



STEP Academy Trust

Curriculum Policy

Date of Policy:

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Review: July 2018

Introduction

Our curriculum enables learning by doing and is balanced and broadly based. It promotes the social, moral, spiritual, cultural, mental and physical development of pupils at the school and of society, preparing pupils at our Academies for the opportunities, responsibilities and experiences of later life. It provides an introduction to the essential knowledge that they need to be educated citizens and introduces our pupils to the best that has been thought and said; engendering an appreciation of human creativity and achievement.

We aim for our pupils to leave the Step Academy Trust with not only the knowledge in different subject areas but also the ability to find out more about a subject that interests them. We also aim for the children to be able to collaborate and cooperate, thinking about their roles and how they treat others within their group to achieve the best possible result. Where appropriate, subjects may be taught discretely (for example, Maths, English, RE and PE), but a more integrated and cross-curricular approach will often be adopted to ensure pupils have an understanding and appreciation of the wider perspective and synthesis of subject knowledge and understanding. Academies therefore follow the International Primary Curriculum (see individual academy websites for different approaches to its implementation, organisation and planning, including provision mapping for each year group).

To be read in conjunction with the following policies: Teaching and Learning, Assessment, Marking and Presentation, EYFS, English, Maths, Science, Computing, Arts, PE, RE, MfL, SRE and relationships, RRS and Homework.

MATHEMATICS: Our curriculum aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- develop **numeracy** and mathematical **reasoning** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

ENGLISH: The aim for English in our curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Our curriculum aims to ensure that all pupils:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- understand extended prose (both fiction and non-fiction);
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- inducted into language which defines each subject: accurate mathematical and scientific language
- appreciate our rich and varied literary heritage;

- write at length with accurate spelling, punctuation and correct use of grammar;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

SCIENCE: Our curriculum aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics;
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them;
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

ART AND DESIGN: Our curriculum aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

COMPUTING: Our curriculum aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- are responsible, competent, confident and creative users of information/communication technology.

DESIGN AND TECHNOLOGY: Our curriculum aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;
- critique, evaluate and test their ideas and products and the work of others;
- understand and apply the principles of nutrition and learn how to cook.

GEOGRAPHY: Our curriculum aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

HISTORY: Our curriculum aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

FOREIGN LANGUAGES: Our curriculum aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- discover and develop an appreciation of a range of writing in the language studied.

MUSIC: Our curriculum aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

PHYSICAL EDUCATION: Our curriculum aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

RELIGIOUS EDUCATION: The aim and purpose of Religious Education in STEP Academies is to: enable children to consider spiritual and moral issues;

- enable children to explore their own beliefs;
- promote respect towards the rights of all people to hold their own personal religious and spiritual beliefs;
- develop children spiritually and personally by providing opportunities for them to explore
- express their own responses and personal beliefs;
- teach children about the religious beliefs and practises of the main faith groups.

THE INTERNATIONAL PRIMARY CURRICULUM: the IPC is a comprehensive, thematic, creative curriculum with a clear process of learning. Topics incorporate ICT, values, history, art, PE, music, DT, geography and PHSE through themes such as 'Chocolate', 'The Circus' and 'Earth-Movers!' With specific learning goals for every subject for international mindedness and personal learning, learning is exciting, active and meaningful. Learning with IPC takes a global/international approach; helping children to connect learning to where they are living as well as looking at learning from the perspective of others in other countries.

Each theme starts with a '**WOW**' day in order to introduce the theme to children and ensure all have a good base knowledge before starting their studies and each unit ends with a celebration event to which parents are invited. Furthermore, as IPC Academies, we will have access to a learning platform in order that they can link to other IPC schools over the world, eg: if studying earthquakes, the children could link to pupils living in an earthquake zone and interview them about what life is like there and see footage of earthquakes that have taken place. You can't get much more real than that!

Our IPC curriculum aims to:

- help create internationally-minded students;
- promote a life-long love of learning in students and develop the natural curiosity of children about the world around them;
- develop questioning and enquiring minds through a range of experiences;
- help children develop the skills to make systematic enquiries and support children in learning and developing research skills;
- develop links between discrete subjects through topic based learning and support the teaching of Literacy;
- create better home-school links and support the implementation of the New National Curriculum in foundation subjects.

EARLY YEARS FOUNDATION STAGE: (please also see separate EYFS Policy) Our EYFS curriculum is organised into six areas of learning. None of these areas of learning and development can be delivered in isolation. They are equally important and depend on integration to support a rounded approach to child development. The following six areas provide the basis for planning throughout the EYFS, so laying secure foundations for future learning:

- Personal, social and emotional development;
- Communication, language and literacy;
- Problem solving, reasoning and numeracy;
- Knowledge and understanding of the world;
- Physical development;
- Creative development.

Pupils are taught to be independent and access their own learning from an early age; however, teachers ensure that there is a balance between teacher-led learning and self-initiated learning both in the classroom and outdoor area.

- The curriculum that we teach in the Early Years meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- Our schools fully support the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years class builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teacher to feeder nurseries and through other professional liaison.
- During the Foundation Stage teachers make observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Governing Body.
- We are well aware that all children need the support of parents and carers and teachers to make good progress. We strive to build positive links with the families of each child by keeping them informed about their child's progress through the Learning Journey.

EDUCATIONAL VISITS: in the STEP Academy Trust, we believe that children benefit from first-hand experience gained through practical activities and educational visits. Where possible, children visit sites and museums relevant to the topics being studied.

Special Educational Needs and Gifted and Talented: the curriculum is designed to provide access, opportunity and challenge to every child in the Trust. Learning opportunities are adapted to meet the needs of all children. Children who have special educational needs are assessed and additional support targeted and outcomes and impact recorded. Children who have a gift or a talent in a subject are also provided opportunities for further challenge, development and extension.

The Role of the Subject Leader: subject leaders provide leadership of their subject and are responsible for ensuring the quality of teaching and learning in their curriculum areas along with its organisation and breadth of study across the school. They are also responsible for ensuring there is access to and availability of necessary resources and also the maintenance and efficacy of any digital platforms. Each subject leader creates an action plan/priority on the AIP that focuses on annual objectives for the subject area, linked to the school's objectives, and includes impact measurements for the academic year.

Monitoring and Review: the curriculum is subject to regular review, responding to statutory requirements and relevant evidence-based advances in pedagogy, educational thinking and technology. Regular curriculum updates are given to Strategic Governing Bodies.