

# MARLBOROUGH ROAD ACADEMY

## CURRICULUM POLICY

### INTRODUCTION

At Marlborough Road Academy, we define the curriculum as ‘the planned activities organised in order to promote learning and personal growth and development’ amongst pupils. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities and creative opportunities that the school organises to enrich the learning experience. Through the curriculum, we aim to teach children how to grow into positive, responsible people, who can work together with and are tolerant of others. The curriculum enables pupils to develop the necessary knowledge and skills to access the next stage of their education.

### VALUES

The school embraces the way in which all pupils are unique. The curriculum at Marlborough Road Academy promotes respect for the views of individual pupils, as well as for people of all cultures. We value the spiritual and moral development of each child, as well as their intellectual and physical growth. We ensure that pupil voice is heard and that children’s views are represented. At Marlborough Road Academy, the curriculum is designed to be fully inclusive and to provide equal opportunities for all.

The curriculum consists of a focus on basic skills in reading, writing, maths and computing and the application of these skills across the non core curriculum subjects. The non core curriculum (the creative curriculum) is designed to develop the following overarching skills, taken from the National Curriculum and research into the requirements of employers:

- Communication
- Teamwork
- Creativity and Problem Solving
- Self Management

An emphasis is placed on providing pupils with real life, practical experiences. A high level of importance is attached to providing pupils with enrichment activities and trips and visits are central to the curriculum. This provides pupils with an informed starting point for developing key skills. Learning in context is particularly important in a school where many pupils are new to English. For this reason, developing language and communication skills across all disciplines is a key part of teaching and learning at Marlborough Road Academy.

The curriculum provides a vehicle for addressing the school values of:

- Friendship
- Trying your best
- Responsibility
- Pride
- Thankfulness
- Aspiration
- Knowing yourself
- Caring
- Making good choices

The school values and fundamental British Values are addressed both discretely and as part of the ethos of the school. Direct teaching of these sets of values comes through subject specific lessons, such as PHSE, History and RE, through themed weeks, focus days, fundraising and community events, trips and visits, learning at lunchtime, clubs and assemblies. The values are

also reinforced through the expectations and conduct of staff, parents/carers and pupils and are represented in the songs pupils sing and the way their work is displayed. The Learning at Lunchtime enrichment programme provides a further opportunity for pupils to put the values into practice.

## **THE AIMS AND OBJECTIVES OF THE CURRICULUM**

The curriculum at Marlborough Road Academy will help pupils to:

- Develop lively and enquiring minds
- Communicate effectively in English, both orally and in writing
- Learn the essential skills of life, including in number and computing
- Explore and understand the world we live in
- Develop an appreciation of the interdependence of individuals, groups and nations
- Express themselves creatively and enjoy the creativity of others
- Develop an appreciation of wider human achievement
- Develop personal, moral and spiritual values, including respect for others
- Be prepared for the opportunities and responsibilities of life in a changing world
- Learn how to learn and to regard learning as an enjoyable and lifelong skill
- Develop a wide range of interests and appreciate the need for a healthy lifestyle
- Set personal standards of achievement and value excellence
- Develop a work ethic suitable for the world of employment
- Understand the importance of fairness, justice, truth and the difference between right and wrong
- To fulfil the requirements of the national curriculum, Early Years Curriculum and the locally agreed syllabus for R.E.

## **ORGANISATION AND PLANNING**

The curriculum is planned in three phases- long term, medium term and short term.

### **Long Term Planning**

This is taken from the relevant national documents – the new National Curriculum and the EYFS Curriculum.

### **Medium Term Planning**

English and maths are planned around ensuring that pupils acquire and are able to use basic skills in reading, writing, maths and computing. These basic skills are taken from the new National Curriculum. The curriculum is built around a needs lead approach, whereby pupils' gaps are identified, then filled and then learning is deepened (mastery/greater depth).

Pupils are grouped by ability for English and maths, with an additional teacher per age phase to accommodate pupils at the early stages of learning English and to minimise the impact of mobility. These pupils follow an intensive English programme.

All pupils who need it receive daily phonics teaching using the Read, Write Inc Programme. All pupils are involved in a daily number programme in addition to their maths lesson, in order to develop mathematical fluency. Pupils are ability grouped for both of these programmes. Groups are flexible and reviewed termly as part of pupil progress data analysis.

The application of skills in the non-core subjects is planned for on a half termly basis using the new National Curriculum and following pupils' interests and cultural experience. This builds on the model used in the EYFS. Coverage of the non core subjects in the creative curriculum is mapped half termly and an emphasis is placed on reading, writing and maths within other subject areas. Subjects that do not lend themselves to a cross curricular approach during any given half term, are taught as discrete subjects on a fortnightly rotation. Each half termly creative curriculum topic is planned around a philosophical question, which pupils answer at the end of the topic.

## **Short Term Planning**

These are our daily plans, which set out the intended learning for each session. Each activity has a WILF (What I Am Looking For), for the pupils to use as a success criteria. Pupils' work is marked to the elements of the WILF. Assessment for learning is used to inform future planning. Planned activities are differentiated to meet pupil need and take account of a range of learning styles. A set of non-negotiable criteria are applied to the planning for and marking of pupils' work ( see Appendix 1).

## **EYFS**

The curriculum in the EYFS is planned from the Early Years Curriculum and includes progression into the new National Curriculum. Point of entry assessment data is collated in Nursery and throughout the EYFS departments and trackers are completed termly. The analysis of assessment data feeds directly into teaching and into the environment plan.

At Marlborough Road Academy, we adopt a continuous provision approach to curriculum planning in the EYFS. The curriculum is planned to ensure that there is coherence and full coverage of the EYFS curriculum, but pupil gaps in knowledge, experience and understanding are given priority. Pupil interest provides a context for learning. This approach is followed through into the creative curriculum across K.S 1 and K.S 2. Pupils in EYFS are grouped by their language ability (ELKLAN) into key person groups. Pupils learn through a combination of direct teaching , play and interaction with adults.

## **PUPILS WITH SPECIAL NEEDS AND/OR DISABILITIES**

The curriculum at Marlborough Road Academy is designed to provide access and opportunity for all. If it is necessary to adapt the curriculum to meet the needs of individual pupils, this is done in consultation with parents/carers and external agencies, where appropriate.

If a child has a special need and/or disability, the school does all it can to meet those individual needs. We comply with the requirements of the SEND code of practice in providing appropriate access and publish our local offer on the school website. Pupils on the SEND register are set individual targets and programmes of work (IEP). IEPs also set out the nature of the special need and outlines how the school aims to address that need. IEPs are discussed with pupils and parents/carers and reviewed at regular intervals. Termly provision mapping using assessment data ensures that pupils who need additional support receive tailored intervention to accelerate their progress. In most instances, the teacher is able to provide the necessary support within the classroom. Where necessary and appropriate, staff work closely with relevant external partners to support pupils with SEND in their learning. If a child's need is more severe, he/she may be referred for an EHC plan. The progress and attainment of SEND pupils is recorded and tracked on Essex Target Tracker. However, where pupils are making progress in small increments or are developing their fitness to learn, their progress is tracked through case studies ( see assessment policy for more details).

## **MORE ABLE PUPILS**

We identify pupils, whose abilities fall outside the usual range, either in one particular area or overall. We keep a register of these pupils and plan their learning accordingly to ensure an appropriate level of challenge. Teachers use a range of approaches to deepen and broaden these pupils' knowledge and help them to achieve mastery/working at greater depth. Specialist provision for these pupils is detailed on the termly provision map.

## **THE EXTENDED CURRICULUM**

At Marlborough Road Academy, we work closely in partnership with the Salford LA provider of outdoor education, Lledr Hall, in Wales. An annual residential visit provides an opportunity for pupils to further develop the over arching skills and school values. By working together with the

outdoor education team, we have developed a curriculum at lunchtime, based around these skills and values. A teacher is employed to plan for, co-ordinate, deliver and monitor the impact of these sessions. The teacher is supported by teaching assistants and externally sourced providers. Pupils are vertically grouped for their participation in these activities ( see appendix 2). A range of after school clubs and pre-school learning groups provide an extended opportunity for children to learn at Marlborough Road Academy. Pupils and their families are invited to attend breakfast club daily. During this time, there is an opportunity for completing homework or additional reading.

### **CURRICULUM LEADERSHIP**

Standards and progress in the core subjects are monitored by the assessment leader and assistant principals on a termly basis.

Other members of teaching staff are responsible for the leadership of non core subjects. Each subject leader is responsible for writing and reviewing action plans for the development of their subject, linked to the school development plan. Subject leaders also carry out monitoring activities in their subject, including learning walks, book and planning scrutiny and may deliver or source staff training. Subject leaders monitor the application of the over arching skills and school values across their subject. They are also required to report to the senior leadership team and to the governing body re standards and developments in their subject area.

At Marlborough Road Academy the key areas of curriculum leadership are:

- To provide a strategic lead and direction
- To support and advise colleagues on issues relating to teaching and learning
- To monitor attainment and progress
- To provide effective resource management

### **MONITORING AND REVIEW**

The overview of the curriculum is monitored by the Principal and Vice Principal, who report termly to the Governing Body and Academy Trust. Designated link governors are in place and meet regularly with staff. Policies are reviewed by the governing body on a rolling programme, as required by law.

#### **DOCUMENT STATUS**

Version	Date	Action	Ratified by Governing Body	
			Signature	Date
1	September 2016	Rewritten (JR)		
2				
3				

*This Policy has been impact assessed to ensure that it does not have an adverse effect on race, gender or disability equality*