



Dated: June 2019

Review Date: June 2020

## **Curriculum Policy**

### **Policy Statement**

This Policy has been developed being mindful of our aim to provide an excellence education for pupils of all abilities and backgrounds.

Governing bodies are required to a curriculum statement annually. This statement sets out the principles underlining the curriculum and reflects the school's commitment to developing all aspects of their pupils' lives.

### **Whole School and EYFS**

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote the Manorway values and the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life on modern day Britain.

This policy is available to parents and prospective parents on the school's website and by request from the school's office.

### **Aims**

- That all pupils are provided with learning experiences that lead to consistently good levels of pupil achievement and progress according to their abilities.
- That all teachers and other professionals are "Lifelong learners", committed to an ongoing development of their own knowledge and skills to optimise the pupils learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.

The schools aim to foster the social and personal skills of co-operation, sharing and mutual respect.

At Manorway Academy each child is valued as a member of the school family and wider community and because of this we are committed to:

- Helping develop pupils' personal, spiritual and moral values, whilst fostering respect and appreciation of the multi-cultural society in which we live.
- Ensuring that each child has access to a broad and balanced curriculum.
- Establishing caring relationships within the school and community, by fostering close links between home and school.
- Staff working as a team, keeping abreast of educational developments, developing and implementing school policies, promoting continuity and progression, and maintaining a careful and efficient use of finance and resources.

#### **How we teach:**

The Curriculum is taught flexibly because we find a variety of approaches inspires children, keeps learning fresh and exciting, gives opportunities for all and develops adaptability; a valuable life skill for their futures.

Children may learn through:

- A themed approach
- An enterprise approach which has an end goal.

## **English**

### **Aims**

At Manorway Academy we aim to develop the following in all children:

- A true love for reading.
- The ability to read with fluency and understanding.
- The ability to communicate effectively due to a strong command of the written and spoken word.
- An understanding of the difference between colloquial and formal speech and grammatical structures.
- The ability to adapt language and style depending on different purposes and audiences.
- The use of a wide-ranging and continuously developing vocabulary.
- A strong understanding of grammar and punctuation.
- Neat and legible handwriting.
- The ability to write high-quality pieces based on the specific expectations for various genres.

Our English lessons develop pupils' language, reading, writing and vocabulary. Where possible, English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Vocabulary and grammar are developed systematically children receive spelling lessons and phonics lessons. Role Play is used as a key tool in developing oral skills, vocabulary development, building

confidence and self – esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language.

## **Reading**

We use the letters and sounds: principles and practice of high-quality phonics to teach children how to read and decode by segmenting and blending sounds. The children will be heard reading individually and in groups daily at this stage. Pupils have daily reading lessons that are closely linked to the National Curriculum.

Children are expected to read for at least 15 minutes per day (ideally with an adult) and 15 minutes daily is allocated for quiet reading during school hours, they are also encouraged to read at home and keep a record of this in their home-reading diaries. They also have access to Reading Eggs an online reading programme which allows children to build literacy skills independently and Nesy an online programme which is designed for children to all ability to help support reading writing and spelling. Manorway Academy was awarded a Literacy Mark by Busters Book Club in 2018 for commitment to raising reading standards.

Manorway Academy has a whole school library which holds 1000 books for students to practice their reading during silent reading. Students also have access to oxford owl and are able to read e-books online. Raising attainment in reading is a key focus for Manorway Academy. The following is a list of what has already been implemented to help us achieve this goal: focused reading lessons, new home – reading diaries, reading champion rewards, small group tutoring, Phonics Intervention and a reading support volunteer. We have already witnessed a substantial increase in the amount of time that children are spending reading and their level of engagement and enthusiasm.

### **Reading Assessment**

Teacher assessment of reading is carried out throughout the year in various ways. Children on the phonic programs are assessed using the programme-specific running records and continuously moved through the various phases. Post phonics children are given a formal reading test each term and are also assessed against provided reading targets (which are focus on reading lessons). We complete phonic and reading screenings at the end of each term.

## **Writing**

Each year group follows a carefully planned curriculum that exposes pupils to a variety of genres through the use of high-quality texts. The writing opportunities are relevant and are carefully planned to inspire all children to produce their best work. There is an emphasis on the process of writing that involves gathering information, planning appropriately, editing and publishing.

Presentation is also important at Manorway Academy. Neat Legible work is encouraged at all times in all subjected areas as a way to ensure that all work is done to the highest possible standard.

### **Writing Assessment**

Writing is assessed against the provided targets for each year group. Each student has a ‘golden book’ containing a selection of their best pieces written throughout each year.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

## Mathematics

Our teachers will ensure that mathematical skills are taught every day. Our pupils understand the importance of mathematics. Pupils are taught to recall mathematical knowledge fluently, to apply the skills learnt to problem solving and to use these skills mathematically. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. We build on skills and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts. There are extra activities throughout the year to promote mathematical skills and thinking including participation in Enterprise Week, where mathematical skills are applied to everyday life.

Students have access to Mathletics an online learning space, it supports and caters to each student mathematical development. Students also have access to Timetables Rockstar an online programme to support students with mathematical skills more so timetables.

For more detailed information about the progression of skills taught in calculation, see the Numeracy Policy.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

## Science

We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them.

### Aims

Children should:

- Develop knowledge and understanding of important scientific ideas, processes and skills and aim to relate these to everyday experiences.
- Understand how to work scientifically.
- Understand the essentials aspects of the knowledge, methods, processes and uses of science.
- Develop an Inquisitive nature through the encouragement of questions on science.
- Use their experiences to develop understanding of key scientific ideas.
- Use models to represent things that they cannot directly experience.
- Acquire and refine practical skills necessary to investigate ideas and questions safely.
- Develop skills or sorting, classifying, planning, predicting, asking questions, making inferences, concluding and evaluating through investigative activities.
- Make informed decisions based on evidence and their own experiences, and be able to apply scientific knowledge and skills to new situations.
- Practice mathematical skills (counting, ordering numbers, measuring, drawing and interpreting graphs and chart) in real contexts.

- Think creatively about science and enjoy trying to make sense of phenomena.
- Develop language skills through talking about their work and presenting their ideas using writing of different kinds. E.g. concept maps. Spider grams, etc.
- Use progressively technical scientific and mathematical vocabulary and draw diagrams and charts to communicate scientific ideas.
- Use a range of media including ICT to extract scientific information.

## **Health and Safety**

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children should always be encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking scientific activities. Every teacher needs to undertake a Health and Safety Risk Assessment for school visits.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

## **Art**

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced to a wide variety of artist and their styles.

### **Aims:**

- Children will engage with a range of high-quality materials and practices to develop their 2D and 3D knowledge of art.
- Children will experience a wide range of artists, genres and styles in order to develop their own “mark” when creating work.
- Children will expect to visit exhibitions, meet with practising artists and outside agencies in order to aspire to an excellent standard of art and design.
- Teachers will provide fun, engaging lessons, where children are able to discover new skills and determine to learn more about the history of art and its current standing.
- All children and pupils will have a commitment to developing a visual language and appreciation on art.
- Children’s work will be celebrated throughout school through display, exhibitions and gallery presentations.

The development of pupil’s skills is evidence in sketchbooks which are monitored by the teachers.

National Curriculum Art Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

## **ICT**

### **Aims**

- Pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Pupils can analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems.
- Pupils evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Pupils are responsible, competent, confident, creative users of information and communication technology.
- Develop good Health and Safety attitudes and practice with an acute awareness of online safety issues.
- To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN.

Our approach is to integrate ICT into all lesson through the use of laptops, iPad and cameras. Subject specific software support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

### **Safe use of ICT**

Our Designated Online Safety Leader ensures that they keep up to date with online safety issues and guidance through liaison with the Local Authority Online Safety Officer. All teachers are responsible for promoting safe behaviours in their classrooms and following school online safety procedures, (see online safety policy).

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

## **Modern Foreign languages**

### **Aim**

- To develop our children's linguistic competence.
- To extend our children's knowledge of how languages work.
- To explore differences and similarities between other languages and English.
- To develop our children's speaking, listening, comprehensions and writing skills through a variety of means.

We teach French to our pupils from Year 3 upwards. Our approach is to make learning a new language fun! Pupils are very receptive to learning a new language; they like to mimic pronunciation

and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games will be regularly used.

National Curriculum Language Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study/national-curriculum-in-england-languages-programmes-of-study>

## **Music**

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play variety of instruments musically and encouraged to play together in ensemble groups.

### **Aims**

- All children will develop a culture of school singing, performing and appraising.
- All children will develop a robust sense of music appreciation, listening and begin to make decisions about the instruments they would like to learn.
- As a school we will develop a music language, of understanding genres, history of music and appreciate musicians and their discipline.
- As a staff we will ensure that children develop a love for music and appreciate its ability to include children of all abilities.
- As a school we will provide opportunities for children to listen to music, attended concerts, interact with practising musicians and school assemblies.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

## **Physical Education**

### **Aims**

Our students benefit from weekly lessons at the local trampoline park and Leisure centre.

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To improve observation skills and the ability to make simple judgement on their own and others work, and to use their observation and judgment to improve performance.
- To develop and understanding of the effects of exercise on the body and on appreciation of the value of safe exercising.
- Safe practise in Physical Education (2012 BAALPE)
- Safety in Outdoor Education (LEA)
- Safety aspects will be considered with the children prior to the task.

- First aid equipment should be available (Medical Room) and staff should know what to do and who to call for assistance in the event of an accident (designated first aider).
- Inhalers for children suffering from asthma must be readily accessible and brought to lessons.
- Any items considered a danger should be taken out of use immediately.
- In order to minimise these risks all staff and children in PE lessons are required to take note of the following:
  1. All lessons are planned following a clear progression of developing skills and take into account the age, abilities and special needs of the class;
  2. Children should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
  3. Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
  4. Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
  5. Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked)
  6. Teaching staff should ensure expect high standards of behaviour, performance and participation in all lessons.
  7. Teaching staff should follow the school's behaviour plan at all times.
  8. Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children.
  9. Any faulty equipment should be reported to the management who will then repair or replace the faulty equipment.
  10. Children should be made aware of the importance of dynamic stretching before physical activity and how to use the correct technique.
  11. Static stretching is not necessary for children.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

## Topic

Our teaching promotes the spiritual, moral, social, cultural and intellectual development of our pupils and of society by encouraging an exploration of aspects of religion and human experience which raise fundamental questions of belief and value. Through the RE Curriculum, children:

- Learn about and understand a range of religions and world views.
- Express ideas and insights about the nature, significance and impact of religions and world views.
- Gain and deploy the skills needed to engage seriously with religions and world views.

Children at Manorway Academy acquire and develop their knowledge and understanding of important key concepts through studying Christianity, Islam, Buddhism, Sikhism, Judaism and Hinduism, as well as non-religious world views.

## Withdrawal from RE

It is recognised that parents have the right to withdrawal their child from RE. A child or young person cannot be in for the teaching of their religion in RE and out for all of the others. If a parent chooses to withdraw their child from RE then arrangements need to be made for that child to be withdrawn during RE lessons by the class teacher in consultation with the Head Teacher.

Religious Education DfE Guidance:

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

## **History and Geography**

We use topics to deliver humanities subject skills understanding. Our topic programme is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. Several of our topics have a history and geography emphasis so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events and places in our own locality.

### **Geography**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

### **History**

A high-quality history education will help pupils gain coherent knowledge and understanding of Britain's Past and that of the wider world. It should inspire pupil's curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of peoples' lives, the process of change, the diversity of societies and relationships between different groups, as well as their identity and the challenges of their time.

History Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

## **PSHE**

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions in life, alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Manorway Academy "promote the spiritual, moral, cultural, mental and physical development of pupils and prepare pupils at Manorway Academy for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.

Our Programme of Study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes:

### ***Health and Well-being***

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

### ***Relationships***

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

### ***Living in the wider world (economic wellbeing and being a responsible citizen)***

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise