



The Ferns Primary Academy

Curriculum Policy

Policy Document Control Sheet: Key Staff lead The Ferns Primary Academy Adele Young Portfolio Governor lead: Sara Cain			
Status: Agreed and adopted			
Date	Process	Name	Status
20/06/12	Rebranded for The Ferns Primary Academy		
Sept 2012	Drafted	Northern Education Trust	
Sept 2012	Approved by Stakeholders	Northern Education Trust	
20/02/13	Adopted by Governors	Full Meeting	Working document
February 2015	Reviewed February 2015	Gov meeting	Working document
March 2017	Reviewed		
May 2017	Approved by Governors	Full Meeting	
	Signed S Dale	Chair Of Governors	
From this date:	To be reviewed annually and displayed on school website.		

At The Ferns Primary Academy all children have a right to a broad, balanced and relevant education which provides continuity and takes individual differences into account. The school curriculum and the learning opportunities, tasks and experiences in The Ferns Primary Academy are referenced against the requirements of the 2014 National Curriculum. We also use inspiration from the IPC.

The Ferns Primary Academy aims to:

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment
- Ensure that each child's education has continuity and progression
- Ensure that there is a match between the child and the tasks s/he is asked to perform
- Provide a broad and balanced curriculum
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way

We aim that all children should:

- Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities.
- Be aware of and promote the British Values of : democracy, the rule of law, liberty, mutual respect and tolerance.
- Display confidence, take risks with their learning, have a positive mind, balance ideas and opinions and use this to make decisions – our enterprise and bacculaureate skills.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non-sexist and non-racist attitudes
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events

- Have some knowledge of the beliefs and the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Know how to apply the basic principles of health hygiene and safety
- Computing skills are taught separately and applied across the curriculum

Learning

The curriculum is designed to help children:

- Learn the essential knowledge, skills and understanding of a broad range of curriculum subjects
- Engage with their learning so that they remain committed to learning throughout their school careers and their lives
- Develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives
- Develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and culture of others

Teaching

The purpose of teaching is to help children learn but teachers need help and support too. Teaching should be as enjoyable and rewarding for teachers as much as learning should be enjoyable and rewarding for children.

This is why the curriculum has been designed with teachers as well as children in mind. Rigorous and meaningful teaching frameworks and a wide range of resources support each unit of work to enable teachers to plan more effectively the work they will be doing. As a result, this allows teachers to spend more time developing creative, personalised learning for their children.

Yearly

- ❖ The curriculum and long term plan for The Ferns Primary Academy is based around the Quality Text Map for each year group. The theme of the book for each year group inspires which areas and objectives of Science, Geography etc. are covered in each term.
- ❖ All units of work are given a title in the form of a question to promote enquiry and discovery.
- ❖ Units are matched to the statutory guidelines from the New National Curriculum 2014.
- ❖ Long term plans are organised as a jigsaw so that it is clear of the link between each subject area.

Termly

- ❖ All terms begin with an individual 'Big Bang' for each year group to immerse children in the topic, engage them and offer an introduction to context and key vocabulary. This may be a visit, a visitor or a planned experience.
- ❖ Foundation subjects are taught as 'Afternoon Curriculum'. Science is taught weekly; Topic and RE are taught on an alternate weekly basis.
- ❖ Subject specialists in Art, Music and PE deliver these elements of the curriculum.
- ❖ MFL (KS2) and specific SMSC take place every Friday afternoon although SMSC, the enterprise skills and British values permeate all aspects of learning.

- ❖ Art and Computing are given subject days once every half term but again will be applied in other areas.
- ❖ Week 1 of each term is given a whole – school set theme based upon SMSC, Enterprise or Literature. The outcomes of this are a set of displays to enhance the communal environment.
- ❖ A set of key skills are created for each year group for each term as an overview to what should be achieved by the end of the term via the afternoon curriculum.
- ❖ Target Tracker statements are used as a planning and assessment tool for English, Maths and Science. Subject leaders have developed paper –based assessments individualised to the Ferns for the other foundation subjects.
- ❖ All terms end with an ‘Exit Point’ where children can display and present their learning.
- ❖ Each year group will present an assembly once during the school year to demonstrate their learning and promote national days/festivals of significance.
- ❖ Each year group has an author and a scientist of the term whom they will study as part of their learning.

Daily

- ❖ Mornings are formally timetabled to include core subjects.
- ❖ The ‘Big Question’ for each unit of work is broken down into shorter questions that cover each individual objective.
- ❖ Learning may be presented in the pupils’ workbooks, in the class floorbook, via ICT or on a display.
- ❖ Cross-curricular writing will be present in a child’s Creative Writing book. There are two weekly Creative Write sessions and one of these is to link with the afternoon curriculum.

The school curriculum is enhanced by a subsidised breakfast club from 8:15 am, a ‘tea – club’ that runs until 6pm (at a fee) and a variety of extra- curricular clubs after school.

The Governing Body

The Governing Body receives an annual report from the Headteacher on standards, detailing:

- Year groups
- Comparisons with national averages and similar schools nationally and for the LA
- Gender; ethnicity; special educational needs
- Pupils for whom the curriculum was disapplied
- The evidence of the impact of national strategies on standards
- The views of staff about the action required to improve standards
- The nature of any parental complaints concerning the curriculum

Linked documents:

Long term jigsaws

National Curriculum 2014

Termly Authors and Scientists

List Of Quality Texts

Key Skills Grids