



CURRICULUM POLICY

PHASE	JUNIOR: AUGHTON JUNIOR ACADEMY
POLICY LEAD	LIZ SWINDELLS PRINCIPAL
DATE OF APPROVAL BY TRUSTEES	25 TH FEBRUARY 2019
DATE OF RECEIPT BY LOCAL GOVERNING BODY	APRIL 2019
FREQUENCY DATE	ANNUALLY
NEXT REVIEW DATE	DECEMBER 2019

This is the Curriculum Policy of:

**Aughton Junior Academy
Turnshaw Avenue,
Sheffield.
S26 3XQ**

Our Vision

'Montez Toujours' – Always Aspire.

At Aughton Junior Academy we provide a caring, stable environment where we nurture and promote good behaviour whilst helping children manage the frustration and anger they experience in the world. We believe that all children have the right to be educated without disruption and to learn without fear of harm. We aim:

- **For children to be respectful to others, themselves and their environment.**
- **For children to co-operate and be responsible for their actions.**
- **For children to be tolerant towards those who are different to themselves.**

We achieve these aims through the establishment of rules, good class management, positive recognition of good behaviour, clear consequence and by involving parents.

At Aughton we believe that success is judged not by the absence of problems but the way in which we deal with them. Good order had to be worked for, it does not just happen.

Aim

At Aughton Junior Academy we aim to bring learning to life by providing high quality teaching and inspirational learning activities which link to all areas of the curriculum. Through half term learning projects supported by an increased range of resources, we aim to engage all pupils, challenging and enabling them to make at least good progress, demonstrating innovative application of skills and knowledge, culminating in an interactive expression of what they have learnt over a half term.

Curriculum

The Creative Curriculum has been organised through a project based approach which incorporates the key skills set out in the National Curriculum (2014). The use of Computing is encouraged in all topic areas as well as a subject in its own right. Each class teacher is responsible for the planning and delivery of the half termly topics as well English, Mathematics and Science where relevant links can be made. Each project will last for a half term, with projects covering a wide range of subjects such as Geography, History, Art and Design and Design Technology alongside a well-grounded understanding of British values. Application of skills across topic areas is reviewed on an annual basis.

Although links can be made with all subjects, the following subjects are taught as dedicated, discrete sessions:

- Maths
- English – Reading, Writing and SPaG (spelling punctuation and grammar)
- Science
- RE
- PE and Swimming – delivered by teaching staff
- MFL –French delivered by secondary subject specialists
- Computing – programmes of study produced by the ACET Computing Lead.

Teaching and Learning Style

Teaching staff are encouraged to broaden pupils' experiences of topics through educational visits, visitors into school and shared experiences within the academy, Trust and wider community. Pupils' achievements are celebrated regularly through class and academy newsletters, displays in classrooms/shared corridor areas and also in assemblies where pupils are encouraged to share their interest and knowledge with the rest of the school. During the last week of each term, parents are invited in to their child's class to see first-hand the 'express' stage of the project where pupils demonstrate their application of taught skills and knowledge.

We use a variety of teaching styles:

- open ended probing questions, visual stimuli and talk partners
- VAK-visual, auditory and kinaesthetic learners
- matching the challenge of the task to the ability and learning style of the children.

We achieve this in a variety of ways:

- setting common, open ended tasks to elicit a variety and depth of response
- setting tasks of increasing difficulty, scaffolding where appropriate
- grouping children by ability/differentiation
- providing practical opportunities for kinaesthetic learners.

Parental Involvement

Parents are encouraged to support their child's learning. Curriculum overviews are shared with parents on a half termly basis in order that they can encourage their child to engage in the learning project more widely, through further research and the opportunity to share ideas and resources they have developed at home.

Assessment and Record Keeping

The assessment and moderation of work is completed in line with the Teaching, Learning and Assessment Policy.

Ongoing assessment includes:

- pupils' work – exercise books, paper, posters, oral presentations, performances, photographs, videos
- self-assessment
- peer assessment
- questioning and discussion
- group work activities
- topic folders – teachers will assess against Learning Intentions (LI) for each subject.

Formal testing is carried out on a termly basis for core subjects (Reading, Mathematics and SPaG). In Y6, formal tests are carried out on a half termly basis.

Equal Opportunities

We aim to give all children equal opportunities in order to make maximum progress. All children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles in order that progress is maximised.

Roles and Responsibilities

The Principal and Governing Body have overall responsibility for the Creative Curriculum, supported by subject leaders. All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise. The Leadership Team and subject leaders are responsible for monitoring, evaluating and reviewing the delivery of the curriculum through:

- formal and informal discussions with staff
- monitoring planning to ensure curriculum coverage
- observation of learning and teaching
- work scrutiny and evaluation
- monitoring and evaluating the quality of provision.

The curriculum is reviewed on a termly basis.

Further Curriculum Development

Future curriculum developments will include:

- sharing best practice across the Trust at year group teacher training events and through Principal meetings
- moderating teacher assessments through year group exemplification portfolios
- actively seeking pupil and parent voice and evaluations at the end of each Learning Project
- reviewing the impact of visits and visitors for value for money and pupil engagement
- purchasing necessary resources in order to ensure each project has fit-for-purpose, inspiring resources for all curriculum areas
- improving parental engagement through assemblies/ learning showcases and curriculum workshops.

Please be aware that as discrete curriculum subject policies are developed by subject leaders, this will be added to the curriculum policy as appendices.

APPENDIX

PRIMARY MFL STATEMENT

This policy statement sets out ACET's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement at KS2.

Aims

Across the junior academies we aim to:

- enable all pupils to experience learning a modern foreign language in a way that is enjoyable and fun
- stimulate and encourage children's curiosity about language
- broaden the cultural awareness of all pupils, including exposure to authentic songs and literary texts
- develop the motivation and self-esteem of pupils by enabling them to experience success in learning a modern foreign language
- work in a range of contexts and topics
- raise pupil's awareness of language structure, that the structure differs from one language to another, and that languages also have links between each other
- develop pupil's speaking, listening, reading and writing skills in the foreign language
- develop pupils' understanding of the phonics of the foreign language being studied
- facilitate pupils' understanding of the basic grammar of the language being studied
- lay the foundations for future study.

Staffing

The senior academy Assistant Vice Principal and the ACET teacher responsible for Primary MFL will:

- ensure that KS2 MFL practice across the trust conforms to the above aims
- manage the implementation of the MFL policy in conjunction with the academies' MFL co-ordinators
- ensure that the guidance of the National Curriculum KS2 Languages Programmes of Study is followed
- keep abreast of current practice and guidelines in MFL
- disseminate information to class teachers and academy MFL co-ordinators
- oversee MFL planning to ensure continuity and progression throughout each individual academy and across the trust
- provide an end of Key Stage 2 MFL progress summary to secondary academies on transition highlighting the key strengths and areas for improvement
- monitor, review and evaluate trust policy and practice
- ensure the purchase of required resources.

The junior academy MFL Co-ordinator will:

- liaise with ACET MFL teachers to ensure that lesson resources are provided at the start of the academic year and on a weekly basis
- ensure that there is an MFL display in each KS2 classroom, in consultation with the class teacher and the ACET MFL teacher

- promote language learning across the academy through awareness-raising strategies such as assemblies, website information and links and academy events.

The Class Teacher will:

- ensure that the visiting MFL teacher is provided with class lists, seating plans and SEND information for each KS2 class
- ensure the class is ready for a prompt start to the language lesson and that all equipment is in working order for the visiting teacher to use
- check that each pupil has the necessary resources to take part
- provide SEND support where required
- foster a positive attitude to MFL by encouraging pupils to use the target language in other lessons where appropriate.

Curriculum Organisation

French and Spanish are offered to KS2 pupils across the trust. The language for each academy has been agreed with each principal. Each class in Years 3, 4, 5 and 6 receives 30 minutes of discrete language teaching every week, delivered by a specialist language teacher.

The ACET French and Spanish long term plans are individualised to meet the current needs of each academy in terms of prior language choice and experience. By September 2020, all academies will be following the same scheme of work in either French or Spanish, ensuring balance, continuity and progression throughout each academy and across the trust. The scheme of work is based on the nationally renowned KS2 scheme written by Rachel Hawkes and incorporates the guidance given in the revised National Curriculum (September 2014) as well as utilising the KS2 Framework for Languages to ensure full language learning entitlement. The scheme of work is supported by activities and resources from the Rachel Hawkes scheme, supplemented with resources from www.lightbulblanguages.co.uk, www.primarylanguages.network, teacher-produced resources and a range of authentic materials.

Teaching and Learning

During MFL sessions children are given the opportunity to work as a class, as individuals and as part of a group. MFL will involve interaction with visual, auditory and kinaesthetic prompts with the emphasis on speaking and listening skills. Pupils are engaged via the use of games, role-play, songs, puppets, IT etc. Pupils will be taught to know and understand how to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in French or Spanish
- broaden their vocabulary and develop their ability to understand new words, including through using a French or Spanish dictionary
- write phrases from memory

- describe people, places, things and actions, orally and in writing
- understand basic grammar e.g. nouns, masculine and feminine forms, adjectives, verbs etc.

Assessment, Recording and Reporting

Most assessment is formative and takes place informally during lessons. Informal assessment is used to support teaching and learning and inform future planning. ACET MFL teachers will provide information to class teachers for each pupil's end of the year Record of Achievement.

Monitoring and Evaluation

The Assistant Vice Principal with responsibility for primary MFL will be responsible for monitoring the quality of MFL teaching and learning across the trust through planning review, classroom observations, work sampling and discussions with staff and pupils. Evaluation and development will support the actions identified on the Academy Improvement Plan.

Equal Opportunities/Inclusion

The academy policy on equal opportunities will apply to all activities in MFL.

The primary languages entitlement is inclusive and the KS2 Languages Framework supports equality of opportunity for all children. Teaching and learning will take account of the different experiences, strengths and interests of all pupils; setting suitable learning challenges, responding to diverse learning needs and overcoming any potential barriers to learning. Every child will experience the full range of opportunities offered by the MFL curriculum, where possible. Activities will be planned and presented to ensure that all children will be able to achieve success appropriate to their stage of development. Suitable support will be provided through teacher intervention; tasks will be modified for children with special educational needs and will be appropriately challenging for the most able children.

Academies who wish to withdraw pupils from MFL provision should do so in consultation with the visiting MFL teacher and ensure that this is not done on an 'ad hoc' basis, thus ensuring continuity of learning in MFL.

Resources

A range of MFL materials will be used for the teaching of Spanish / French. They will be stored at Aston Academy to be used by appropriate staff at the relevant times. Care and replacement of this stock will be the responsibility of the ACET MFL teacher. At all times children should be encouraged to use resources with safety and attention and to take responsibility for their care and maintenance.

Safety

This policy takes account of health and safety requirements. It is the responsibility of the host KS2 class teacher to ensure a safe working environment. MFL teachers must ensure that they are familiar with the fire safety and evacuation procedures of the academy they are supporting.

Policy Review

This policy will be reviewed in line with the academy's policy review programme by the Assistant Vice Principal with responsibility for MFL and Primary Lead Principal.