



SKEGBY JUNIOR ACADEMY

Our Learning Challenge Curriculum Policy

Last updated - January 2019

Our Vision: *We strive to provide an inspiring education, in a happy, safe and secure environment where all children can achieve their full potential, in order to succeed in our ever changing world.*

Aims of our Curriculum: There are two aims in the National Curriculum, that as an Academy, we adhere to.

They are:

Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and to achieve

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

Our wider curriculum follows 'The Learning Challenge Curriculum.' This scheme of work has been developed to ensure that we have full coverage of the National Curriculum's aims.

It follows the programmes of study for each year very carefully and provide the right balance between using Science, History and Geography as the main drivers but ensuring that creative and expressive arts are linked into each learning challenge so that there is breadth and balance in the coverage as a whole. Every opportunity is taken to help children apply literacy and numeracy skills where it is possible to do so.

The main principles

- The Learning Challenge concept is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using the big question as the starting point, followed by a breakdown of questions for each session.
- Each topic starts with a 'WOW factor, in order to inspire and hook the children into the topic. These might be visits, visitors into school, video clips or other interactive activities.
- This is followed by a pre-learning task ensuring that learners are directly involved in the planning process-helping to bring out what learners already know; what misconceptions they may have and what really interests them.
- Using the information gained from pre- learning tasks and the school's context, a series of subsidiary challenges are then planned. Each subsidiary learning challenge is also expressed as a question.
- The subsidiary learning challenge is normally expected to last for one week but this does not need to be the case. The important point is that the learning challenges need to make sense to the learners and be something that is within their immediate understanding.

- Time for learners to reflect or review their learning is central to the whole process. This is in keeping with our 5R's principle where reflection is seen as a very important part of individuals' learning programme. Therefore, continual opportunities for learners to reflect frequently, with a good level of learner autonomy evident.
- Finally, we give pupils the chance to shine - by using their skills to share and present in a variety of ways to a wider audience. This may be to the rest of the class, another class, through an assembly or to their parents, in our 'open afternoons'.

Throughout the build-up of each topic, a knowledge bank is displayed in the classroom with relevant vocabulary and their meanings, this is constantly updated as the topic progresses. We also focus on our 5R's; our skills-based approach as well as building on the 5R's get the children ready to learn.

Our 5R's

- Relationships
- Resourcefulness
- Resilience
- Risk-taking
- Reflection

Curriculum Planning:

Each session is planned with a learning challenge (in the form of a question) with success criteria - following our 'Academy's Blooms Taxonomy - All, Most and Some, which focus on the skills the children will be using. Staff use long-term planning to ensure coverage of all areas of the National Curriculum and Focus Education 'Learning Challenge Curriculum' to support them.

Weekly plans are completed to ensure that the objectives are differentiated according to different children's needs. The class teacher keeps these individual plans, which they annotate according to the success of the lesson. Topic planning, when appropriate is linked into English planning.

Expectations:

Children are expected to follow our high expectations, so that high standards are reflected in all areas of the curriculum.

Non-negotiables:

- Handwriting
- Spellings
- Date and learning challenge underlined
- Work ruled off at the end of each session
- Targets responded to

Marking and feedback:

- Marking must be in line with SJA's marking policy-green pen, positive comment and next step (T) and highlighted to indicate whether they have achieved the objective (yellow) or partially achieved the objective (orange).
- Teachers are to ensure that feedback is kept up-to-date to ensure that the pupils receive prompt feedback after the work that they have completed and where possible, marking should be done alongside the pupil.
- There should be at least one target given in every three pieces of work.
- Children should respond to the teacher's comments in their feedback using purple polishing pens.

- Some spelling mistakes are identified and the children will copy these out three times beneath the marking, as well as add them to their Passport to Spelling.

Assessment

Different assessment takes place throughout to assess the students' mastery of the lesson, topic or unit of work.

- **Formative assessment**

These will be through mini-plenaries, self and peer success-criteria at the end of the lesson, which focus on the skills they have shown during the lesson, and class or group discussions. This is to determine how the pupils are progressing or to tackle any misconceptions before moving on.

- **Summative assessment**

In Geography and History teachers assess the children's skills at the end of the year. In Science, children are assessed each unit (every half-term) and grids are highlighted and dated in their books. This assessment is put onto SIMS each half-term.

Displays and resources:

In the classrooms there should be a Geography/History and a Science display, which should be added to each lesson. On the display there should be:

- The big question
- Knowledge bank
- Children's questions
- Examples of children's work
- Information about the subject
- Career opportunities that are linked to their topic

Visits and visitors: A visit or a visitor each half-term is planned, which is on the long-term plans.