

BRANSTON JUNIOR ACADEMY

CURRICULUM AND LEARNING POLICY

1.0 SCOPE

- 1.1 This policy outlines the nature, purpose and management of the 'Curriculum' and 'Learning Development' at Branston Junior Academy. The overall main points are described below with separate appendices for the specific subjects; which are:
- Art (including 'The Arts')
 - Design and Technology
 - Geography
 - History
 - Mathematics (including 'Calculations')
 - Modern Foreign Languages
 - Music
 - Reading
 - Science
 - Speaking and Listening
 - SPaG
 - Writing
 - RE (Also features in SMSCH policy)
 - PE (Also features in SMSCH policy)
 - PSHE (Also features in SMSCH policy)
- 1.2 Please note: Personal, Social and Health Education (PSHE), Relationships and Sex Education, Drugs Education, Physical Activity and Religious Education are all covered in the 'Social, Moral, Spiritual, Cultural, Health Education' (SMSCH) Policy.

2.0 NATURE AND PURPOSE

- 2.1 Learning is the core purpose of this Academy. It applies to:
- curricular learning - resulting in increases in knowledge, skill and understanding of different subjects
 - learning as a skill - learning 'how' to Learn (metacognition)
 - emotional learning - learning about oneself and others
 - citizenship learning - learning about ourselves as participants in a modern British Society and preparing ourselves for our role as global citizens
 - learning to be part of a team - supporting others, learning tactics, learning how to be resilient, learning how to play different roles within a team
 - reflective learning - learning how lifestyle choices contribute to physical and mental wellbeing in and beyond school

- 2.2 The purpose of work undertaken by Branston Junior Academy is to enable the children to achieve their full potential as learners and individuals. This is achieved through the educational activities that are planned and organised, and the opportunities that are provided to encourage children's personal development. Children are encouraged to take increasing responsibility for their behaviour and learning, to make judgments and use their initiative.
- 2.3 This Academy has the following aspirations:
Life is an unwritten page...our mission is to prepare children for an exciting and unknown future by encouraging Resilience, Reflection, Responsibility, Respect and Relationships. Together we will support children to write their own unique adventure, because 'Learning is a habit for life'.
BJA Mission Statement
- 2.4 Children's ability to make the best educational and social progress depends on the Academy's understanding of:
- how effective learning occurs
 - how to stimulate learning
 - how to monitor, assess and record children's learning progress
 - how to cater for the range of learning needs
- 2.5 The Academy believes that successful learning is constructive, incremental, contextual, best in a co-operative situations and goal focused
- 2.6 This Academy believes that successful learning takes place when children are taught:
- in a stimulating and structured way
 - work that is meaningful, relevant and challenging
 - in ways appropriate to their learning so that they become more confident in using and applying their skills

3 ACTION AND MANAGEMENT

- 3.4 The whole school follows the same curriculum topics, as outlined in the 4-Year Curriculum Map. Each topic includes a 'Wow Day' which is either a visit away from the school, a visitor to the school or a day of internal activities. (Care is taken to ensure that for each academic year, there is one of each, so as to not to have expensive costs of three visits in one academic year).
- 3.5 Staff create Medium Term Plans collaboratively before the start of the term as well as informal weekly plans, using the Key Skills of the Curriculum alongside subject progression documents.

- 3.6 All staff are responsible for the development of children's learning.
- 3.7 Individual learning needs are catered for, through the use of:
- the grouping of children, when appropriate, according to ability
 - the setting of high expectations, clear learning objectives and clear success criteria
 - work differentiated to suit the needs of a learner
 - teacher assessments
 - Individual Learning Plans (ILP's), where appropriate
 - The use of scaffolding to allow all learners to access the lesson
- And by a variety of teaching styles, including:
- whole class teaching
 - group work
 - one to one teaching
 - precision teaching
 - providing a variety of exciting learning opportunities
- 3.8 Individual learning needs are identified in a range of ways, including:
- monitoring of children's progress through teacher assessment against the achievement of learning objectives, the progress of their peers and local and national expectations
 - the outcome of statutory and non-statutory tests
 - diagnostic tests
 - any Special Educational Needs assessments
- 3.9 Through the use of the activities planned plus the teaching of actual 'Learning to Learn' strategies; all children will be given opportunities to become independent learners across the curriculum.
- 3.10 IT will be used regularly to encourage thinking skills, collaborative work and decision-making, across the curriculum.
- 3.11 Through professional development, teachers will become more knowledgeable about learning styles and skills, and apply that knowledge in the classroom.
- 3.12 Teachers will be encouraged to develop their understanding of the learning process through INSET, sharing of good practice and through reading articles in the press and other literature.

4 INVOLVEMENT OF PARENTS AND GOVERNORS

- 4.4 Parents will be encouraged to foster their children's learning skills and progress, through the use of the 'Planner' and through the Academy's Homework Policy.

- 4.5 Parents are provided with information on the Academy's' Curriculum through detailed information on the Academy's website.
- 4.6 Governors will be kept informed of children's learning progress through Governing Body Meetings and through the Headteacher's Report.

5 ASSESSMENT, REPORTING AND REVIEW

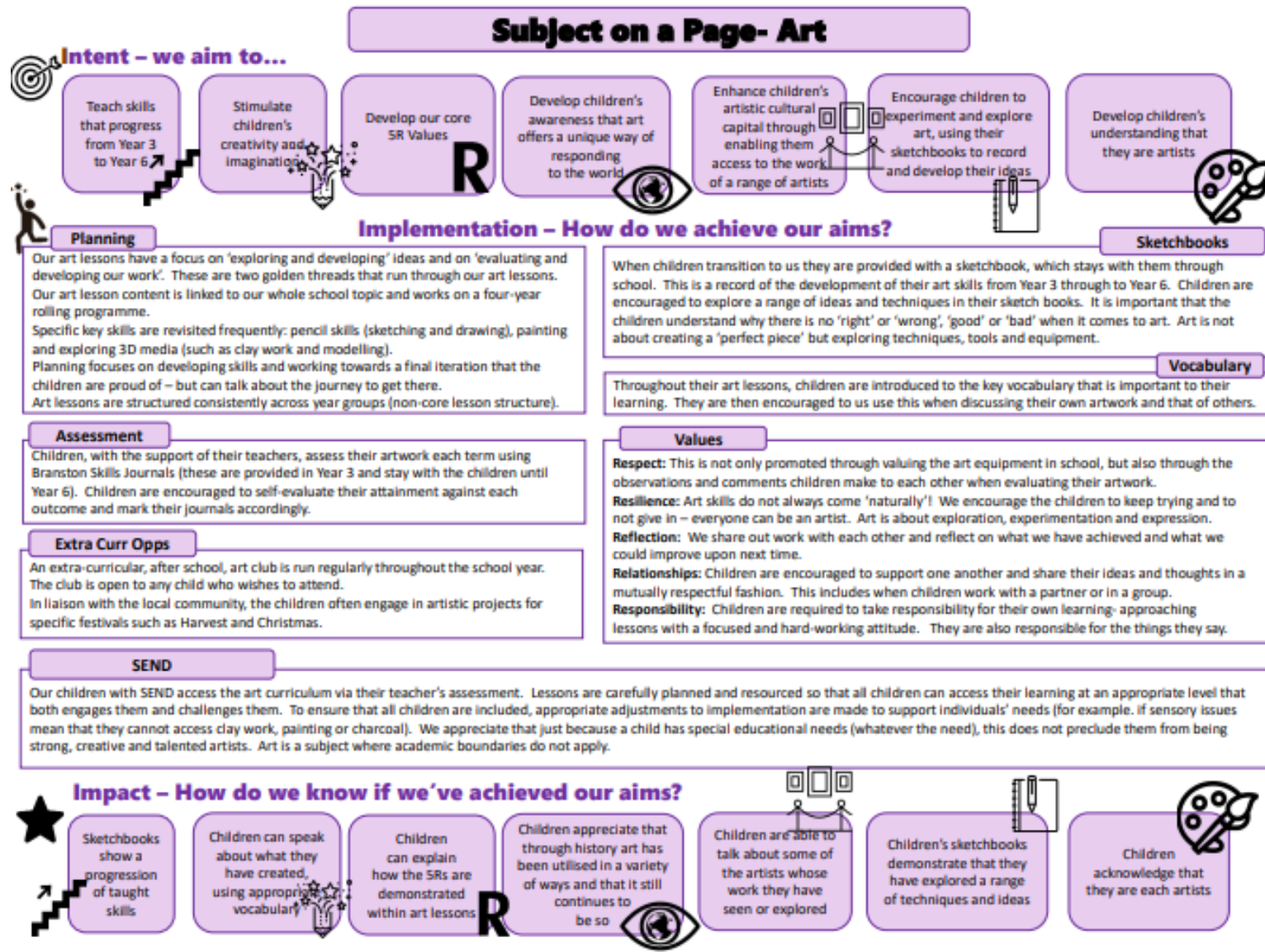
- 5.4 Teacher assessment against the core subject objectives of the curriculum, will be made as part of ongoing APP (Assessing Pupil Progress) activities and at the end of every unit of study.
- 5.5 Progress will be recorded in Formative and Summative sections of the EAZMAG online tracking system. It is also recorded in individual Key Skills Booklets.
- 5.6 Monitoring of Pupil Progress helps to encourage consistently high standards and attainment. This is regularly carried out by:
 - Assessment Leader who checks and analyses the summative data
 - Maths, English and Science leads- who analyses subject-specific data at each checkpoint
 - Senior Leadership Meetings – who meet to analyse the data for strengths and weaknesses across the whole school
 - Governing Body Meetings – who discuss the analysis of data after checkpoints and any subsequent actions.
 - External support; such as Peer Review, External Advisor etc – who meet with the Headteacher to discuss data analysis, actions and implications etc.
- 5.7 Children's work will be assessed and progress reported to Parents in annual written reports at the end of each academic year and in Parent's Evenings which are held each term.
- 5.8 Individual targets, to encourage consistently high standards of attainment and continuous improvement; will be set for each child, at the start of each academic year, following the results of statutory and non-statutory tests and ongoing teacher assessment. These targets may be amended during the course of the academic year.

6 APPENDICES

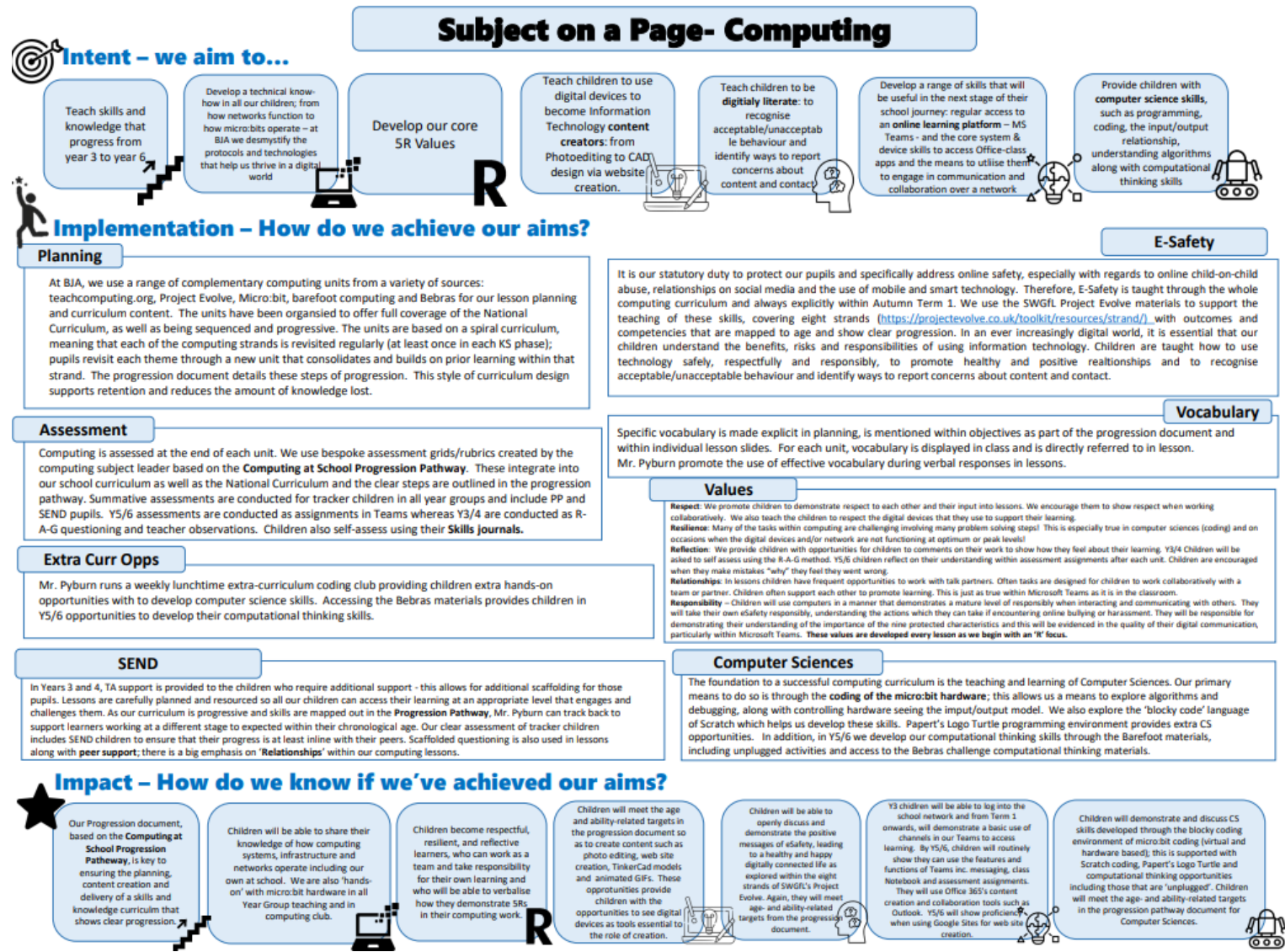
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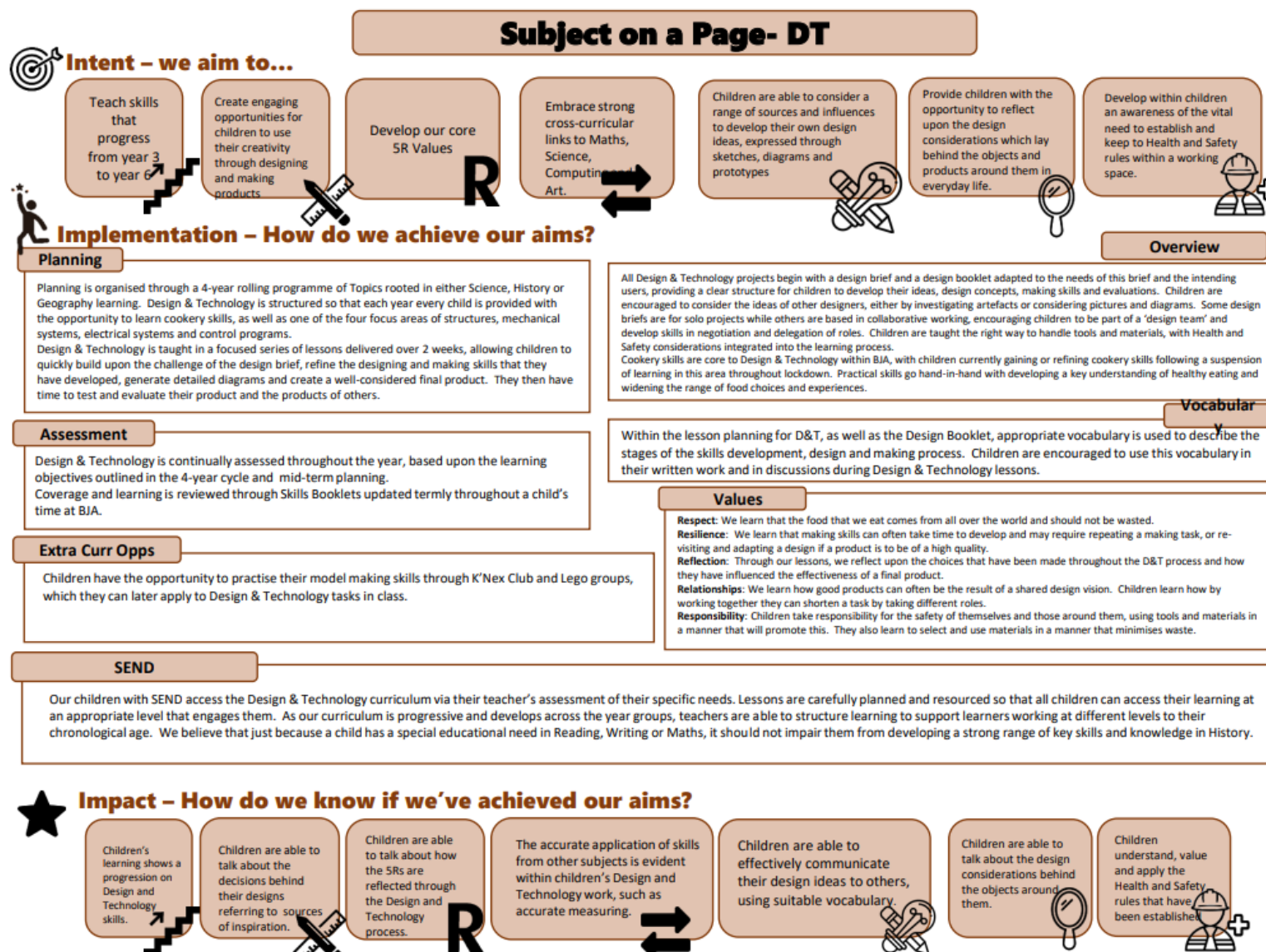
APPENDIX 1: ART



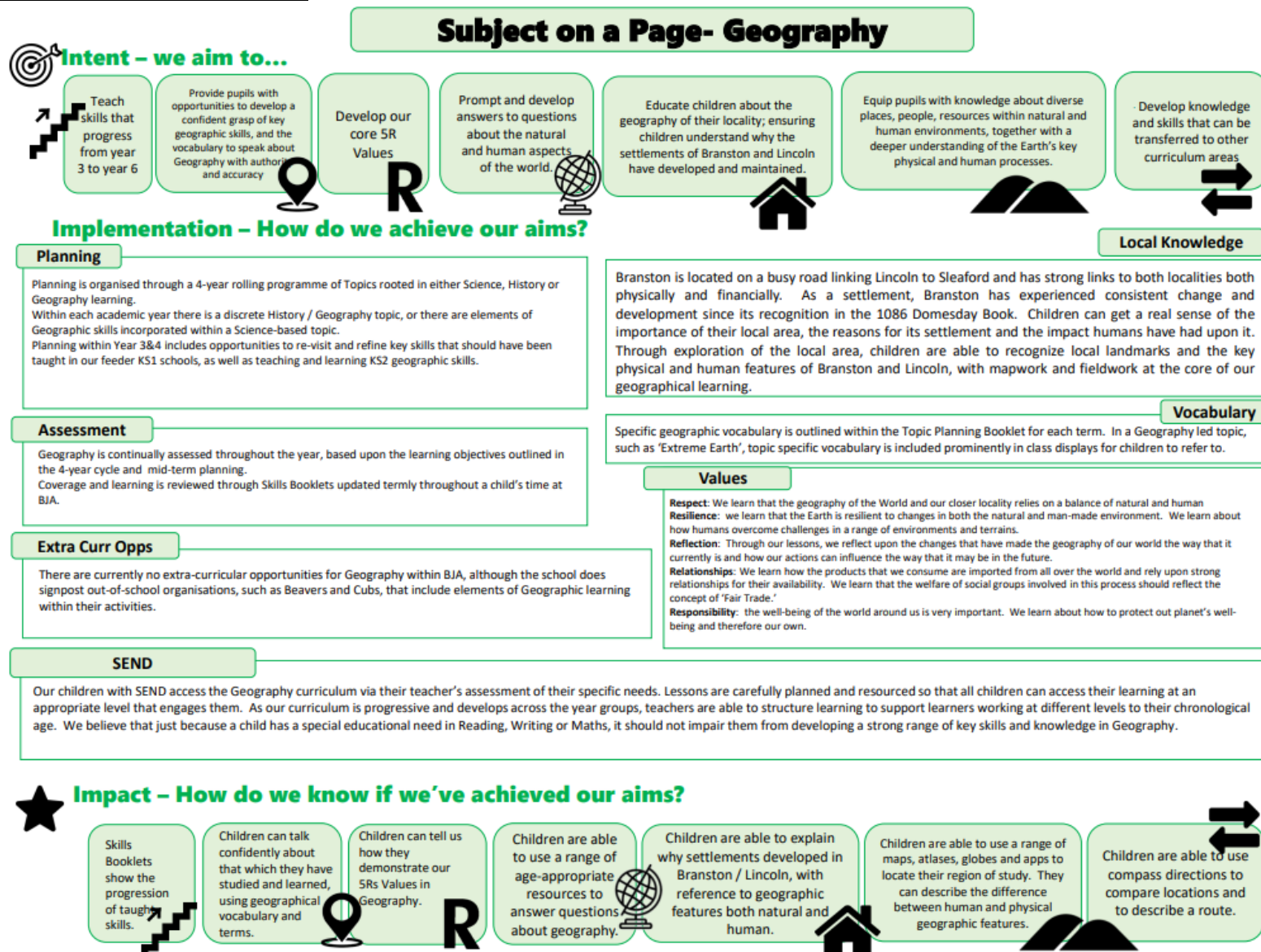
APPENDIX 2: COMPUTING



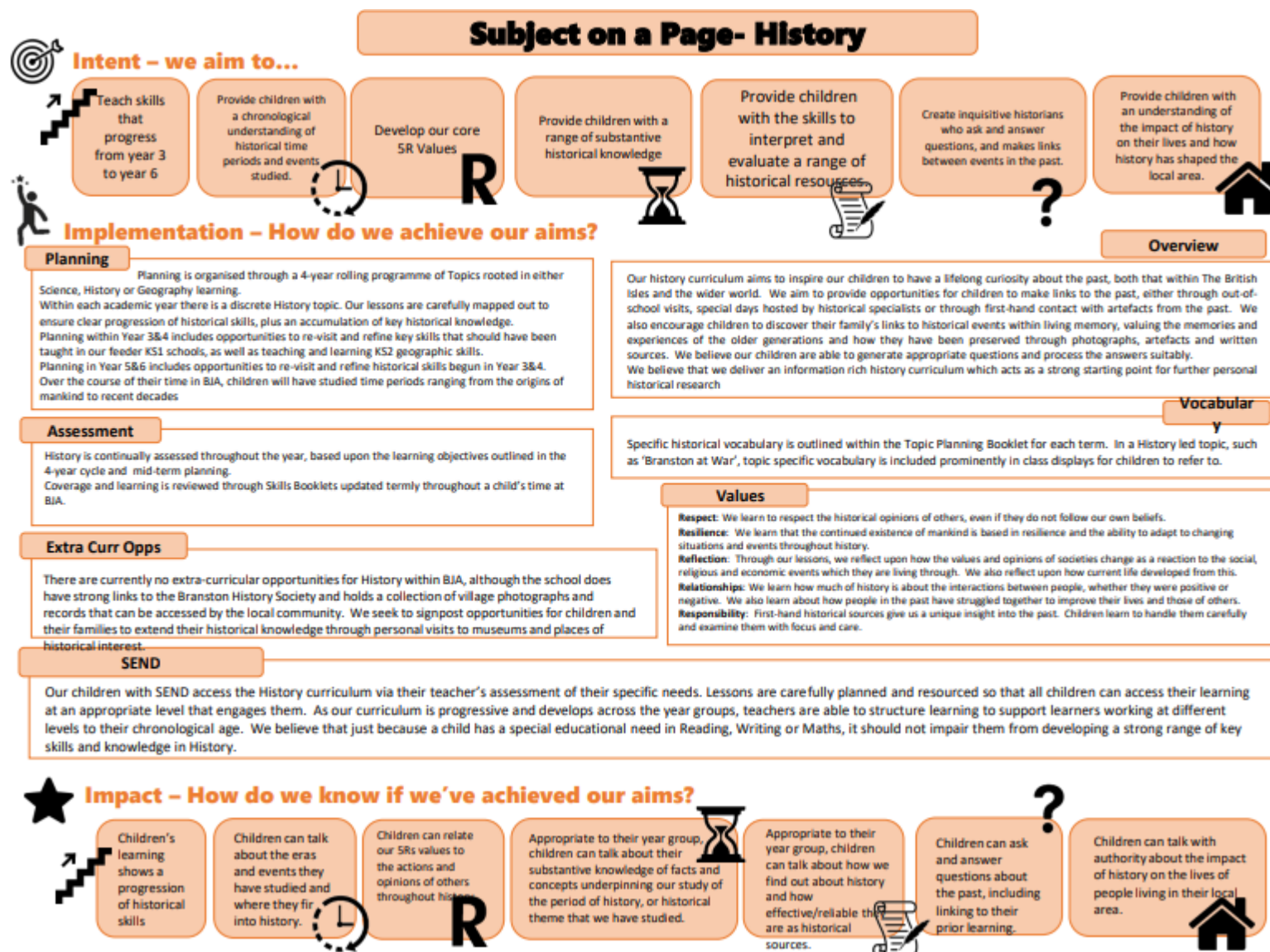
APPENDIX 3: DESIGN TECHNOLOGY



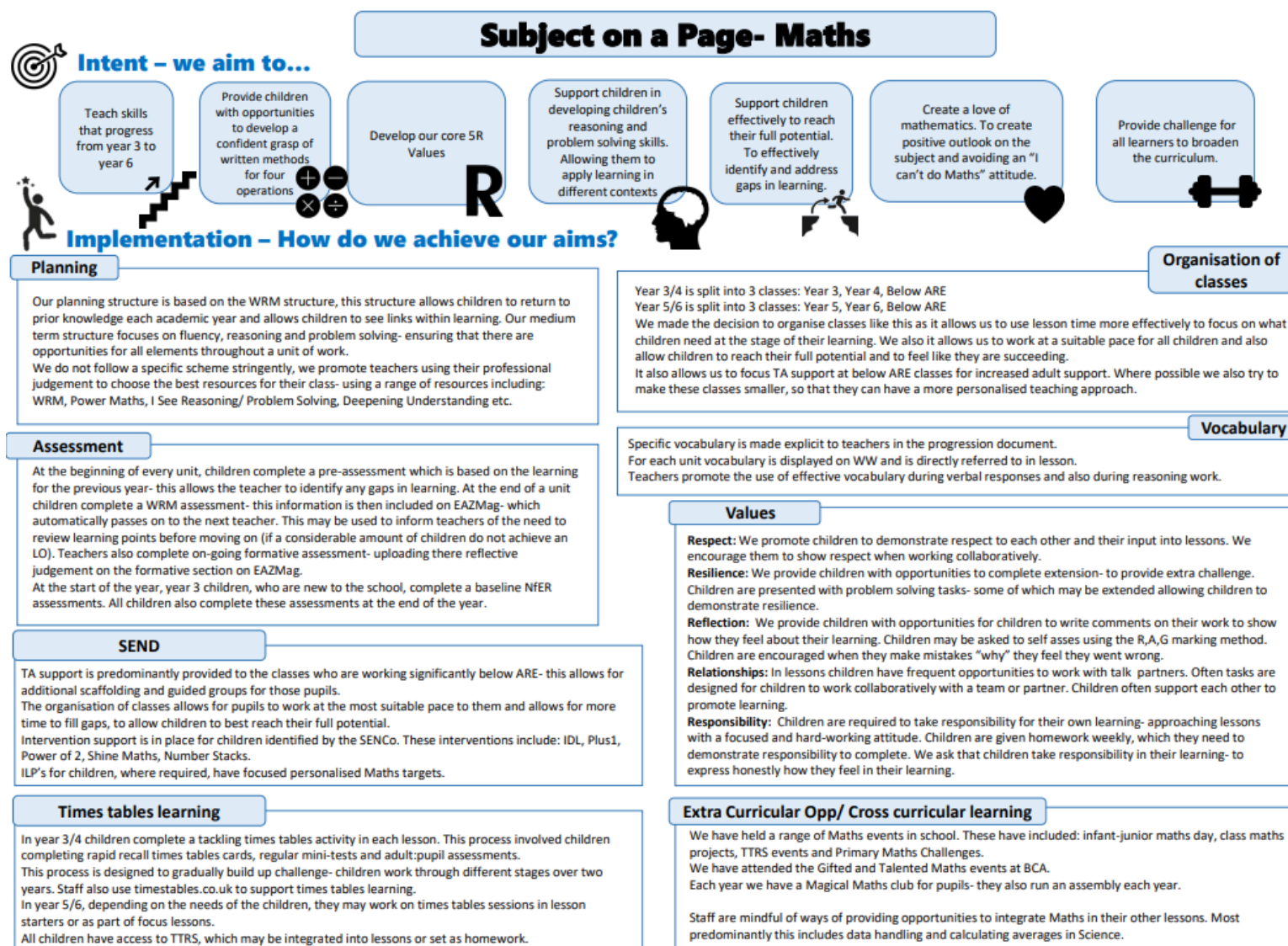
APPENDIX 4: GEOGRAPHY

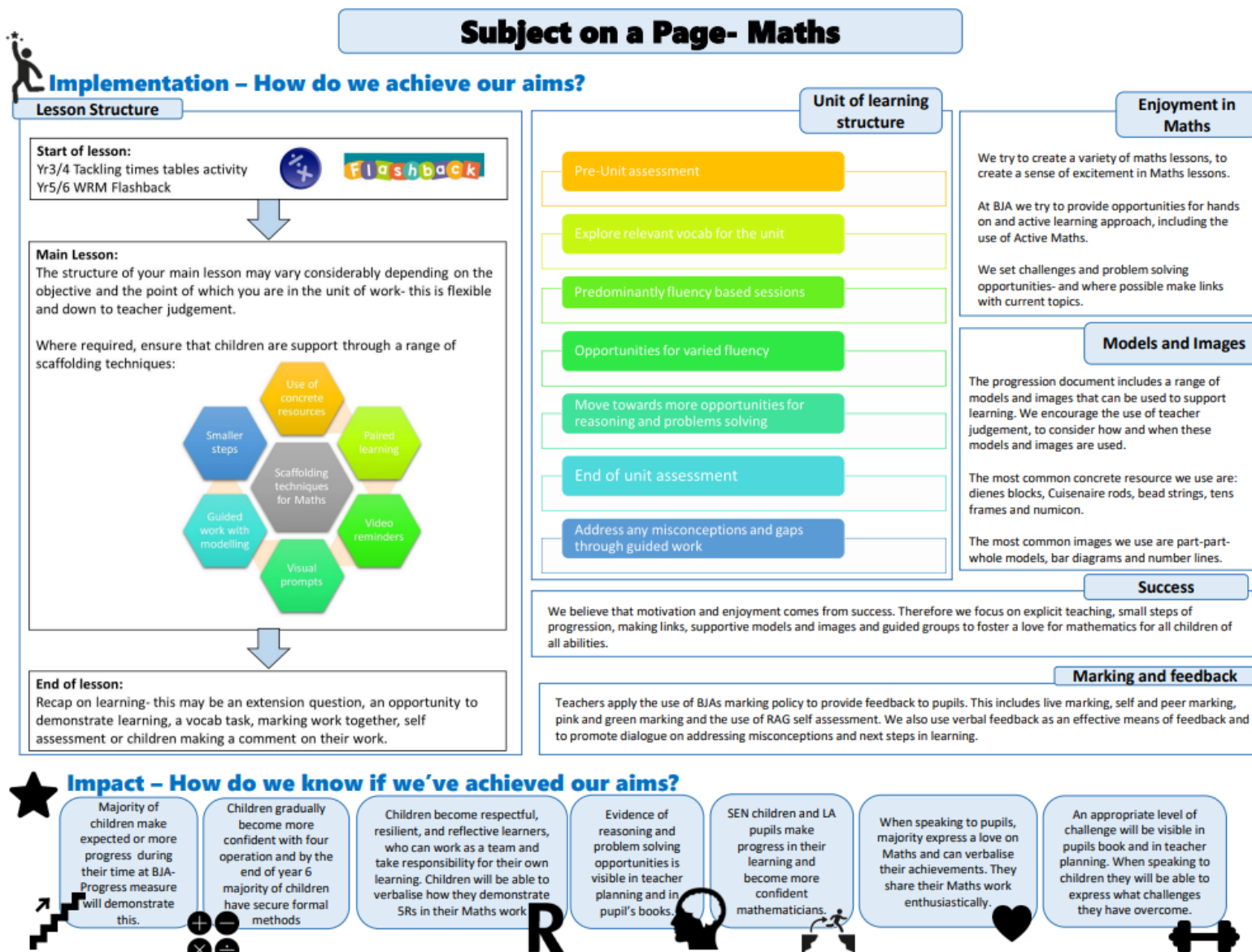


APPENDIX 5: HISTORY

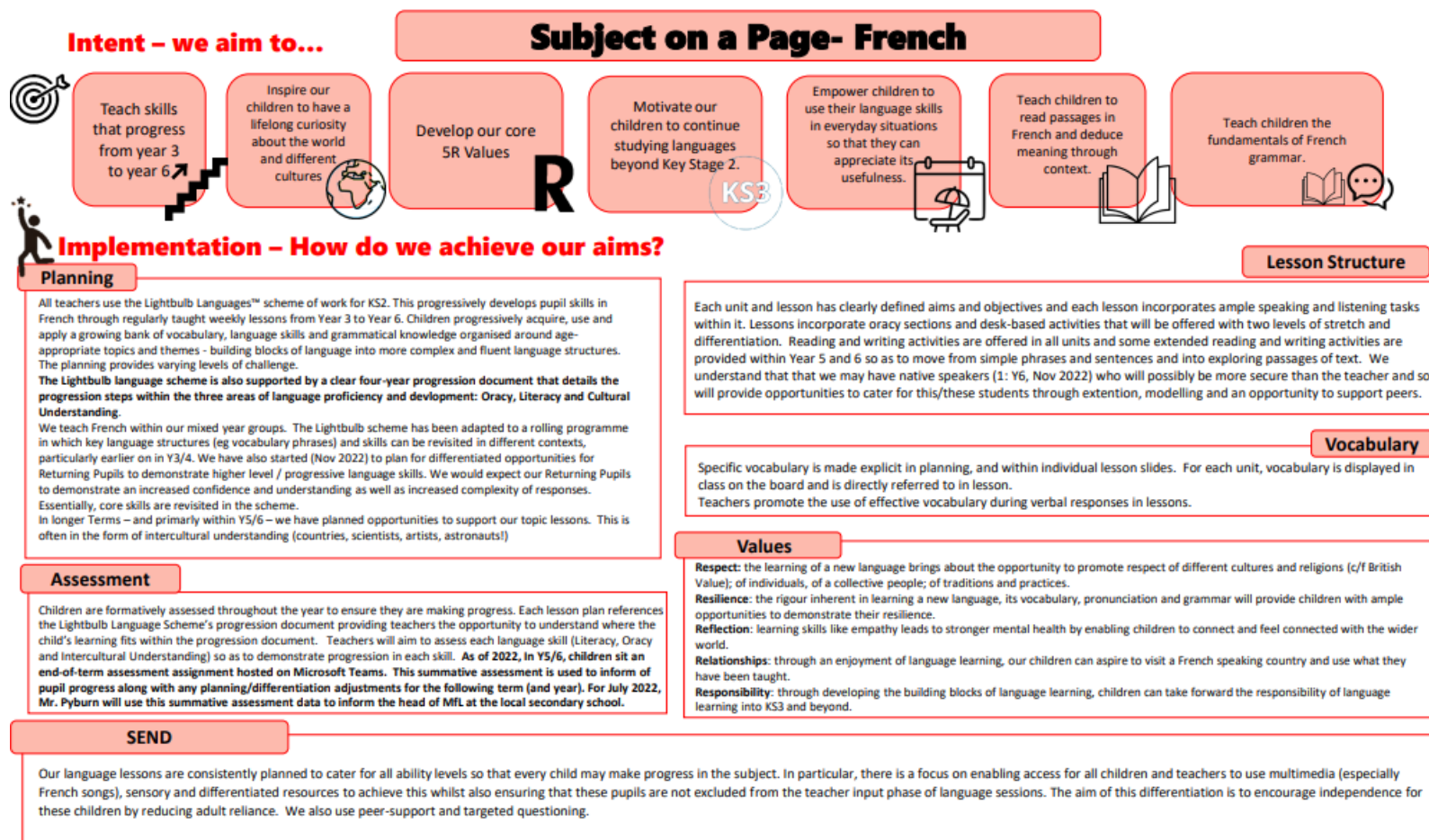


APPENDIX 6: MATHEMATICS

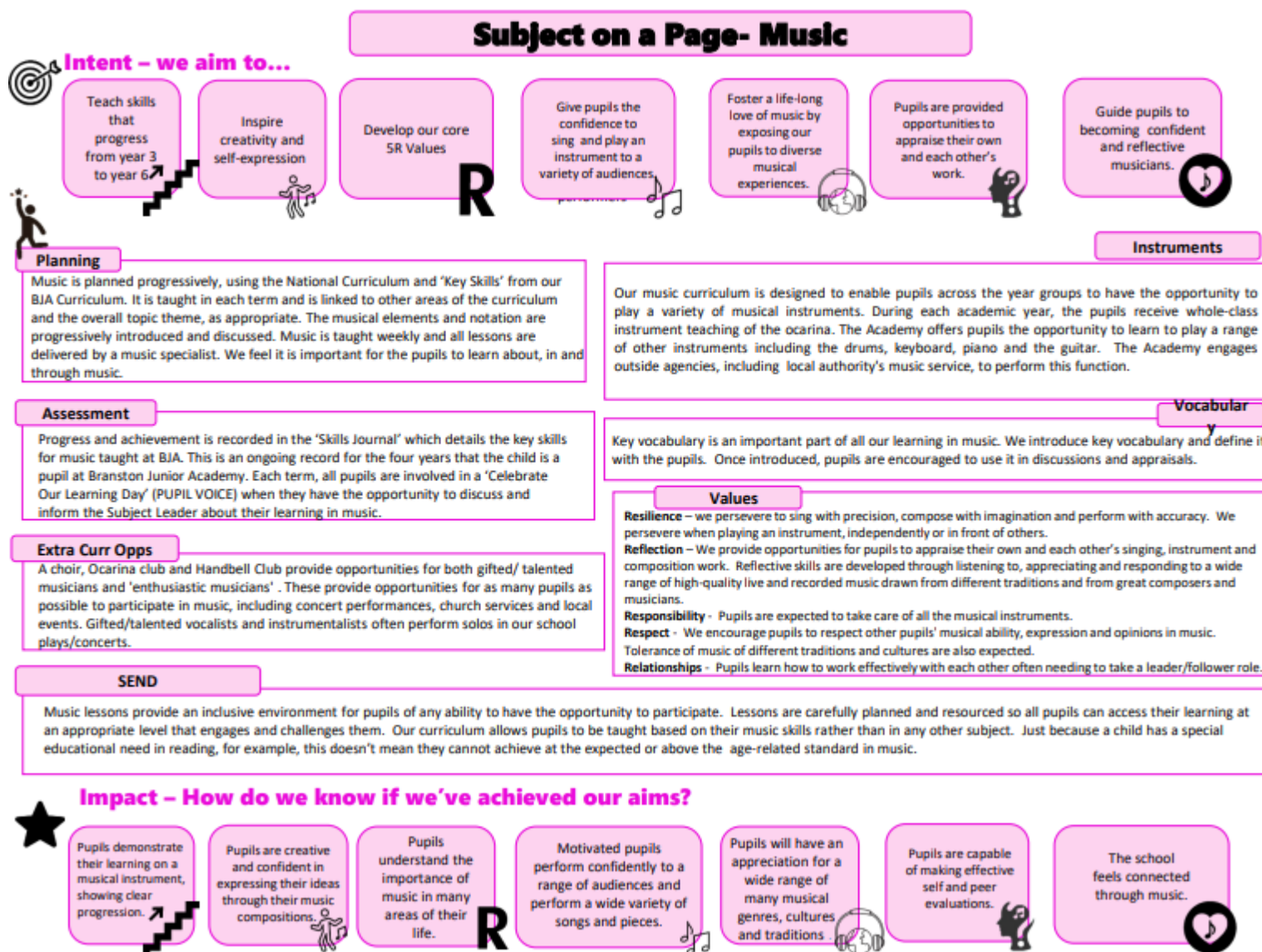




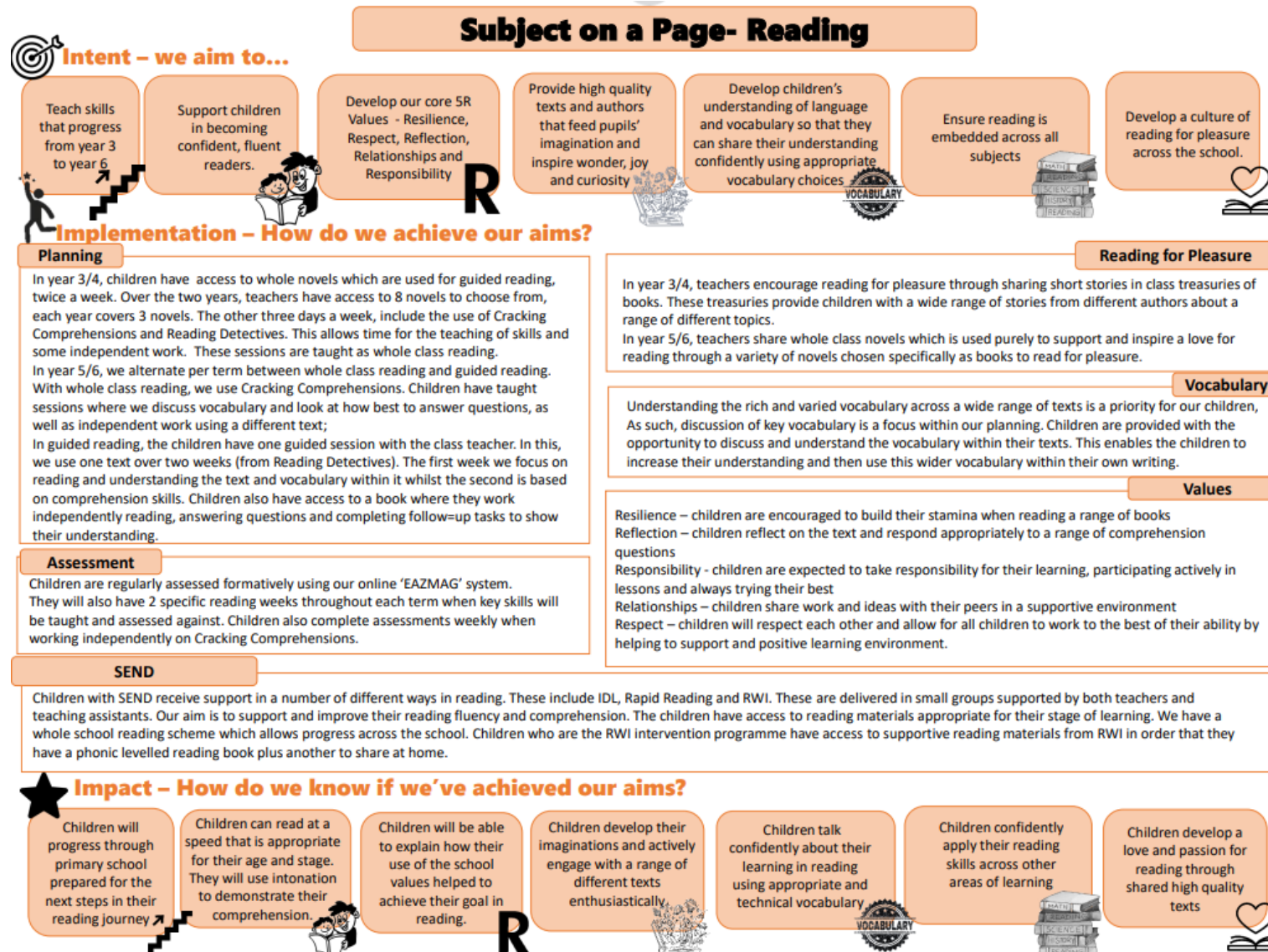
APPENDIX 7: MODERN FOREIGN LANGUAGES



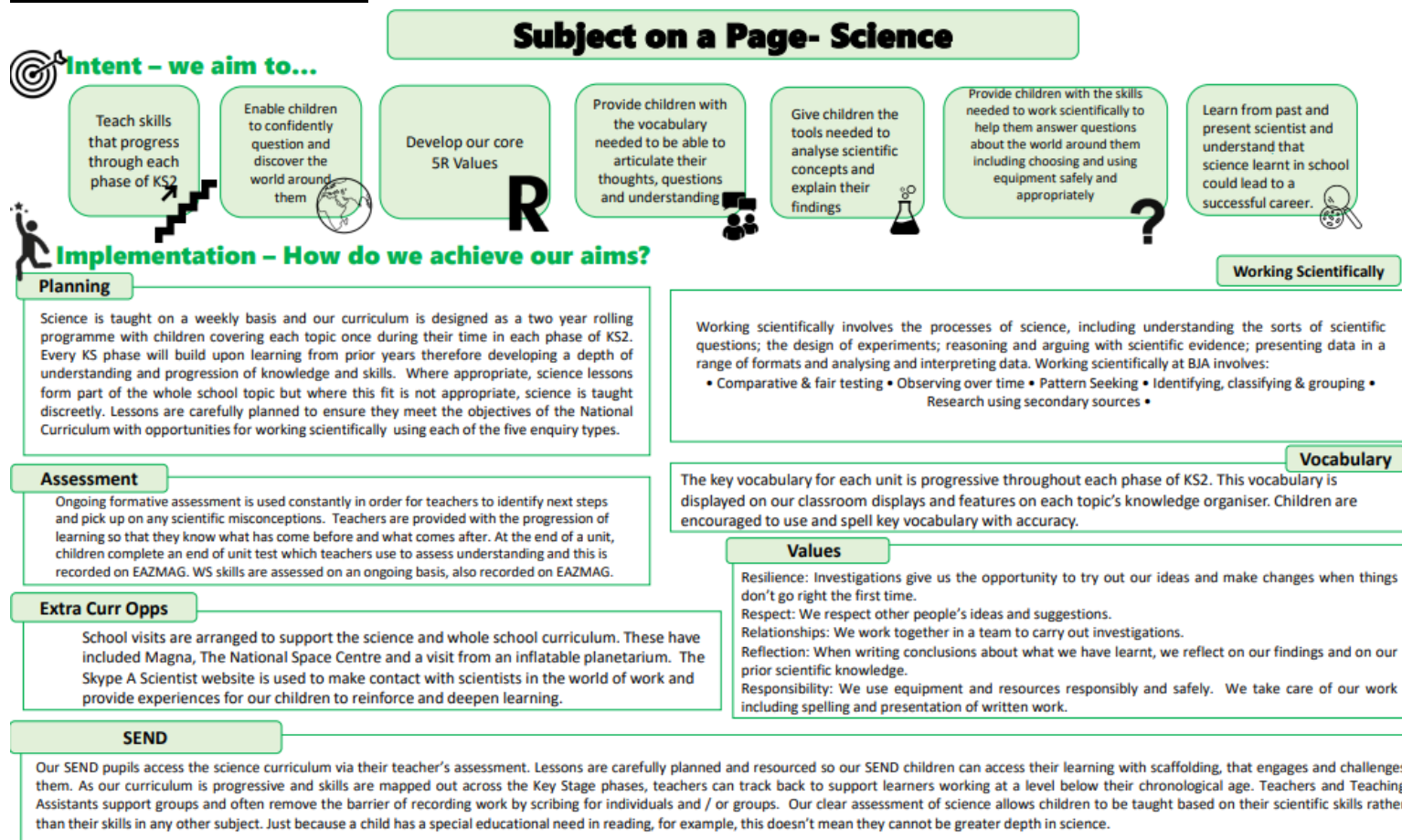
APPENDIX 8: MUSIC



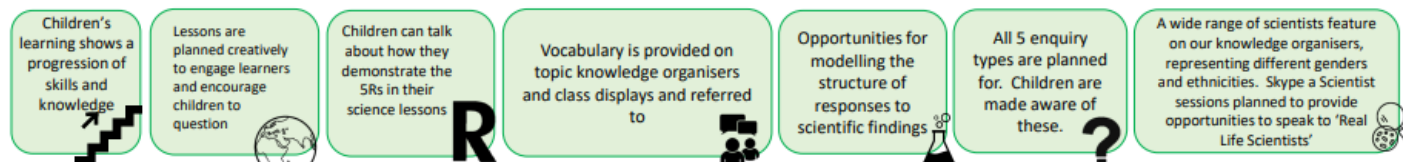
APPENDIX 9: READING



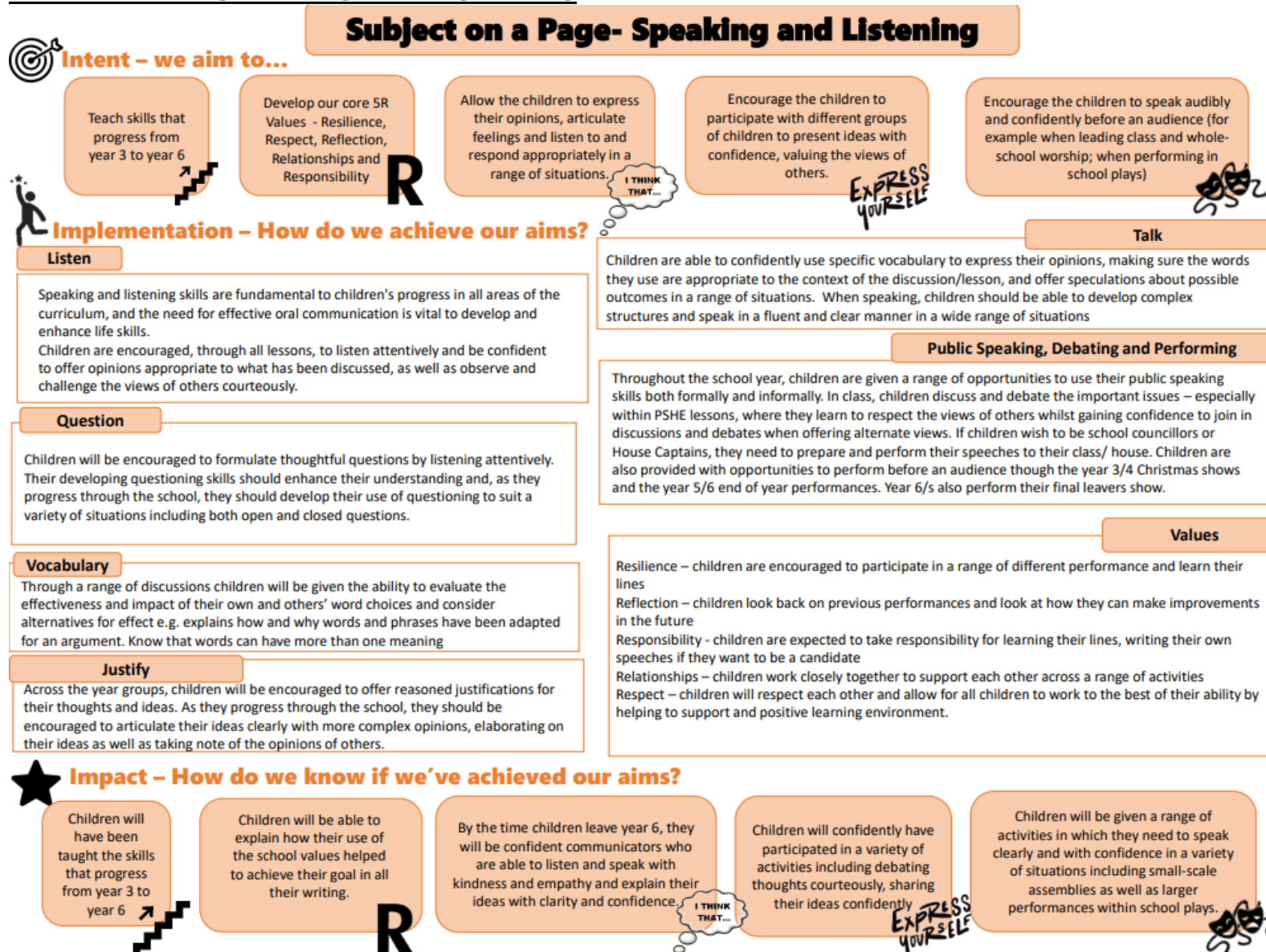
APPENDIX 10: SCIENCE



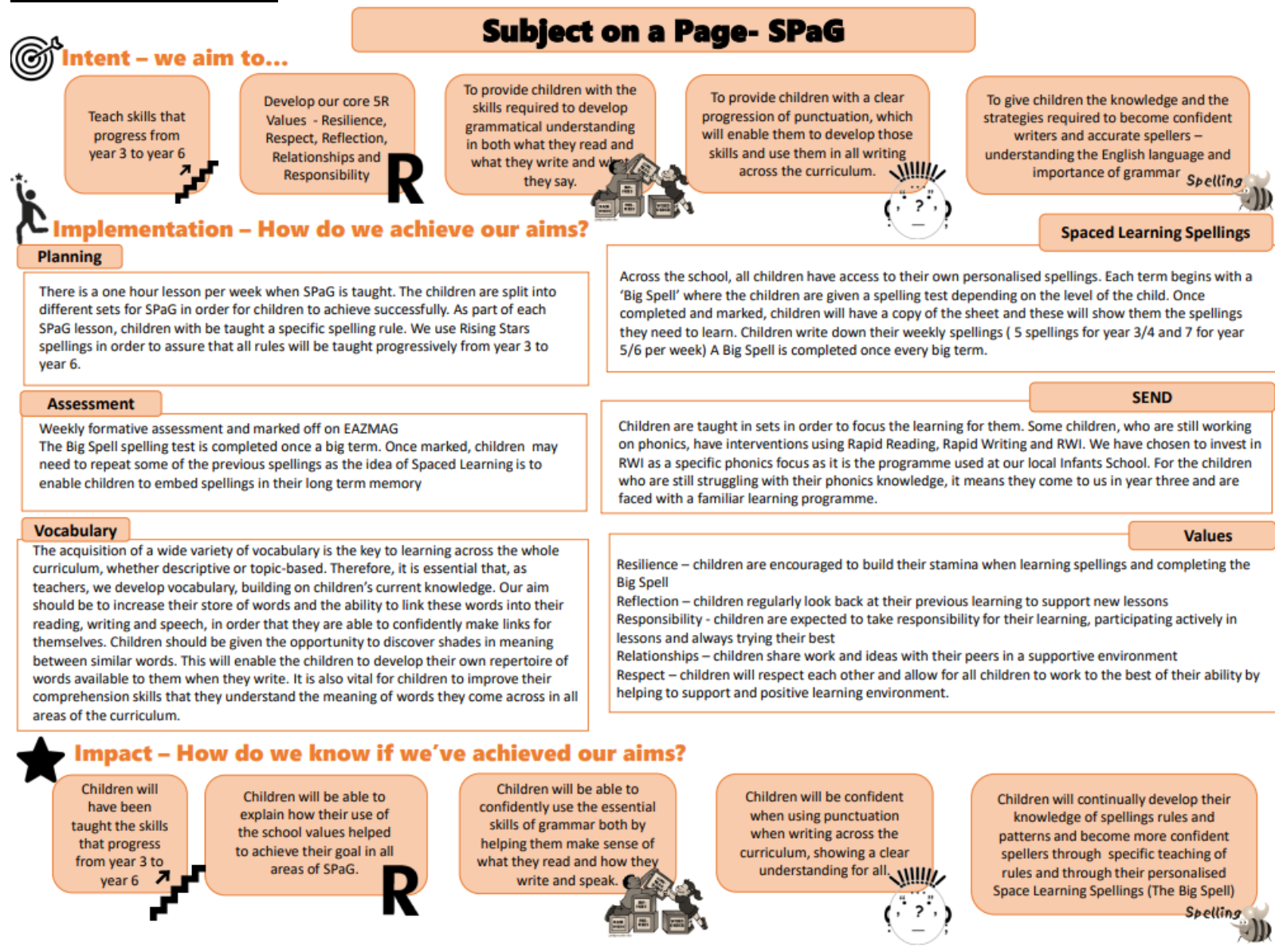
Impact – How do we know if we've achieved our aims?



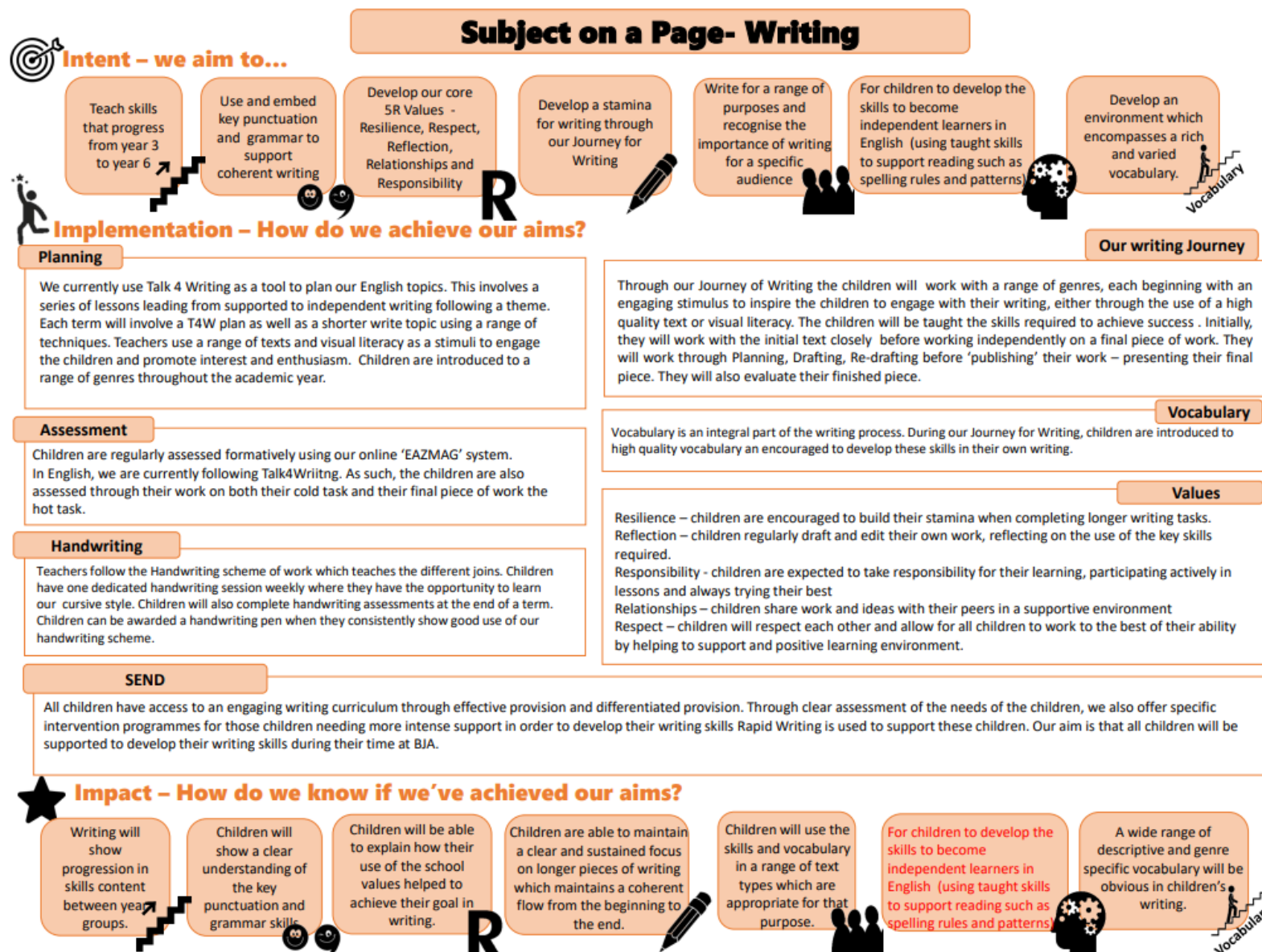
APPENDIX 11: SPEAKING AND LISTENING



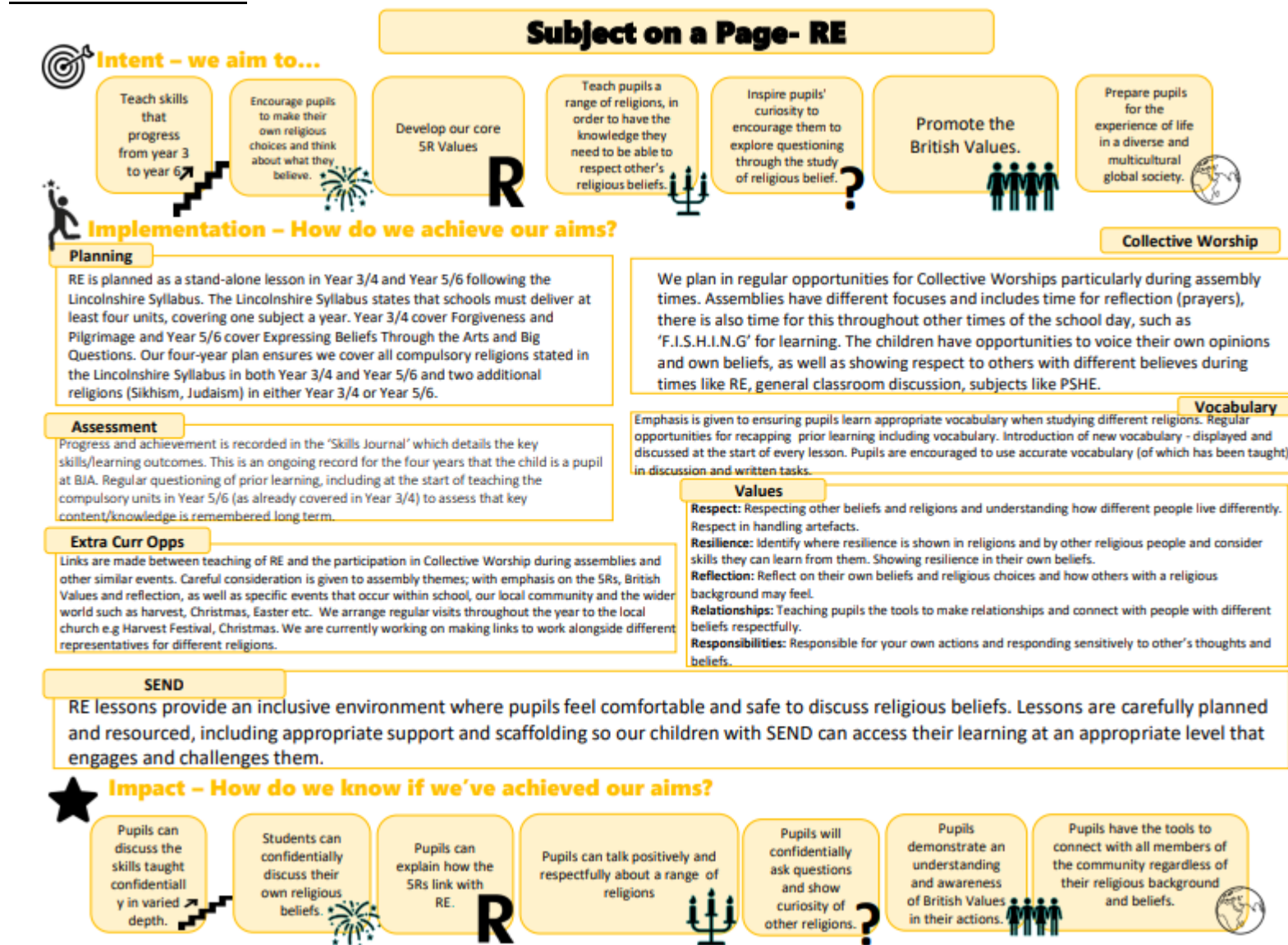
APPENDIX 12: SPAG



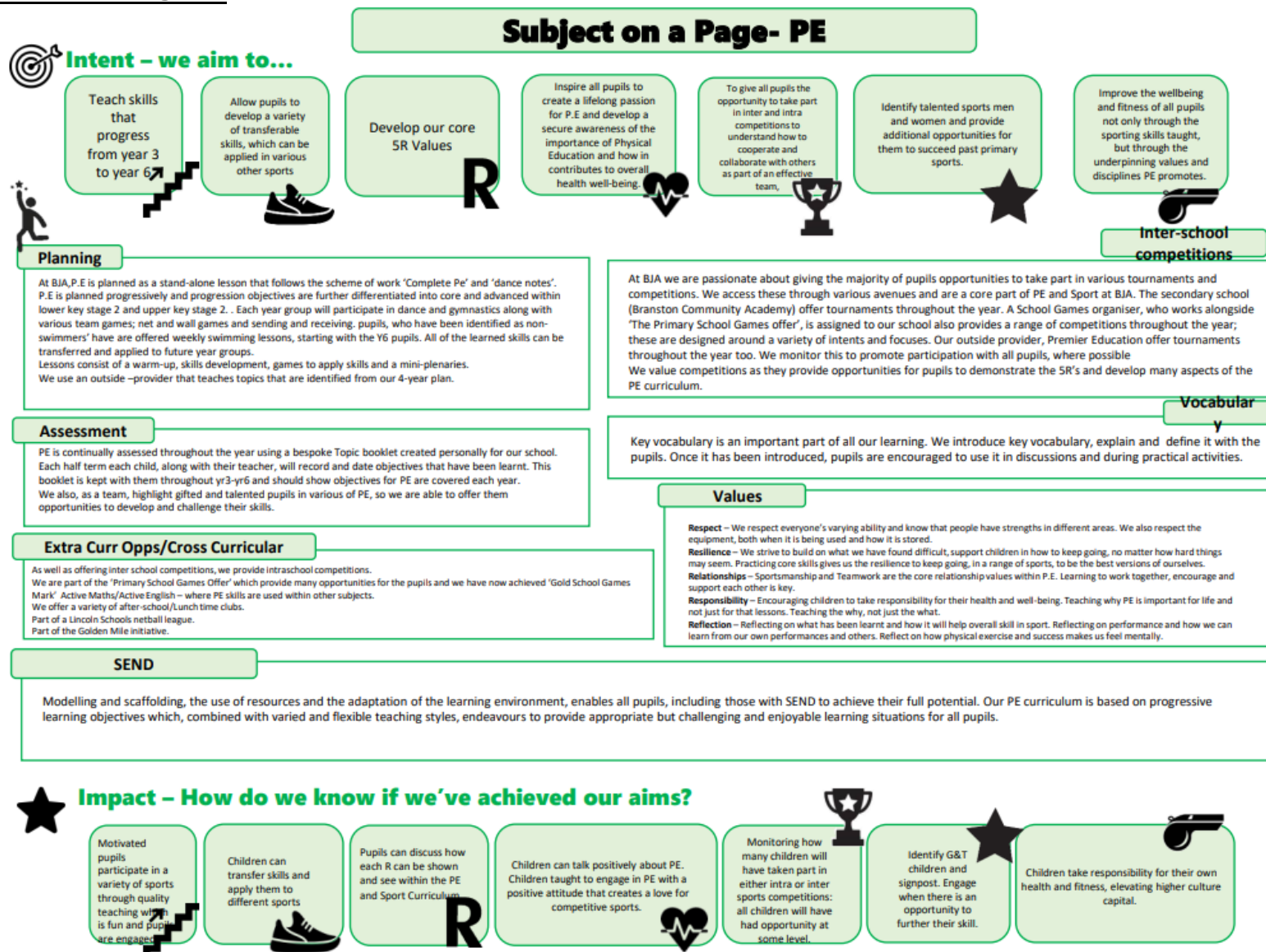
APPENDIX 13: WRITING



APPENDIX 14: RE



APPENDIX 15: PE



APPENDIX 17: PSHE

