



Springhill Academy



SPRINGHILL
ACADEMY

Curriculum Policy

September 2018

Date Completed: September 2018

Review Date: September 2021

Key Principles of our curriculum.

The curriculum:

- Is based on the Concentric Curriculum model
- Raises aspirations for all pupils
- Is purposeful and relevant and ensures that learning is contextualised
- Inspires and immerses pupils in their learning
- Underpinned by REACH HIGH values
- Develops a growth mindset
- Celebrates the process of learning rather than just the product and ensures that failing is seen as an opportunity for new learning
- Ensures that they are secondary ready by being heavily based on skills
- Is memorable and experiential - ensuring that all pupils have opportunities to experiences that will enrich (please see Enrichment policy)
- Develops strong relations with the community; the school, local and wider community
- Provides entrepreneurial experiences
- Promotes SMSC and British Values throughout their learning journeys

What do we do and how do we do it...in more detail:

At Springhill Primary Academy, our curriculum motivates, engages and inspires the pupils through a series of learning journeys that we have titled 'mini-missions'. All of the curriculum areas are then delivered through this adventure. The beginning of each adventure is designed to hook all pupils in and acts as the 'launch' to the learning. Pupils are also made aware of what the 'landing' for this adventure will be so that they can always put their learning into context across the mini adventure.

The learning journey that the pupils go on, covers all subjects and are captured in one book. The missions allow for clear coverage of the National Curriculum. Coverage of curriculum areas is evident in the school's curriculum coverage grid.

Teaching and learning is underpinned by cognitive challenge. Teachers use the model of 'Assessing, Independent, Mastery' to ensure differentiation is appropriate and does not place a glass ceiling on learning for any pupil.

Differentiation occurs by careful and strategic task matching and questioning and staff create the correct conditions for learning by delivering learning centered around around the Key Areas and Learning Objectives and providing opportunities for depth within this.

The environment engages and inspires pupils but is also language-rich to support the pupils' oracy and writing development throughout the mini-mission. (see

learning environment policy for more detail).

A focus for our missions is to prepare our pupils to be 'secondary ready' by the time they leave Springhill. This is achieved by providing contextualized, purposeful learning that develop 'life skills' and focusses on pupils' development in becoming writers, mathematicians, historians and geographers etc.

Springhill 'Learning Attitudes Framework' of REACH HIGH will be central in encouraging pupils to be responsible for their learning attitudes. Throughout the missions, pupils are given opportunities to reflect on how their learning attitudes are developing in accordance to the REACH HIGH learning values. Pupils demonstrating these attitudes are recognised and rewarded within the classroom and the whole school celebration assembly. (see behaviour policy).

At Springhill Primary Academy, teachers ask three questions as they embark on their journey to know that learning is secure and purposeful: What are we learning about? Why are we learning about it? How will we know if we have been successful/ How are we learning this? Pupils then return back to these questions during the learning sessions to allow them to reflect on their learning.

The quote, 'illusion of choice but perception of control' underpins our philosophy to learning as pupils believe that the learning objective and success criteria is pupil generated. We believe that this adds autonomy and purpose to the pupils' learning and consequently immerses the pupils in the learning journey.

At Springhill Primary Academy, we believe the bridge between teaching and learning is assessment. Therefore, our feedback policy is an integral aspect of the curriculum. The feedback policy ensures that learning is addressed and celebrated or moved forward in accordance to the learning objective where the planning has been derived from. Through the use of 'Next Step' time, pupils are given time to reflect on the feedback that the teacher gives and the expectation of this reflection is of the highest standard across the school. Feedback at Springhill is positive, reflective, challenging and provides opportunities for a teacher to communicate how successful a piece of work is and how this can be further improved (please see the feedback policy).

Springhill utilises Chris Quigley's Depth of Learning to assess and track pupils' current progress and cumulative progress across their primary experience.