



Curriculum Policy
March 2020

Curriculum Intent

All staff have high expectations for all pupils, including SEND, PP and disadvantaged pupils. Aspirational targets in the core subjects and quality teaching develops the children's reading, writing and maths, verbal communication and social skills which enables them to explore the wider curriculum and to develop their knowledge and skills of the world around them. Gossey values and life skills prepare them for the wider world and for further education and employment later.

Our Curriculum is based on the Rosenshine Principles for learning, Gossey Values, Skills Builder and Rights Respecting which are used to complement traditional learning. We use Purple Mash to teach computing skills to prepare them for modern day developments, such as the demand for technology and programming skills in everyday life and in the workplace. Aspiration is a focus for learning at Gossey Lane by providing pupils with responsibilities for examples, play leaders, Right Respect steering group, librarians, Pupil Leadership team and Safeguarding Rangers. Children are also encouraged to take on roles in the classroom too.

We address social disadvantage by ensuring the Gossey curriculum starting point is 'Quality Experiences which Expand Horizons' eg visits to Warwick, Castle, BMAG or speakers into school. Reading is a key skill to access the whole, and wider curriculum and opportunities. This is prioritised and is applied across the curriculum where relevant. 'Health for life' as a key focus improves pupils knowledge of Nutrition and Health, both of which are poor in the locality.

PHSE is taught weekly following a progressional scheme and backed up with quality experiences which provides life skills for pupils. 'Rights respect' flows through all aspects of weekly work including our core subjects. Our topics address the best of which has been taught and said, and begin with a WOW opener to engage and inspire pupils to learning and to provide them with the cultural capital to succeed in life. Self- directed learning, in place before a topic starts encourages pupils to research and provide models for short term memory.

Children leave Gossey Lane with a positive attitude towards education, giving them the confidence and skills to become life-long learners and successful members of society. They have experienced a broad and balanced curriculum, learnt basic skills, concepts and values and have the knowledge and skills to go successfully into

Secondary Education. Attendance has a high focus at Gossey Lane, as a positive driver for learning. The curriculum is built upon Our Vision:

To enable everyone, regardless of differences, to achieve their full potential by acquiring the skills and knowledge necessary to flourish in life. These are underpinned by our ASPIRE values:

Acceptance
Strive
Pride
Independence
Reflective
Exceptional

The long term curriculum plan shows a clear progression of knowledge and skills throughout all areas of the curriculum, revisiting and building on prior learning to ensure full coverage of the National Curriculum. Cross-curricular links ensure pupils have the opportunity to apply skills learnt in one area of the curriculum to another and to move learning from short to long term memory.

Careful planning (long, medium and short term) ensures that all pupils experience enriching opportunities they may otherwise miss out on, through quality teaching, including cross-curricular learning, trips, workshops and assemblies. Added initiatives, such as Health4Life and Skills Builder, further address gaps in the pupils skills and knowledge by developing their life skills. Secondary transition is planned for, pupils are helped to overcome barriers at this challenging time. The Learning mentor provides support for individuals with barriers to learning, social, emotional and mental health.

High quality PE is delivered weekly by as skilled and qualified PE coach. Quality Sporting after school activities are on offer. Pupils are involved in charitable activities .g Child in Need, Sports Relief. Our curriculum meets the minimum requirements of the national curriculum offering learning across a broad range of subjects each taught at depth across each half term.

All pupils are unique and their differences are celebrated. The Gossey curriculum caters for all pupils needs and all children are exposed to the same opportunities and experiences they require to support their learning, growth and development. Interventions such as OT/SALT are put in place for any pupil that requires

support, not just for SEND, PP or disadvantaged children. Dedicated SEND lead ensures SEN provision is high.

School time extended by 1.25 hours weekly, children now start *working* at 8.45am. Our Breakfast club in operation and well attended.

At EYFS, baseline assessments show gaps in early childhood learning, development and experiences. Teachers planning aims to eliminate or reduce these gaps as far as possible starting in EYFS. SEND assessment process defines areas for development which are planned for as appropriate. School aims to remove pupils from SEN register where possible- by focussed targeted provision. All children are exposed to an engaging curriculum, with additional initiatives running through, which makes sure that the children not only develop their knowledge and skills of the national curriculum but also of everyday life and how to continue to develop independently.

Pupils Gossey Global Charter, '11 before 11 $\frac{3}{4}$ ' decided by pupil voice via the student leaders ensure we can address social disadvantage. Skills builder and all the experiences this will provide, follows pupils throughout their school life at Gossey Lane.

Our Rainbow curriculum is Knowledge and skills based on the NC, including a high standard of literacy and numeracy and a love of all reading. Life skills are taught - e.g. Rights Respecting Schools. Our RE study of 6 main world religions, plus across school all pupils will visit 6 places of worship by the time they leave the school. Awareness of protected characteristics and British values is woven through our assemblies and through PSHE. We study influential people through our topics through art and other themed days or weeks.

Introduction:

At Gossey Lane Academy we are continually striving to provide the best quality teaching and learning for every child in every class every day. We work collaboratively to design learning experiences that engage all learners in deeply meaningful experiences. We plan topics that have rich contexts using paintings, books, animations and artefacts to inspire all children and we aim to bring learning to life by linking our curriculum to the real world. Learning at Gossey Lane Academy goes beyond the classroom as our pupils experience a range of trips and visits linked to their topics. Our curriculum uses the Revised National Curriculum and reflects our school values. Through our curriculum we endeavour to develop a lifelong love of learning; give opportunities to explore, question and investigate and enable all children to achieve the highest possible outcomes.

Aims:

Our Gossey Lane 'Rainbow Curriculum' enables all learners to become:

- Enthusiastic and successful learners who make great progress and achieve well
- Confident individuals who know how to live safe, healthy and fulfilling lives
- Responsible citizens who are able to make a positive contribution to society

Values

Our 'Rainbow Curriculum' is supported by our PSHE curriculum which:

- Promotes personal development
- Supports equality of opportunity
- Develops spiritual, moral, social, intellectual and physical growth
- Celebrates the contributions of a diverse range of people, cultures and heritages
- Develops an understanding of our relationship with the environment
- Promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and belief.

Purpose

The curriculum at Gossey Lane Academy will:

- Promote high standards, particularly in English, Maths and ICT

- Develop a wide range of skills and broaden children's life experiences
- Provide a broad and varied learning experience in every Key Stage
- Promote a positive engagement with, and commitment to, learning
- Enable children to develop effective skills of co-operation and collaboration
- Be relevant to children and prepare them for the here and now, for the next phase of their education, and for their future
- Widen horizons and raise aspirations about the world of work and further and higher education
- Help children recognise that personal development is essential to wellbeing and success.

The Organisation of the Curriculum

The Rainbow Curriculum at Gossey Lane Academy is mapped out for the whole school, ensuring that all learning is memorable and meaningful and that cross-curricular links are made. The topics are designed to ensure there is clear progression of knowledge, skills and content across the school using the National Curriculum as a start point. The curriculum map details the learning undertaken each half term from Year 1 through to Year 6.

Gossey Global Charter (11 things to do before 11 $\frac{3}{4}$)

Running alongside our Rainbow Curriculum at Gossey Lane Academy is our Gossey Global Charter. These opportunities are designed to ensure that the children are exposed to a range of events which will begin to prepare the children for life beyond primary school. An overview of these can be found on the website.

Monitoring and Evaluation and assessment

The Headteacher, the Lead for Quality of Education, the curriculum enrichment lead and Subject Leaders are responsible for overseeing and monitoring the delivery of the continuity and effectiveness of the curriculum through: regular formal and informal discussions with staff; monitoring of planning to ensure curriculum and key skills coverage; book looks alongside planning to ensure cross-curricular links are optimised; observing learning and teaching to ensure progress

is being made within the topics; regular reviews of the curriculum through pupil discussion and open dialogue. All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. They plan collaboratively to ensure clarity and consistency across phase groups.

Enrichment opportunities

We aim to deliver a rich and engaging curriculum, which provides children with links to real and personal experiences. In order to do this, teachers use the curriculum map to plan their trips for the year, ensuring that every child experiences an external visit or internal workshop at least once per term (as a minimum). The inclusion of parents and carers in any internal workshops is strongly encouraged. In addition, the curriculum enrichment lead also monitors the coverage of enrichment opportunities across all subjects and ensure where possible, these additional opportunities are carefully planned. For example, local church visits, theatre companies and local walks to nearby parks.

The aims of the curriculum enrichment leader is threefold:

- 1) To address social disadvantage
- 2) Equip the children with the cultural capital they need to succeed in life
- 3) To ensure our school vision and values are lived.

Planning

National Curriculum objectives are incorporated into planning. An overview of the topics covered within Years FS to 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school. There are three parts to our planning:

Long term planning; these show an overview of topics/themes covered in each year group. They give a broad outline for each year group and shows progression and continuity between topics taught in a cross- curricular way across school. Long term planning is flexible year on year as long as the objectives from the National Curriculum are covered. Therefore, topics may change to reflect interests and topical events.

Medium Term Planning: These show specific objectives to be taught within each area of the curriculum and the links between them.

Weekly Planning: These break down the objectives into weekly achievable targets and activities.

Inclusion

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or ability. Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

Celebration

Children's achievements are celebrated regularly in the school through displays in classrooms and shared areas and in assemblies where children are encouraged to share their knowledge with the rest of the school and their parents.