



Thorpepark Academy

Curriculum Policy



1	Summary	Curriculum policy			
2	Responsible person	Tracey Johnson			
3	Accountable SLT member	Caroline Knight			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Caroline Knight			
6	Who has been consulted and recommended policy for approval	Governors			
7	Approved by and date	Governors August 2023			
8	Version number	2			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N			



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1. Values

We believe that our children deserve a curriculum that is inspiring, creative and provides them opportunities to achieve their full potential. We work hard to provide learning experiences that are engaging, enjoyable and challenging. Basic skills is driven through all curriculum subjects. We celebrate the diversity of all children and cultures and we promote spiritual, moral, social, cultural development and modern British values. Our school motto 'Aiming High' reflects the standard we expect for all learners.

2. Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn through quality teaching and provision;
- to develop knowledge and skills across the curriculum;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to teach basic skills in English, Mathematics and Computing;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society, within their community and the wider world;
- to fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
- to enable children to have an awareness of their own spiritual development and moral understanding;
- to help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to provide opportunities for our children to be aspirational, believe in themselves and be resilient.

3. Organisation and planning

At Thorpepark we plan our curriculum in year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website: www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Religion, beliefs and values is taught through the Hull and East Riding syllabus. 'Jigsaw', a sequential and mindful approach to teaching PSHE is taught across the school. The



school also has created a life skill curriculum to provide experiences and opportunities for children to work within the community, acquire social skills, resilience and prepare them for society.

Some of these opportunities are-

- Thorpepark 50
- Work experience days
- Open events led by the children
- Close community links with local businesses such as Harrison Park and Tesco
- Life skills for SEND children

4. Long Term Plans

The school has a long term plan which identifies which themes and topics will be covered each half term for each subject and year group. Our curriculum is thematic with a cross-curricular approach to enable 'purposeful' learning to take place. We have reviewed our long-term plan to ensure coverage across both Key Stages is broad and balanced.

5. Medium and Short Term Plans

We have different formats for medium term planning depending on the subject. In Maths, writing and Guided Reading there are separate medium term plans which set out the learning objectives for that half term taken from the National Curriculum. Teachers use these medium-term plans to create unit plans for each unit taught that shows how the objectives will be taught weekly with an outline of knowledge, skills and vocabulary the pupils will acquire. In Science and the Foundation subjects we have unit planners for each topic taught. These include previous learning, sticky knowledge, National Curriculum objectives and an outline for each lesson. It is expected that teachers will be creative and imaginative when planning a topic and will take the children's interests and needs into account to ensure lessons are engaging and challenging.

6. Children with special needs

The curriculum in our school is designed to be inclusive and teachers will adapt the curriculum to ensure it meets the needs of the children in their classrooms.

The priority for SEND children is to have access to quality first teaching delivered through the National Curriculum objectives or adapted using the Venn Steps curriculum. The steps curriculum are bespoke objectives to support children working at the pre key stage standards and are academically 2 years behind their peers. These objectives will be covered in lessons as well as intervention groups or one to one support from a teaching support assistant or a teacher.

All children that are on the SEND register for SEN or have an EHCP will have a graduated response that may comprise of steps targets, agency targets, readiness scale targets. Targets should be SMART targets. These are reviewed by teacher half termly or before if needed.

7. The Early Years Foundation Stage

Play underpins our delivery of the Early Years curriculum. Through play our children become active learners, explore and develop learning experiences which helps them to make sense of the world. They practice and build up ideas, and learn how to manage feelings and resolve conflicts. They are given the space to explore and discover, to take risks and make mistakes within a safe and secure environment. We nurture a sense of



curiosity by encouraging children to ask questions, reflect and problem solve on their own and with others. Practitioners create an environment which is child focused which challenges, motivates and encourages learning through first-hand experiences.

Early Years learning comprises of 7 areas; 3 prime and 4 specific areas of learning:

The prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are;

- literacy
- mathematics
- understanding the world
- expressive arts and design

All practitioners are responsible and contribute to the assessment of learning for all children through recorded observations. The school uses tapestry to record all observations and link to ages and stages. Observations include short, long and planned observations. Observations are used to plan the next steps of learning for all children.

8. Monitoring and assessment

The school has robust assessment procedures and across a school academic year we have 5 data collection points when the assessment coordinator will collect data and review pupil progress with individual teachers. The attainment and progress made by the children is monitored to ensure each child is making progress and achieves their individual targets. Interventions will be put in place for those children who are not achieving expected progress.

Our governing body is responsible for monitoring the way the school curriculum is implemented and what impact it is having on learning. Governors review each subject area according to the policy, review timetables and meet regularly with subject leaders. All subject leaders present an end of year report to governors to outline attainment, progress, impact and next steps.

The senior leadership team are responsible for the day to day organisation of the curriculum and through moderation, monitoring and self-evaluation SLT leaders ensure the national curriculum is taught effectively across the school.

Subject coordinators in our school are expected to lead, support, monitor and raise attainment and progress for their subject which is highlighted through individual action plans. Subject coordinators will have a clear understanding of how well their subject is taught across the school, attainment, progress and future developments. Through LTP, MTP and STP subject coordinators will ensure all children are given the opportunity to a broad and balanced curriculum.

