

Curriculum Policy

Fibbersley Park Academy



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1. Curriculum Aims

1.1 Our Curriculum Vision

At Fibbersley Park Academy, we believe that every child deserves a rich, broad, and balanced curriculum that ignites curiosity, fosters a love of learning, and equips them with the knowledge, skills, and values they need to thrive in a changing world.

Our curriculum is underpinned by our values of **unity, courage, integrity, curiosity and excellence**. It is designed not only to meet the statutory requirements of the National Curriculum but to go beyond – developing confident, compassionate learners who are ready for the next stage of their journey and for life in modern Britain.

Our five drivers are:

- Knowledge and Experience:
- Personal welling and social responsibility:
- Curiosity and inquisitiveness:
- Challenge and ambition:
- Inclusivity and representation:

These are integral to our curriculum and are interwoven throughout. They are mapped out so that staff know where they are best suited.

1.2 Implementation

- All units will begin with a Hook that immerses the children into their learning
- All units-in KS2-will have an overarching question to answer that will allow the children to demonstrate depth of thinking
- All units will follow a planned sequence of questions that ask children to develop key knowledge of subjects
- The curriculum will be interwoven and thematic (where applicable) but separate subject characteristics will be protected (Geography, History, Art and DT)

- Key English texts will be selected to support and enhance the curriculum and mapped out on an overview
- The Fibbersley Passport will enable the children to develop life-skills and enhance their learning by taking part in hooks and experiences each year
- The curriculum will be clearly planned and mapped out with a direct link to the National Curriculum and progressive with each subject having an overview of knowledge and disciplinary skills to follow
- Where possible, there will be the opportunity for children to learn outdoors, including fieldwork, locality studies and Forest Schools
- Working Walls will be used to support teaching and learning. They labelled Curriculum and use the history/geography labels to organise them.
- The Curriculum Lead will work alongside the Teaching and Learning Lead to ensure that TLAC strategies are being used and embedded in lessons. These strategies will enable the children to active learners in all subjects
- Lessons are timetabled weekly to ensure that they have the correct time allocated to them. The exception being DT which will be blocked
- Our curriculum will promote the learning and development of our youngest children to make sure that they are ready for KS1
- Links to career ambition will be specifically mapped out to support the delivery of a career's curriculum

1.3 Learning Recording Expectations

EYFS

- Maths-floor books
- English-individual books
- Curriculum (including RE and PSHE)-floor books

Key Stage 1-Year 1

- Maths-individual books
- English-individual books
- Geography/History-floor book
- RE/PSHE-floor book (back and front)
- Science-floor book
- ART-individual sketch books (to follow them through)
- DT-individual project booklets

Key Stage 1-Year 2

- Maths-individual books
- English-individual books
- Geography/History-individual books

- RE-floor book
- PSHE-floor book
- Science-floor book to transition to an individual book when ready
- ART-individual sketch books (to follow them through)
- DT-individual project booklets
- MFL-floor book (half a page per session for vocabulary) to continue to Yr4 end of Autumn

KS2

- Maths-individual books
- English-individual books
- Reading-individual books
- Geography/History-individual books
- RE-individual books
- PSHE-floor book
- Science-individual books
- ART-individual sketch books (to follow them through)
- DT-individual project booklets
- MFL-individual vocabulary books (from Yr4 Spring)

All Years

ICT, Music, PE and MFL (where appropriate) to upload evidence to Microsoft Sway

How the work is presented in floor books

- Date and question to be at the top of the page
- A sample of children's work is stuck in to represent the lesson and the ability of the class (this can be all work if appropriate)
- Extra work can be collected and kept in a poly pocket or file

How the work is presented in individual books

History, geography, RE and science

- Long date followed by the question to be written or printed (as appropriate)
- The questions will start with the letter Q (this can be highlighted in accordance to the marking and feedback policy)
- Subject to be labelled (history and geography)
- Date, question and subject to be underlined with a pencil and ruler

Art and DT

- Short date to be written when recording in sketch books or booklets

4. Organisation and Planning

4.1 Organisation

- Our curriculum is organised by year groups with each year group having a minimum of 3 units to deliver. The curriculum has been developed so that it is broad and balanced, creative and allows for the children to be independent, active learners
- The curriculum is thematic: interweaving history, geography, art and DT in to each unit. It is rooted in the National Curriculum, our locality and nationally. With the freedom for the children to learn about current affairs that impact society and the world around them
- Even though the curriculum is thematic, each subject is taught and referred to separately so that the characteristics are protected
- Our curriculum covers the following:
 - Relationships and health education
 - Spiritual, moral, social and cultural development
 - British values
 - Careers guidance
- These are either taught discretely through PSHE and assemblies or they are interwoven in our subject overviews (where relevant)

4.2 Planning

- All subjects will have a long-term overview that includes Sticky Knowledge, threads, concepts and skills (where appropriate)
- Each unit will have a medium-term plan that includes: an overarching question (KS2) key questions (some questions might span more than 1 lesson), a Hook Day, Sticky Knowledge, threads, concepts, links to prior learning, key texts and links to support
- Short-term planning will be used to support the weekly teaching of subjects. This will include key vocabulary, key learning tasks, adaptation, resources needed for the session
- Curriculum boxes and books are available to support the units. These should be used throughout the unit so the children have the opportunity to experience 'hands on', independent learning at all ages

See our EYFS policy and progression overview for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and they will make sure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Monitoring arrangements

The governing board monitors whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- such as school visits, meetings with the school council, etc.

All schools continue with subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

- book and planning looks, learning walks, staff and pupil voice, etc.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the Curriculum Lead. At every review, the policy will be shared with the full governing board.