

## **Curriculum Intent**

Planning of topics involves all subject leaders in readiness for the start of a new term. Subject leaders meet to monitor progress and coverage of their curriculum area every half term. Strengths and areas for development are identified which are followed up during the half termly meetings. Timetabled subject lead time enables leaders to focus on activities such as writing action plans, learning walks and book sampling. Whole school feedback is given in staff meetings and individual feedback given to teachers. Training and support where appropriate, is given to new subject leads. Key stage leaders monitor progress across the curriculum during their leadership time. All monitoring is shared with the SLT in advance.

We have designed our curriculum to:

- Be ambitious
- Remove barriers to learning
- Be creative and imaginative
- Encourage a love of learning
- Provide a depth and wealth of knowledge
- Ensure challenge and enjoyment
- Provide unique relevant experiences
- Have clear progression in all subject areas
- Ensure rapid progress so that all children reach their full potential
- Develop independence and social skills
- Be inclusive
- Ensure all children achieve and feel proud
- Encourages children to connect learning across subjects
- Motivates children to ask questions and take ownership of learning
- Gives opportunities to solve problems, be creative, make decisions, use initiative and achieve academically
- Build children's perseverance and self-belief

## **Curriculum implementation**

Our curriculum is designed to build on the knowledge and skills taught in the previous year.

- Core subjects are taught discretely and are also linked with other topic areas
- Other subjects that do not fit with topics are taught discretely
- Our curriculum is enriched with Wow days, visitors to school and off-site visits
- Lunch time and after school clubs offer opportunities for children to develop knowledge and skills, such as learning to play an instrument, participating in team games and using a variety of construction resources.
- Our curriculum is assessed in many ways; through questioning, marking and feedback, formative assessment and summative assessment
- Where teaching is strongest, teachers provide pertinent and immediate feedback within the lesson and lessons have clear learning objectives and success criteria.
- Where teaching is less strong, teachers can access support in a variety of ways. In most cases peer support with planning, assessment and class management provide a positive approach that enables the teacher to succeed. The SLT implements and monitors support and works closely with the Trust to ensure the teacher has access to high quality CPD.

- Monitoring activities such as observations, drop-ins and book sampling show where teaching, learning and assessment is good.
- Teachers recognise that the environment supports pupils' learning and classrooms are equipped to enhance the learning experience and engage pupils.

### ***Curriculum Impact***

- We strive to ensure that our children make at least expected progress from their starting points in all areas of the curriculum.
- We measure the character of our learners through their work and their behaviour and attitudes in and around school. Impact is seen in the daily interaction of all members of our school community.
- Effective learning can be seen by how the children approach challenges every day. The impact should be that children don't give up, are highly motivated to succeed and are equipped with the personal skills to do this.
- At Roman Way Academy, the staff work as a team to help identify, assess and support children with SEN. If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult. Interventions can range from short daily sessions to longer less frequent sessions, depending on the need of each pupil. It is the teacher's responsibility to provide for pupils with SEND in his/ her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. The SENCO provides advice, monitoring and links with outside agencies. The school governor for SEND who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.