

Silkmore Primary Academy



CURRICULUM POLICY

September 2019

Date Completed: September 2019

Date Review: September 2020

Key Principles of our Curriculum.

The curriculum:

- Is based on the Concentric Curriculum model
- Staff address a 'Big Question' in each mini-mission and examine a wider issue linked to the learning
- Concentric Curriculum aligns perfectly with the new ofsted framework of knowledge, skills and understanding
- Is broad and balanced across all foundation subjects
- Raises aspirations for all pupils
- Is purposeful and relevant and ensures that learning is contextualised
- Inspires and immerses pupils in their learning
- Underpinned by AIM HIGH values
- Develops a growth mindset
- Celebrates the process of learning rather than just the product and ensures that failing is seen as an opportunity for new learning
- Ensures that they are secondary ready by being heavily based on skills
- Is memorable and experiential - ensuring that all pupils have opportunities to experiences that will enrich (please see Enrichment policy)
- Develops strong relations with the community; the school, local and wider community
- Provides entrepreneurial experiences
- Promotes SMSC, British Values and Cultural Capital throughout their learning journeys
- Mini-missions are facilitated to ensure children's personal character is developed alongside the curriculum where children enhance their soft skills eg. Confidence, resilience and critical thinking
- Guided reading opportunities are inter-woven through mini-mission. Children are exposed to a wider range of texts which foster a love of reading and improve fluency and comprehension skills

What do we do and how do we do it...in more detail:

At Silkmore Primary Academy, our curriculum motivates, engages and inspires the pupils through a series of learning journeys that we have titled 'mini-missions'. All of the curriculum areas are then delivered through this mission. The beginning of each mission is designed to hook all pupils in and acts as the 'launch' to the learning. Pupils are also made aware of what the 'landing' for this adventure will be so that they can always put their learning into context across the mini adventure.

The learning journey that the pupils go on, covers all subjects and is captured in one book. The missions allow for clear coverage of the National Curriculum. Coverage of curriculum areas is evident in the school's curriculum coverage grid.

Teaching and learning is underpinned by cognitive challenge. Teachers use the model of

'Accessing, Independent, Mastery' to ensure differentiation is appropriate and does not place a glass ceiling on learning for any pupil.

Differentiation occurs by careful and strategic task matching and questioning and staff create the correct conditions for learning by delivering learning centered around the Key Areas and Learning Objectives and providing opportunities for depth within this.

The environment engages and inspires pupils but is also language-rich to support the pupils' oracy and writing development throughout the mini-mission. (see learning environment policy for more detail).

A focus for our missions is to prepare our pupils to be 'secondary ready' by the time they leave Silkmore. This is achieved by providing contextualized, purposeful learning that develop 'life skills' and focusses on pupils' development in becoming writers, mathematicians, historians and geographers etc.

Silkmore 'Learning Attitudes Framework' of AIM HIGH will be central in encouraging pupils to be responsible for their learning attitudes. Throughout the missions, pupils are given opportunities to reflect on how their learning attitudes are developing in accordance to the AIM HIGH learning values. Pupils demonstrating these attitudes are recognised and rewarded within the classroom and the whole school celebration assembly. (see behaviour policy).

At Silkmore Primary Academy, teachers ask three questions as they embark on their journey to know that learning is secure and purposeful: What are we learning about? Why are we learning about it? How will we know if we have been successful/ How are we learning this? Pupils then return back to these questions during the learning sessions to allow them to reflect on their learning.

The quote, 'illusion of choice but perception of control' underpins our philosophy to learning as pupils believe that the learning objective and success criteria is pupil generated. We believe that this adds autonomy and purpose to the pupils' learning and consequently immerses the pupils in the learning journey.

At Silkmore Primary Academy, we believe the bridge between teaching and learning is assessment. Therefore, our feedback policy is an integral aspect of the curriculum. The feedback policy ensures that learning is addressed and celebrated or moved forward in accordance to the learning objective where the planning has been derived from. Through the use of 'Try it / Fix it' time, pupils are given time to reflect on the feedback that the teacher gives and the expectation of this reflection is of the highest standard across the school. Feedback at Silkmore is positive, reflective, challenging and provides opportunities for a teacher to communicate how successful a piece of work is and how this can be further improved (please see the feedback policy).

Mini-mission non-negotiables

- Each year group adheres to yearly overviews for mini-mission coverage
- New planning template to be used
- New foundation subject focus sticker inside front cover
- Books have lively front cover to reflect mini-mission
- Learning environment supports and celebrates mini-mission (see environment policy)
- Word mats and danglies created and displayed for each mini-mission (see environment policy)
- Highlight new curriculum coverage grids per half term
- Each mini-mission has a clear launch that hooks children in and creates a purpose for learning
- Reflection documents completed before mini-mission begins
- Each mini-mission has a clear landing with an identified end-in-mind piece of writing also incidental writes considered
- Children are actively engaged in their learning within five minutes of start
- On completion of mission, wider curriculum assessment document completed and groups identified
- All mini-missions (except science) to end with a hot write to demonstrate visible progress (no cold writes)
- Learning is skills and knowledge-based and deepens knowledge, skills and understanding over time
- Context specific vocabulary is at the heart of learning
- Titles to reflect the skill being developed not what the children are doing
- Learning objectives to be generated with the children through use of the why / what / how prompts in each classroom. These do not need to be shared at the outset, however they must be referred to throughout
- Resources should be adapted to meet the needs of individual learners and must provide the right level of support/stretch and challenge
- Learning differentiated by cognitive domains and is explicitly demonstrated
- Children will talk about their learning in context of their journey and can articulate the purpose behind their learning
- British values to be threaded through each mini-mission (use British values stickers)
- At least one Maths session per week linked to mini-mission
- Guided reading sessions to be interwoven within mini-missions
- Feedback stickers to be used throughout to capture incisive feedback against learning objective, where possible, feedback should be tailored to the child
- Children respond to feedback during try it/fix it time (see policy)
- I, S and G to be used on every page to demonstrate narrative of child's learning
- Handwriting (staff and children) is compliant with handwriting policy
- Parents involved in a mini-mission per half term

Mini-mission Writing non-negotiables

- Each mini-mission to incorporate 5 English focussed sessions (address a range of audiences/purposes)
- Adhere to writing opportunities in yearly overview
- All mini-missions (except science) to incorporate at least one incidental write (using writing process flipchart and stickers) children now to be given more autonomy within their writing
- WAFOLLS to be written on new planning template
- Ensure age-appropriate spellings are addressed
- From start of Y3, children are to use joined writing
- Stamina for writing encouraged through all year groups
- English reflection document where relevant to ensure children build on the skills and avoid cumulative disfluency