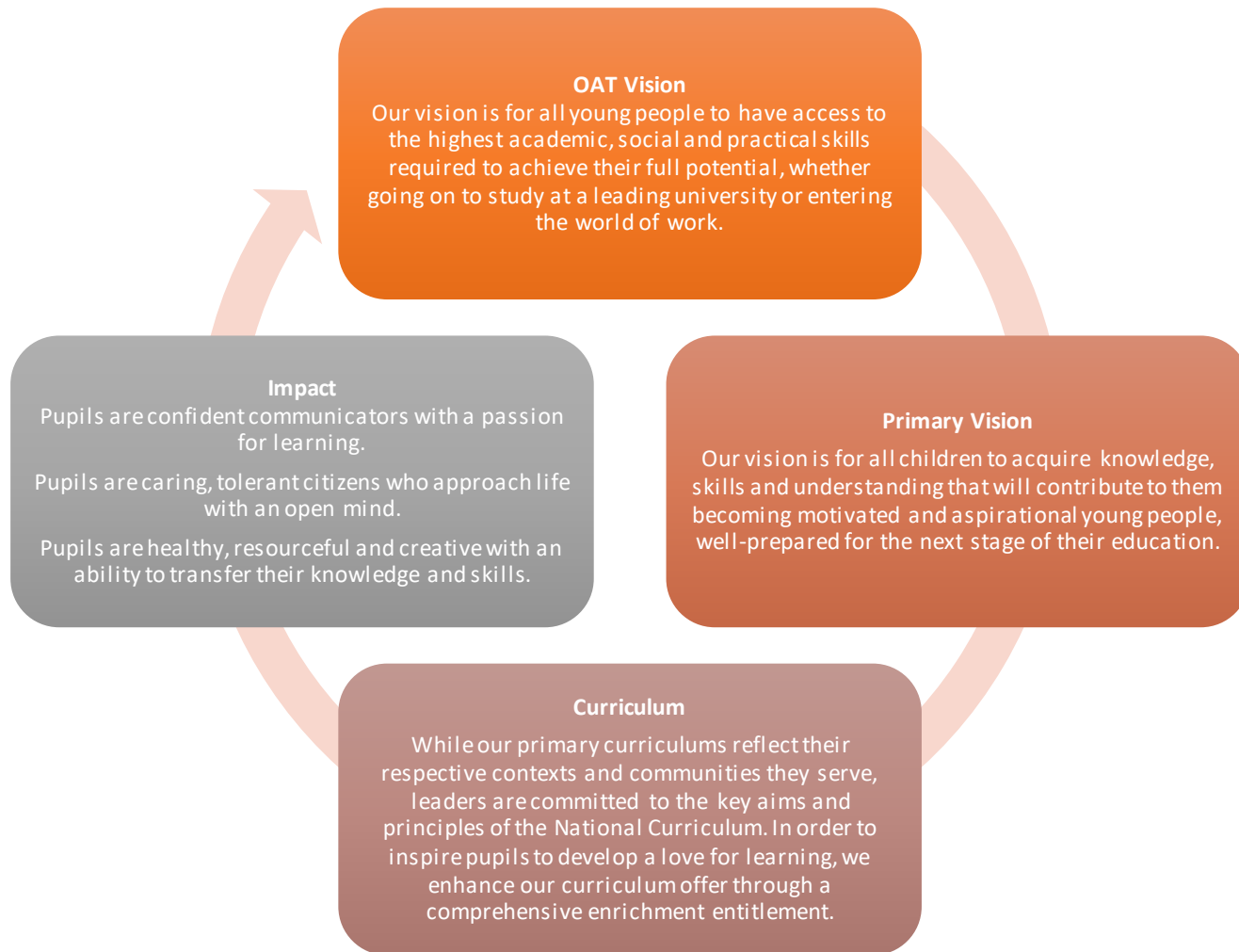


Packmoor Ormiston Academy Curriculum Policy

Ormiston Academies Trust and Ormiston Primary Academies Curriculum Vision



Introduction to Packmoor Ormiston Academy Curriculum Policy

At Packmoor Ormiston Academy we believe in igniting a thirst for learning through an exciting and varied curriculum which provides experiences that children remember and by creating a learning environment that is rich, eye catching and stimulating. Our ethos for teaching and learning allows children to develop their individual skills, abilities and interests to achieve, feel proud and become life-long learners. Our curriculum design, planning and assessment ensures progression in every subject and across key stages.

Breadth

At Packmoor Ormiston Academy careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum with three key priorities underpinning every subject area. We believe

that by focusing on the following key priorities our children will be ready to successfully meet the challenges of the next stage of their education and their lives.

Our curriculum priorities are:

1. **Aspirations** – we aim to provide experiences which show children the wide range of possibilities available for their future.
2. **Initiative** - we aim to offer experiences which help them to become independent and resourceful learners.
3. **Cultural Awareness** - Understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

We have designed and planned our curriculum to offer a range of experiences which contribute to every child receiving a full and rich curriculum. The range of experiences we offer support and champion our culture and ensures that our children benefit from a full range of academic, spiritual, moral, social and cultural activities. These activities enrich their lives and those of our whole school community and make them proud of their British values and diverse society to which belong and play an active part. We are proud that our curriculum gives our children the skills, confidence and self-belief to lead a happy and fulfilled life by encouraging them to aim high and work towards their goals and dreams in life.

Balance

At Packmoor Ormiston Academy it is our underlying belief that every child should feel valued and experience the feeling of success in a wide range of curriculum areas. We believe that through the curriculum we can impact on what is in children's heads and how they feel about themselves, so that they feel clever, confident and ready to tackle any challenge they may face.

We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development which means that in practice our curriculum places equal importance on core and foundation subjects.

At Packmoor Ormiston Academy we place high priority on ensuring children's physical and mental wellbeing are met. We understand that children will not be successful learners unless they are emotionally secure, therefore we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children's physical and mental wellbeing are as valued and important as academic development.

We carefully monitor children's progress with their personal development and our well planned and thoughtful approach to Spiritual, Moral, Social and Cultural Development helps to ensure that every child is well cared for and supported.

Our balanced approach to the curriculum is not at the expense of high standards in core subject areas. High standards and enabling children to reach national expectations and above is of vital importance if they are to succeed at the next stage of their education and go on to achieve full and happy lives and careers.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Packmoor Ormiston Academy makes excellent progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

Depth

Packmoor Ormiston Academy's definition of progress is; the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and plan our curriculum to ensure that children are not

merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

Our careful curriculum design and planning means that we build in many opportunities for repetition and practise opportunities for essential knowledge, skills and understanding in every subject. This ensures that children are able to revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

Our two year curriculum cycle is meticulously designed and planned using the National Curriculum to move the nature of children's thinking to a higher order deep level of understanding rather than just acquiring new facts and knowledge.

Organisation and Planning

We plan our curriculum in three phases. We indicate what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

Through our medium-term plans we give clear guidance on the objectives and success criteria and teaching strategies for each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson.

We teach the foundation subjects separately, making cross curricular links to ensure children are able to apply skills and knowledge across the whole curriculum. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. Subjects may be blocked across a few weeks to ensure it can be delivered with progression and to enable time to develop skills consistently.

The Curriculum and Inclusion

See relevant policies including, individual subject plans (<http://www.packmoorormistonacademy.co.uk/wp-admin/post.php?post=373&action=edit>) SEND <http://www.packmoorormistonacademy.co.uk/wp-content/uploads/2018/12/Packmoor-Ormiston-SEND-Policy-May-2018.pdf>, Equality <http://www.packmoorormistonacademy.co.uk/wp-content/uploads/2018/10/OAT-Equality-Policy-2018-v1.pdf>, and accessibility plan <http://www.packmoorormistonacademy.co.uk/wp-content/uploads/2016/07/Accessibility-Plan-2015-18.pdf>.

Subject Leadership

Each member of teaching staff has a responsibility for an area of the curriculum.

They review the curriculum plans for their subjects, ensure that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. Each subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

Monitoring and review

Our governing body is responsible for monitoring the way the academy curriculum is implemented.

The Principal is responsible for the day-to-day organisation of the curriculum. The members of the Senior Leadership Team monitor the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject Leaders monitor the way their subjects are taught throughout the academy. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Policy Reviewed September 2018

Next Review Date September 2019