



Be part of the family

The Regis Academy

Version 1.0

Curriculum Policy

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Approved By	A Pincher

Change of Record		
Version	Date	Description

School Mission Statement

At The Regis Academy we aim to work in partnership with all members of the school community to make teaching and learning exciting and enjoyable, support and challenge every child to achieve at the highest possible level and create a safe and secure environment where every child is happy, valued and prepared to make a positive contribution to our changing society.

Curriculum Intention

Our curriculum intention is to promote a Values based education so children take responsibility for themselves and their actions, are respectful and develop resilience. Our curriculum encompasses not only the formal requirements of the National Curriculum, it goes beyond the classroom so that children encounter varied opportunities in their life.

For us the primary curriculum is the way in which we are going to develop a broad band of knowledge that exposes children to different ways of looking at the world. We aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. **Every child** will have access to a rich, broad, balanced and differentiated curriculum. We will use diverse teaching strategies to develop the talents of each child and teachers will use the flexibilities that already exist to ally high standards in the basics with opportunities for enrichment and creativity.

This cultural capital prepares children with skills and experiences to nurture resilience, curiosity and creativity.

Our Values based approach, including Fundamental British Values, enables children to develop an understanding and empathy of others in their immediate and wider community, understand their own feelings and beliefs and ultimately become better people. The curriculum will enable children to be Ready, Respectful and Safe.

Our curriculum, whilst fulfilling the requirements of the National Curriculum, also has a focus on local and individual needs. Our work with predominantly vulnerable groups means our focus is not solely on core subjects but the wider contextual curriculum which seeks to address the most prevalent needs of the children and ensure there are no gaps in attainment and closes the academic and social gaps between peers who do not face the same disadvantages for these groups of learners.

The Aims of the School

- To create an environment in which all children can experience success and thereby build self- confidence and self – belief
 - To develop the all-round potential of the children through the vehicle of a rich, broad, balanced and differentiated curriculum.
 - To develop in children a positive attitude towards education as a continuing process
 - To develop children's growth mindset and ability to embrace a challenge
 - The development of a stimulating environment which is organised, secure, structured and purposeful.
 - To prepare children for the demands of a rapidly changing society.
 - To provide for children's physical development
 - To recognise the importance of communication with parents and school support agencies.
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- To develop in children an awareness, understanding and tolerance of our own and other cultures, religions, races and ways of life.
 - To develop skills of communication in which the children are free to express themselves, encouraged to respect the views of others within their group, and ultimately society in general.

- To develop skills in resilience and independence
- To encourage children to make the right decisions and be aware of consequences
- To challenge every child to be the best they possibly can.

The Curriculum

For us the primary curriculum is the way in which we are going to develop a broad band of knowledge that exposes children to different ways of looking at the world. Though the children may have had a negative experience in education we aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. **Every child** will have access to a rich, broad, balanced and differentiated curriculum. We will use diverse teaching strategies to develop the talents of each child.

Common Values and Purpose

The curriculum is broad, balanced and challenging.

The curriculum is used to increase children's **knowledge** i.e. key concepts in mathematics, **skills** i.e. the ability to use the acquired knowledge, **understanding** as they grow and develop and become more aware of the world around them and fostering **positive attitudes** to the work they do at school.

The curriculum will be carefully planned and structured to ensure that learning is continuous, and that the children make good progress with the development of their learning. We try to ensure that the knowledge and skills gained are used across the whole curriculum and not simply in isolation and that meaningful links are made between subjects in our half termly themes.

The curriculum will enable the children to re-engage with learning and build trust in their teachers, peers and themselves. The curriculum will engage the children's interest, encourage and motivate them to want to learn and enable them to access a world from which they may feel excluded.

It will be exciting and offer children first-hand experience to reinforce their learning and to underpin their growing knowledge, skills, understanding and attitudes.

The curriculum relates to the values from the Regis Academy's own ethos and the PSHE scheme.

Equal Opportunities

All children, regardless of gender, race or disability are given full access to our curriculum. We have a positive policy of equal opportunities.

Broad Overview

From Year 3 to Year 6 the curriculum consists of:

- The National Curriculum; the programmes of study for each subject are used as the basis for the long term and medium-term plans.
- RE. Parents may exercise their right of withdrawal from religious instruction.
- Sex and Relationships Education. Parents may exercise their right of withdrawal from SRE lessons.
- our PSHE curriculum,

From Year 3 to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- visitors, including artists, craftspeople, actors, musicians.
- the use of the school grounds, the locality and the wider environment.
- educational visits.
- support of parents.

Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

Curriculum Implementation

The school week provides 23 hours and 30 minutes teaching time. The curriculum is planned in such a way that enrichment and events are integrated within the school year, e.g. educational visits, productions, cultural days, music festivals and sporting activities.

All subjects of the curriculum are taught in classes with adaptation as necessary. Learning is thematic and cross-curricular links are made between subjects based on this theme where appropriate. A range of high-quality resources is used to underpin the curriculum. Homework is set where appropriate to link the curriculum with learning at home.

To ensure progression and allow for cross curricular links, the school has developed its own planning format consisting of yearly and termly overviews, knowledge organisers and mid and short-term planning which links our schemes of work. The planning promotes enrichment, our use of accelerated learning techniques, assessment for learning, drama and global citizenship. We also aim to cater for children's individual needs through personalised learning. Part of the curriculum is taught as continuing work whilst other aspects are taught as blocked units of work.

Assessment

The school has policies for Assessment and Marking.

Reporting on Attainment

All work carried out by the children is monitored and evaluated. A written school report is made available to parents annually in the summer term. Parents are invited to Parent/Teacher Consultation meetings in the autumn and spring terms and parents/carers are welcome to discuss their child's progress at any time during the academic year. The Governing Body receives regular reports on the children's attainment compared to the national picture and similar schools and the children's prior attainment.

Target Setting

All children are set next step learning targets through teachers' marking and feedback and our use of assessment for learning. Targets are also set twice each year for maths and writing. The Governing Body sets the statutory targets in the autumn term, or as soon as child is referred if later than autumn term, for those children reaching the end of key stage 2 in the following academic year. These targets are set in close consultation with the teaching staff using the evidence from ongoing standards analysis. Using the May assessment level as a base, challenging end of year targets in

Numeracy, Writing and Reading Comprehension are set for each child with the expected progress two fine grades each year at KS2.

Roles and Responsibilities

The Headteacher takes overall responsibility for the curriculum. Class teachers monitor their particular class to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated through the annual consultation process, from parents through newsletters and questionnaires, from children through questionnaires, class discussion and the pupil forum, and from staff and governors at their regular meetings.

Inclusion - provision for all children

Teachers plan to meet the needs of all children by ensuring learning is focused on individual children's needs and abilities. Outcomes from assessment for learning enable teachers to set targets which reflect individual children's skills, abilities and potential.

The school will use a model of intervention for children experiencing difficulties in literacy or mathematics consisting of high quality daily literacy and maths lessons, specified intervention hours, Booster Classes, Reading intervention schemes, targeted intervention for children identified as requiring SEN support and extension provision for the Gifted and Talented.

Relationship Education

The Governing Body has an agreed policy for Relationships Education. Relationships Education forms part of the science and health education programmes of study. The parents of children in Year 6 are given an opportunity to preview the video used as the basis for the Year 6 Sex Education programme of study which goes beyond the statutory science curriculum. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so.

Spiritual, Moral, Social and Cultural Opportunities

The staff and governors ensure that all children are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, assemblies, extra events and experiences. Our curriculum is structured to enable the development of social skills, resilience and independence.

Self Esteem and Self Worth

Celebration assemblies are held each week recognising the achievements of our children.

Talents of individual children are celebrated within class and at school assemblies and in festivals and productions. The awarding of Ready, Respectful, Safe and Dojo points also encourages children to do their best both in their school work and in their behaviour towards others. The use of the school values and half termly value focus also enables regular celebration of achievement of social, emotional and behavioural aspects of learning which are supported by materials the PSHE curriculum.