

**EDWARD WORLLEDGE ORMISTON  
ACADEMY**



**CURRICULUM POLICY**

Date approved by Governors.....Nov 19.....

Signed .....

Date of Review .....Aug 20.....

### Mission Statement:

*We are a listening and caring academy, sited in the midst of our community. We will foster happy children with enquiring minds – children who give and receive respect, care for each other and who will work hard to learn and master the skills and attitudes they need for a successful future in a fast changing world.*

Teaching and learning are central to the purposes of the academy.

Edward Worlledge Ormiston Academy Curriculum Aims:

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

We provide pupils with the opportunities to develop towards their full potential; academically, emotionally and socially. We provide the highest standard of education to enable children to acquire the skills, concepts and knowledge relevant to their future.

At our academy we promote an ethos of care, mutual respect and support, where effort is valued and success is celebrated.

At Edward Worlledge Ormiston Academy we aim to develop pupils who are active, successful, confident and responsible.

**Successful** – by acquiring skills to be:

- Creative thinkers;
- Problem solvers;
- Good question askers and learn by their mistakes;
- Good collaborators;
- Secure in their knowledge from the world and how it is shaped;
- Motivated to learn.

**Confident** – by having a secure:

- Sense of identity;
- Good relationships with all members of their community;
- Emotional awareness;
- Knowledge of right and wrong;
- Understanding of organisational skills;
- Awareness of a healthy lifestyle;
- Understanding of risk awareness;
- Understanding of how to develop their strengths, talents and ambitions;
- Confidence and willingness to try new things.

**Responsible** – by developing their ability to be:

- Well prepared for life and work;
- Enterprising;
- Able to respect others and understand their own and others' cultures and traditions;
- Able to understand what it means to be British and will appreciate diversity;
- Able to challenge injustice;
- Able to recognise how to sustain and improve the environment;
- Able to try to change things for the better.
- Equipped with the skills and knowledge required to help them help themselves.

**The academy will:**

- promote positive relationships between all members of the academy community;
- cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- provide a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of all children;
- create and maintain an exciting and stimulating learning environment;
- ensure that each child's education has continuity and progression;
- ensure that there is a match between the child and the tasks he/she is asked to perform;
- encourage a culture of challenge and desire to improve oneself;
- provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;
- treat children in a dignified way.

**Staff will:**

- promote positive relationships between all members of the Academy community
- provide a secure and stimulating environment where all children are supported and encouraged to reach their full potential
- celebrate the good things children do both in and out of the academy, including in the wider community
- promote positive self image whereby children are encouraged towards a sense of responsibility for themselves and others
- provide opportunities to develop the skills which encourage them to become confident, independent learners

**Children will:**

- learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team;
- learn the principles of growth mindset and apply these to all curriculum experiences;
- be developing the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- be happy, cheerful and well balanced;
- be enthusiastic and eager to put their best into all activities;
- attend school regularly with a positive attitude; eagerness to learn and to behave in a way that allows themselves and others to learn;
- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility on which to base their own behaviour;
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- care for and take pride in their academy;
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- be developing non-sexist and non-racist attitudes;
- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space and handling data;
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- be developing an enquiring mind and scientific approach to problems;
- have an opportunity to solve problems using technological skills;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;
- know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events;
- have some knowledge of the beliefs of the major world religions;
- be developing agility, physical co-ordination and confidence in and through movement;
- know how to apply the basic principles of health, hygiene and safety.

**Governors will:**

- promote positive relationships between the Governing Body and all other members of the academy community including: children, their parents and carers and staff
- have an understanding of and challenge the academy's systems for planning work, supporting staff and monitoring progress

- have an understanding of and challenge the allocation, use and appropriateness of resources
- challenge standards of achievement over time
- visit the academy and talk to children about their learning experiences
- promote and support the positive involvement of parents within the academy
- attend training and other related events
- feedback to the Governing Body/SPB through monitoring
- review the Learning and Teaching policy every 3 years.

**Parents will:**

- promote positive relationships between all members of the Academy community;
- be understanding and supportive of our aims in learning and teaching;
- support the child in ensuring any homework is completed and returned on time and especially in reading regularly with their child and helping their children improve skills in memory needed for learning through practicing a concept, memorizing a text or knowing their multiplication tables;
- praise their children for the good things they do in the academy;
- communicate and work with the academy whenever their child needs further social or emotional support or to develop their skills and understanding
- make sure the child arrives at school on time – 8:45am.
- make sure the child attends regularly and provide a note of explanation if a child is absent.
- attend parent consultations.
- promote positive behaviour in partnership with the academy by setting aspirations and expectations with their child

**Curriculum Organisation \*\***

**Learning Outside the Classroom**

Parts of the curriculum are delivered through learning which happens outside the classroom. At Edward Worlledge Ormiston Academy we pride ourselves in creating opportunities for all our pupils to enrich their curriculum experiences.

From the outside learning space in Reception to residential trips in Key Stage 2, we want children to be active and have many opportunities to learn outside the four walls of the classroom. We also make the most of the local community and regularly welcome visitors to the school, including authors and historians.

Teachers will plan for these opportunities as appropriate and may ask for voluntary contributions from parents to cover some costs.

All classes are expected to go on at least two outings each year to complement an area of the curriculum and full use is made of the local facilities, from the history of our town, to museums, musical events and opportunities, art galleries, theatres, historical sites and sites of scientific interest.

### **Enrichment Passports**

These are currently used in KS2 and include key experiences that pupils should aim to experience in their time at Edward Worlledge Ormiston Academy. These activities include: a residential; theatre trip, etc.

### **PSHE and Citizenship**

Throughout the School PSHE and Citizenship is an integral part of the curriculum. It is not solely taught in isolation and is the responsibility of all staff who come into contact with the children. The curriculum is delivered through subject teaching, circle time, assemblies, charity/community involvement, outings, class roles and responsibilities and guest speakers. In addition, discrete lessons are provided to cover personal safety, (including e-safety), sex education and drugs education.

### **Assemblies**

These happen in Key Stages and the delivery is shared by all teachers, except NQTs. As an academy we hold annual assemblies marking events such as World Book Day as well as cover themes each week. We also discuss British values through the Votes for Schools programme. The whole school has singing practice at least once weekly and every class holds an assembly each week which is dedicated to the Special Person of the week.

### **Extra-curricular clubs**

Extra-curricular clubs are available every night after school and cover a range of activities. We constantly seek pupil and parental suggestions for new and varied ideas. We also offer an After School Care Club, which offers a range of activities from play to computing to art and craft activities. These further broaden pupils' experiences. All our after school clubs are free of charge and Care Club is offered at a reduced price.

### **Home Learning**

Pupils are set homework each week across the academy. (See Homework Policy for a full break down for each Year Group.) Home learning projects are set half termly and encourage pupils and parents to get creative in the ways they present their learning.

## **Staff Development**

Training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively. A budget is allocated every year to meet the needs of this area.

## **Role and Responsibilities**

### **Strategic Progress Board/Governor Monitoring and Review**

Our Strategic Progress Board (SPB) and Governing Body are responsible for monitoring the way the curriculum is implemented across the academy. The SLT produce impact statements to assist in this process and are questioned about practice and pedagogy. Outcomes from the SPB are fed back to the full Governing Body and academy staff.

### **The Principal**

The Principal has an over-arching responsibility for the curriculum and assessment; analysis of data and identification of underachieving groups of pupils.

### **The Vice Principal**

The Vice Principal has responsibility for the leadership and monitoring of the statutory curriculum. She has responsibility for Key Stage 1. Her role as Raising Standards Leader involves leading and monitoring the curriculum for English and maths.

### **The Assistant Principal**

The Assistant Principal has responsibility for the leadership and monitoring of data for English and maths. She has a key teaching role within Key Stage 2. Her role as Raising Standards Leader involves leading and monitoring the curriculum for English and maths.

### **Special Educational Needs**

Our school has an appointed SENCo (Special Educational Needs Co-ordinator). Their role is to support staff in identifying pupils' difficulties and planning teaching strategies, to liaise with parents and outside agencies, to co-ordinate any extra help that may be required and to co-ordinate the work of and offer support to teaching assistants. We work closely with specialists and professional agencies to ensure those children's needs are met.

### **Subject Leaders**

Subject Leaders are responsible for the quality and consistency of provision, standards and achievement within the area(s) of the curriculum they lead within the academy. They are responsible for Learning and Teaching priorities as identified in the AIDP (Academy Improvement and Development Plan) within their subject(s). They are required to identify priorities for their subject area as part of the AIDP.

### **Class teachers**

Class teachers are expected to ensure the curriculum is well planned and that objectives are achieved by all pupils at their own level. All teachers are expected to vary teaching strategies to ensure that all pupils in their class access the appropriate curriculum. Assessment is formative and feedback is timely to ensure pupils make good progress and misconceptions are addressed at the earliest possible moment. Feedback and regular assessment inform future planning, next steps and any necessary intervention.

### **Review**

The above set of aims should be reviewed at least every three years or sooner if key documents change.