	
Perseverance	Not giving up when things are difficult	Questioning	Asking questions to help overcome difficult obstacles or move learning further
Managing distractions	Continuing with the challenge despite tempting distractions	Resourceful	Knowing which are the best resources to use to help you achieve your goal
Collaboration	Knowing how to work well as part of a team to reach a shared goal	Planning	Being strategic and considering the steps along the way to achieving a goal
Year 5		Year 6	
Empathy and Listening	Understanding the opinions of others and making sense of what you hear	In year 6 children will be practicing all of the Learning Muscles they have learnt throughout school to ensure they have the skills to be independent and life-long learners.	
Reasoning	Considering all options and deciding which is best when meeting a challenge		

To further support our children in developing independence each year group have been assigned 3 key drivers which will be promoted in every day teaching. The key drivers are as follows:

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><i>Achievers— thriving on challenges</i></p> <p>Settling into school</p> <ul style="list-style-type: none"> <li>• Working together</li> <li>• Resilience</li> <li>• Independence</li> </ul>	<p><i>Planners — Building enquiring minds</i></p> <ul style="list-style-type: none"> <li>• Asking and answering our own questions</li> <li>• Plan how to do it</li> <li>• Explain what you know</li> </ul>	<p><i>Problem solvers -- using our hearts and minds</i></p> <ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Compassion—understanding each other</li> <li>• Use our resources to help us to learn</li> </ul>	<p><i>Inspirers —Celebrate who we are and what we will be next</i></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Organised</li> <li>• Communicate</li> </ul>

Currently, we are working on the way that we teach critical thinking and higher-level reasoning skills in a range of ways so that our pupils are able to produce high quality work in every subject area and are able to solve a range of challenging problems that they may meet. We are working to include a hierarchy of activities with the use of clear differentiation and challenge, which will ensure that the children are able to apply the knowledge that they learn to problems and situations, eventually using the information to create something new and evaluating their learning.

### Curriculum Content

Alongside National Curriculum content, we teach the **content** of each subject through helping the pupils learn **new skills**. This is so that they will be able to apply what they have learnt to any context in the future – thinking as a scientist, historian, geographer, for example, to suit the situation they find themselves in.

We follow the Wakefield Syllabus for RE, supplemented with a range of other high quality resources that help us teach knowledgeably and in depth concerning the religious beliefs of our world. We also teach from a detailed PSHCE Scheme of work that addresses Sex and Relationships Educational needs as well as health and well-being choices.

### Impact! How do we measure the impact of the curriculum?

*The impact of our curriculum is measured in tangible ways: through the clear enjoyment and engagement in learning that we see from our pupils every day, the understanding of the world around them, the growing quality of work and vocabulary that sets the standard in our school, the amount of pupils who increasingly reach ‘Year 6 standard’ and beyond – who are self-confident and have the self-belief for High School and their next challenge in life.*

### **Our children say:**

-This lesson we did the hardness test and acid test on different types of rocks. I enjoyed doing the hardness test the most because we got to find out which rock was the strongest using different equipment. – George, Year 4

-We made a graffiti wall of Viking facts in a group. We really enjoyed this because we found out the facts ourselves. We used books and iPads to do the research. Then we went into the hall to share ideas with the other Year Four children. – Lily, Year 4

-It was an awesome experience, learning how to dissect the heart. We learnt about how the heart works and how it helps us survive. It was also great that the teacher brought in an actual heart, this let us see what a heart actually looks like –Casey, Year 6

-Today we were using arrow cards to partition 3 digit numbers and to improve our understanding of the value of each digit. - Riley, Year 3

In order to track pupil progress in school, we have designed a progressive key skills assessment system, which is built upon in each subject area in preparation for them transitioning to high school. These tracking ladders are assessed every term, relating to the topic they have covered and the subjects they

have been taught. These are then passed on to the next year group teacher, so that learning remains effective and progress is made.

### Our roles and responsibilities

- To provide wide-ranging and stimulating enrichment opportunities in a range of subject areas
- To ensure that all statutory elements of the curriculum are met and that the needs of all learners are considered and catered for within this remit
- The procedures for assessment meet all legal requirements – including ensuring all stakeholders receive regular updates regarding progress
- To ensure that the Governing body contribute towards decision making about the breadth and balance of the curriculum
- To share best practice, both within school and wider, to continually improve curriculum provision
- To treat students as partners in their learning, contributing to the design and enrichment of the curriculum
- To support all pupils to make good progress in each curriculum area that meets their learning needs and will allow them to thrive as they grow older
- In order to ensure there is consistency across school we have introduced the curriculum non-negotiables. **See Appendix one**

## **Appendix One**

### **Curriculum Support and guidance**

#### **Non-Negotiables**

*Metacognition is, put simply, thinking about one's thinking to develop a deeper understanding.*

In order for us to get children to develop deeper thinking skills in our foundation subjects, we need to increase the challenge of the tasks that we do. We will do this by using the blooms taxonomy verbs as a way to help plan and structure the tasks that children will complete.

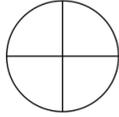
#### **Launch of Non- negotiables Sept 2017/2018:**

- Used as a tool to support in lessons.
- All foundation lessons to include a WALT linked to the blooms verbs and discussion around this at the start of the lesson and throughout.
- Develop children's independence when working alone.
- to stretch and challenge pupils by using higher order thinking skills in lessons;
- Allow children to know explicitly what the skill is they are learning to do then apply it elsewhere.
- Should see a range of tasks based on the Hero, Record Breaker and Legend approach used in Maths to support the scaffolding and challenge of all pupils



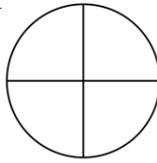
WALT: Listen to music and explain how it affects your mood **Hero**

Song 1



I used the colour \_\_\_\_\_  
because it makes me think of \_\_\_\_\_  
\_\_\_\_\_.

Song 1



Key words: Pitch, dynamics, mood, feel, create

When listening to the music, I thought of the colour..... I thought of this colour because.....

During the music the ..... This made me think of the colour..... because.....

→ Children should have a key vocabulary sheet stuck in for each lesson looking at the key terms they may use in the lesson and through discussions. LA in Red with definition given them to RAG rate at the end.

Word	Definition	RAG
Human Geography		
Physical Geography		

Word	Definition	RAG
Human Geography	How humans adapt to the land and use their resources such as: land, water, trading and settlements.	
Physical Geography	Earth's <b>physical</b> features that are not made by humans. Such as: rivers, oceans, climate, mountains and deserts.	

Core and More able green to add in the definition at the end of the lesson.

→ Brain in Gear- these tasks should be used for children to apply and show their understanding of the lesson.



If you were at a 'high latitude' will the weather be colder? Explain how you know.  
Key words: Position, East to West, location, Maps, Earth.

Other examples

### Music- Vocab and Brain in Gear

Word	Definition	RAG
Tempo		
Pitch		
Timbre		



Listen to the two pieces of music. Discuss how the tempo and pitch change in the song. How are they the same? How are they different?

### ART – Vocab and Brain in Gear

Word	Definition	RAG
Primary colour		
Shade		
Tone		



Describe the colours in the artwork, how do they make you feel/ what mood do they create? Why?

## How our curriculum fits together

At Castleford Park Junior Academy we strive to ensure that our school is child-centred and our pupils have the self-belief, motivation and confidence to achieve their most aspirational goals, knowing how to overcome challenges along the way. They will understand the importance of being independent and resilient, taking responsibility for and showing commitment to their learning in order to become self-motivated individuals who will achieve their full potential. They will understand the importance of being inquisitive and how this helps them broaden their understanding and knowledge of the world. We expect our pupils to see the value in taking pride in everything they do and the importance of having the ability to work cooperatively with others. We will also build tolerance and respect within our pupils, reflecting the growing diversity of our school and community, within a safe and caring environment. By cultivating such attitudes, we aim to provide them with everything they may need to lead a successful life in the future and become a valued member of society.



**Monitoring and Review**

Policy reviewed by Miss Joshua Feb 2019

Next Review Feb 2020

Signed



Date: Feb 2019

Miss K Law Headteacher

Signed

Date: Feb 2019

Miss J Joshua Curriculum Leader

Signed

Date: Feb 2019

Mr John Dossey Chair of Governors