

The Flying Bull Academy Curriculum Policy

At The Flying Bull Academy our curriculum is designed to promote positive, creative learning opportunities for engaged, enthusiastic children. It is made up of our daily planned activities as well as regular whole school focus days and weeks, enhanced out of school learning, extracurricular activities and assemblies. It includes not only the formal requirements of the National Curriculum, but also a range of opportunities beyond this, so as to enrich the experience of the children.

Our curriculum is designed to give children the very best opportunities to succeed in their learning throughout their time at the academy. At the heart of our curriculum lie our Vision, Aims and Values.

Our 7 Academy Values.

- Caring.
- Humour.
- Appreciation.
- Honesty.
- Tolerance.
- Respect.
- Achievement.

Aims and objectives

The aims and objectives of our curriculum for The Flying Bull Academy are set out below in the aspirations we share for all children:



Children are encouraged to reflect upon and demonstrate Great British Values throughout the curriculum, Focus Days and Weeks and throughout the assembly programme.

Organisation and planning

Long Term Planning

Each subject has a 'Topics and Opportunities' document and a 'Skills Progression' document. The *Topics and Opportunities* (available on the academy's website) set out the topics that will be covered in each year group for each subject together with any school trips, focus days and additional opportunities that will be offered to the children. The 'Topics and Opportunities' ensure that children enjoy a broad curriculum which encompasses their social, moral, spiritual and cultural development.

To support the progression of learning in each of the subjects, there is a *Skills Progression* document. This document sets out the learning required for each phase throughout the academy and the progression of those skills all the way up to Year 5/6. The Reading, Writing and Mathematics Curricula for Years 1-6 follows the *Essentials* curriculum (Chris Quigley). More information of the detail contained in the milestones to plan for these subjects are available upon request.

To structure the planning in the Early Years we have a topic map on our website under *Curriculum Subject Information*.

Medium-Term Planning (MTP)

Each year group produces a Medium-Term plan. This is a termly overview of the topics and skills to be covered by the children in the year group. Through planning in this way, all stakeholders can see what will be covered and when, together with the planning of additional opportunities including school trips and open sessions for parents and carers. This ensures that all of the areas in the long term plans are strategically considered and planned for each term throughout the year.

Short-Term Planning

Each week teachers produce Short-Term Planning (STP). This gives the day-to-day details of a session. Our staff use a given pro-forma for Mathematics (including CLIC) and English (Reading, Writing, GPaS) and use a 6 session pro-forma to plan for progression in the foundation subjects or thematic learning. Teachers are expected to provide enough detail on the lesson plan for whoever is taking the lesson. This may vary based on job role, experience and teacher performance.

Some children, based on the advice of professionals, will require more individually tailored curriculum planning to enable them to be included and to achieve at a level appropriate to them.

Focus Days and Weeks

At Flying Bull Academy we also run **Focus Days** and **Focus Weeks** which are planned by cross phase/experience pods. These are planned for in advance with session ideas and resources for Year N-6. This allows us to take advantage of a day where all children work away from their usual timetable to immerse themselves in a given topic to produce one quality piece of work. We have two Focus Days in a term and one Focus Week (Respect Week, One World Week and Educate and Celebrate Week) per term. Each Focus Day will involve all children and encourage involvement from our wider community. Subject leaders/pods will be responsible for organising the planning and events for the day and documenting the day after the event for the website.

Homework

For further details about the academy's approach to homework, see our *Homework Policy*. In short, we encourage parents and carers to support children's learning at home by prioritising their reading, times table practice and spelling practice. There are also opportunities for children to complete topic-related creative projects at home.

Monitoring and Evaluating

Subject Leaders

The role of the Subject Leader is to:

- Promote their subject efficiently
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide well organised and effectual resource management for the subject
- Support parents and carers understanding of the subject by hosting *Curriculum Workshops*
- Write a *Subject Development Plan* annually to provide a strategic lead and direction for the subject that reinforces the whole academy development priorities
- Effectively audit their subject and present their findings to SMT and Governors.

Subject Leaders monitor the way their subject is taught throughout the academy by completing a Subject Audit each year. The Subject Audits require the subject leaders to watch children learn in their classroom environments, examine the Medium and Short Term planning, perform a work scrutiny and to interview the children. The findings of the subject audit are then reported back to SMT as well as to governors at a Local Governing Body meeting. Subject Leaders will also use the findings to create a Subject Development Plan which also links to the priorities in our Academy Improvement Plan.

Subject Leaders are given release time, so that they can fulfil their role. It is the Subject Leaders responsibility to keep up to date with developments in their subject and act as a point of reference for staff to support with planning, teaching and resourcing across the academy.

Spring 2018

The Flying Bull
Academy