



MANOR JUNIOR SCHOOL
Motivation, Joy, Success!

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Curriculum Policy

10th January 2018

Ratified and agreed on: _____

Signed: _____

Mrs C. D'Netto
(Headteacher)

10.01.2018

Date: _____

__ / __ / 2019

Policy to be next reviewed: Spring Term 2021 _____

Spring Term 2018

Curriculum Policy

This policy has been written in line with our school values:

Enthusiasm, Respect, Inclusion and Challenge

Purpose

This policy acts as a guide to developing our school learning environment, to ensure a shared understanding and consistent approach throughout the whole school. Children and adults are expected to value and respect the whole school environment which contributes to our ethos, climate for learning and in raising standards.

Curriculum statement

At Manor Junior School we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the new National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

We recognise that teaching and learning is the core purpose of our school and the vehicle through which children learn is the curriculum. Shaping the curriculum is therefore at the forefront of Manor enabling all pupils to succeed. We are currently auditing our curriculum with consultation with key stakeholders of the school to ensure it encompasses the school values; Motivation, Joy and Success and enabling our school community to be Enthusiastic, Respectful, inclusive and that there is a level of challenge thus building on the school ethos.

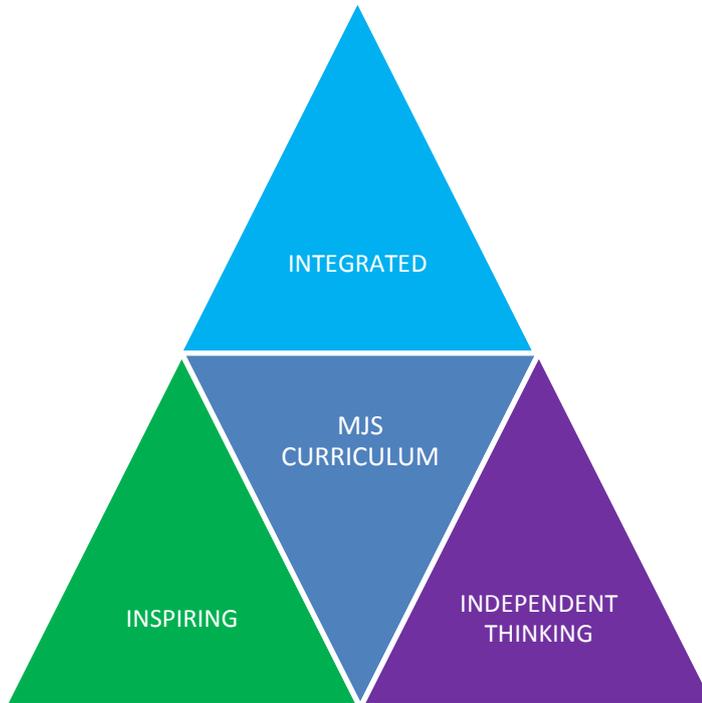
Our Key aims of the curriculum will be to:

- Ensure the curriculum is successful; leading learners to be enthusiastic, determined to reach high standards, be open to critical thinking
- Lead our children to be confident, show self-respect, secure values and beliefs and show respect and tolerance for others and have a sense of ambition
- The curriculum will lead to responsible citizens who show commitment to anticipate responsibly in political, economic, social and cultural life and be able to develop knowledge and understanding of British values and the world. As well as making informed choices with topical issues relating to such as the environment
- The curriculum will also enable children to have an enterprising attitude having a sense of resilience and develop skills such as communicative, team building and problem solving.

At Manor we anticipate the Curriculum will be a curriculum of excellence encompassing the aims, values and ethos of the school, and is delivered with a high regard of pursuing high standards and enjoyment.

The Curriculum has been designed to encompass the following:

(Diagram) The 3 I's approach. This has evolved following agendas in the borough, discussions with staff and pupils and existing pedagogy in the school.



Integrated –The primary programmes of study advocates learning experiences which are relevant, purposeful, and worthwhile. If experiences are to engage children, they need to be shaped by children's interest and enthusiasm. This means choosing themes and topics that will stimulate children's thinking and integrating other subjects so that children are able to make links across subjects.

Inspiring- Barking and Dagenham holds a high regard for cultural education and the creative arts. The aim of the inspire aspect is to bring out the arts in the curriculum, encouraging our children to be artistic and becoming increasingly aware of the diversity and evolving society we live in and celebrating the rich culture in our environment

Independent thinking- This describes a tool for group discussion and individual thinking involving six coloured hats. (DeBono)

"Six Thinking Hats" and the associated idea [parallel thinking](#) provide a means for groups to plan thinking processes in a detailed and cohesive way, and in doing so to think together more effectively. It is a shift in thinking mode.

The thinking hats process attempts to move discussion away from the adversarial (conflict) towards the collaborative (working together).

- Develops learners as independent thinkers.
- Raises attainment.
- Improves behaviour
- Builds a positive sense of self-esteem.
- Develops self-evaluation
- Improved standards of work across the curriculum
- children learn to think independently;
- they learn to consider things from different perspectives;
- thinking skills contribute to effective problem-solving and decision-making in all aspects of life.

Monitoring and Reviewing

At MJS, each subject has an individual subject leader who is responsible for overseeing, monitoring and reviewing the subject. They review the way the subject is taught and keep staff up to date with changes and developments. The curriculum is led by the curriculum leader (The Deputy Head Teacher) and this person has responsibility for developing subject leaders and keeping the senior leadership team and governors up to date with any changes to the National Curriculum. The governors keep informed through their visits, leaders reporting to governor teams and providing summary reports.

The role of the subject leader:

- To champion the subject
- To act as a role model for the teaching of their subject
- To support colleagues to enable high quality learning through high quality teaching of the subject e.g. co-planning, team teaching, and observing/giving feedback where necessary.
- To maintain a live action plan that has positive impact on the learning and teaching of their subject.
- To support colleagues to develop creativity, relevance and enthusiasm when delivering each area of study.
- To renew, update and share resources needed to deliver the curriculum and keep to a budget ensuring resources are distributed effectively and 'best value' is achieved.
- To develop assessment and record keeping to ensure progression and continuity.
- To be aware of developments in their subject regarding changes in education.
- To monitor and evaluate the quality of teaching and learning in their subject in school and provide feedback to all stakeholders by:
 - Providing termly updates for senior leaders and governors
 - Review and evaluate teacher's medium term planning.
 - Collect, review and evaluate samples of work from each year group

Resources

Most resources, such as topic boxes are stored in the relevant subject resources cupboard. Resources referred to in planning are saved digitally on the school staff area for future use.

Further resources are acquired as the budget allows.

All resources are audited and updated.

Health and Safety

This needs to be read alongside our **Health and Safety Policy**

Review:

The policy will be reviewed every 3 years or as changes in policy demands