

Curriculum Policy

At Willows Academy we aim to provide all pupils with a curriculum that is broad and balanced; engaging and relevant; promotes British values; meets the needs of all children and encourages creativity and inspires in them a commitment to learning that will last a lifetime.

We believe that learning is an enjoyable lifelong process through which everyone can achieve their potential and exceed their expectations. The curriculum is comprised of The National Curriculum plus the wider curriculum. We have worked hard to establish a creative curriculum that brings learning to life, explores real life scenarios and events; creating a thirst to know more. Our vision is to use creativity as a main driving force within our curriculum. It is vital to enable children to achieve high standards. By being creative children learn to think for themselves, become adaptable and learn key skills for life. It plays an important part in the curriculum by motivating and engaging the children and enabling them to become more independent and confident learners.

To ensure this ethos can flourish. Our curriculum is led by 4 key aspects. They are;

- Learning environments - Classrooms are transformed to ensure learning is as fully immersive as possible. Displays are interactive immersive spaces that provide a range of places to learn and discover the world around us. Where possible learning takes place outside of the classroom, in the school grounds and on trips and visits.
- Skills development: Our desire is to embed learning and curriculum skills that children would likely need in later life.
- Cross-curricular links that encourage creativity: We work hard to establish links that require children to use their learning and skills imaginatively within applied contexts.
- Meeting children's needs and interests: an inclusive approach in which children are able to receive appropriate challenge. The children's input in to what topics they would like to study is taken into account when planning and, where possible, the learning is fluid and flexible to allow the children to direct the experiences and opportunities they receive.

Within topics we work hard to map and include a progression of skills within each child's spiritual, moral, social and cultural awareness. We carefully plan opportunities to encourage an understanding of core British values and introduce children to the community and culture that surrounds them on a day to day basis.

Within each carefully crafted topic there is a curriculum driver.

They are;

- The Arts
- Enterprise
- Diversity
- Engineering
- Community
- Sport
- Drama
- Danger
- Possibilities

Whilst all of these curriculum drivers may not be evident in every year of your child's Willows Academy experience, it is our aim that they will explore each of these themes at least once throughout their primary education experience.

Roles and responsibilities of Head of Academy, other staff, governors:

The Head of Academy/Associate Executive Principal will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology (ICT)
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements, pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve
- the Education Advisory Board (EAB) is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the EAB is advised on statutory targets in order to make informed decisions.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The EAB will ensure that:

- it considers the advice of the Head of Academy/Associate Executive Principal when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- National Curriculum test and teacher assessment results are published in the school profile and progress towards meeting agreed targets is described
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand that any political issues must be presented to pupils in a balanced way.

Arrangements for monitoring and evaluation

The EAB will receive reports, at least annually, from the Head of Academy/Associate Executive Principal on:

- the standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by pupils with special educational needs and groups deemed to be vulnerable
- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils

- the evidence of the impact of external intervention and support and national strategies on standards
- the views of staff about the action required to improve standards
- the nature of any parental complaints.