



Curriculum Statement 2017-2018

Teaching and Learning

Leighton Academy is committed to meeting the requirements of the new primary core curriculum from September 2014 with modified enhancements within the foundation subjects.

The curriculum will be taught with the consideration of the needs of all learners. Our curriculum will be exciting and will inspire children to nurture a passion for learning.

The governing body has decided to enhance the provision for learning through a focus on the STEM subjects with the local area as a stimulus. This exciting development includes a computing curriculum that will integrate new technologies, programming and media into school life as well as an investment in food and design technology. Specialist teachers ensure children have access to a bespoke curriculum that is exceptionally well taught.

Our curriculum ensures that our children's learning is both meaningful and benefits from a specific focus on the core requirements of the English and mathematics curriculum. Intervention managers are used to ensure all children make outstanding progress and to develop an intervention programme to support the needs of each child. Furthermore the curriculum aims to meet with the broader objectives of our social, moral, spiritual and cultural education.

To ensure all children are reading by the age of 6 we use a variety of reading books including Oxford Reading Tree and supported by Floppy's Phonics. Specific interventions target struggling readers including Reading Recovery and OCN 3.

Teaching Guidelines

Planning

Must take account of the academy's curriculum overview – adapted with the approval of the relevant subject co-ordinator

Must contain clear and appropriate learning objectives

Must be differentiated

Must contain targets for cohorts and individuals aimed at narrowing the gap for those who find learning more of a challenge

Classroom Organisation

Teachers must be well-prepared with good quality resources in a well-organised teaching area

Classroom Management

Lessons should have pace but linked with a forensic assessment of the next learning steps for the children

Questions should challenge

Teachers must have a syntactical grasp of subject knowledge

Teachers must be able to respond appropriately and improvise

Children must be told the learning objectives - be reminded of them through the lesson but adjusted as revealed by the children's emerging, knowledge, skills and understanding

Teaching must be interactive and interrogative

Assessment and Evaluation

School Pupil Tracker Online is used to track childrens' attainment and progress fed into by the Chris Quigley essentials documents evidenced within the Earwig programme.

Each piece of literacy, maths and science work must have success criteria

Marking/annotation should be rigorous and in line with the marking policy

Marking in accordance with marking policy

Assessment in line with assessment policy

Homework in line with policy – to enrich/consolidate learning

Learning Guidelines

Children must have respect for peers, equipment and resources

Experience appropriate language to their needs and subject to enable them to create imaginative links between areas of learning

Able to co-operate in groups to pursue an investigation

Confident to take risks and prepared to make mistakes whilst suggesting ways to improve work

Evaluative of own and others work