



Curriculum Policy

Approved by: Damien Sweeney, Headteacher

Reviewed by: SLT

Latest Policy review: July 2022

Next Policy review date: Summer 2023

This Policy should be read in conjunction with:

- [SEN Policy](#)
- [EAL Policy](#)

INTRODUCTION

Cornerstone Academy will stand apart from existing local provision. It will develop a highly specialised curriculum to support students' specific needs. Staff will be supported by an effective Senior Leadership Team (SLT) working collaboratively to develop high-level plans, resources, and strategies for teaching focusing on personal expertise, external support agencies, and recent academic research. As a result, the curriculum will incorporate focused programmes of study in a multi-functional approach using challenging yet achievable student targets and well-informed student profiles and will focus on developing aspirational personal growth so each student, no matter what her or his age or ability, finds an optimal framework to excel, achieve and become a lifelong learner, contributing to the community and modern Britain.

The curriculum will be delivered flexibly, showing consideration for each student's learning profile. Teachers will develop overarching schemes of work that encourage learning outcomes over the entire course of the key stages. Staff will be required to modify curriculum objectives, learning outcomes, activities, resources, and assessment criteria to match students' individual abilities, needs, learning styles and developmental stages.

Assessment will occur at regular, key points within the academic cycle. Each member of staff will spend a proportion of their time sharing practice and shadowing good practice both within and outside the Academy. This will enable them to plan, prepare and differentiate materials, and will ensure all students have constant access to the highest quality learning, so achieving excellent, and accelerated, progress.

The curriculum at Cornerstone Academy provides the challenges which lead to academic success whilst recognising the worth of all individual achievement. Curriculum development and review is part of a whole school strategy for improvement at the heart of which is the personal development of all students. We are committed to the provision of a broad and balanced education for all of our students.

CURRICULUM INTENT: AIMS AND OBJECTIVES

We aim to provide a curriculum which allows students to leave The Cornerstone Academy equipped with the skills which will enable them to continue learning and lead effective lives in the 21st Century.

We aim to deliver a curriculum that is broad and balanced by:

- Meeting National Curriculum and Statutory requirements
- Following the National Curriculum Programmes of Study
- Defining a core curriculum to which all students are entitled, regardless of gender, race, creed or disability.
- Allocating time to subjects such that delivery of all aspects of the National Curriculum, including statutory requirements, is enabled whilst allowing for choice and flexibility

The intent needs to stronger what do you expects all children to walk away with

To raise standards by:

- Setting targets that are challenging
- Encouraging aspiration
- Providing academic challenge where appropriate
- Providing enrichment and extension opportunities
- Implementing, where practicable, the setting of students by ability so that individuals who share similar needs can have appropriate learning experiences

To meet individual needs through:

- Early identification of Special Educational Needs (including the abler and gifted and talented)
- Intervention and 'catch-up' strategies
- A flexible approach to the curriculum, within the constraints of available resources.
- Provision of support and guidance for individual students
- The use of assessment to develop individual learning plans and pathways.

THE CURRICULUM IN KEY STAGE 1 & 2 Key

Stage 2 LESSONS PER WEEK:

Reading	5
Literacy	3
Numeracy	3
Topic	3
Outdoor Education	3
Physical Education	5
Social Development	5
RHSE	1
Total	28

British Values and SMSC will be delivered through topic work and discrete lessons.

In the 'Prevent Strategy' (2011), the government defined British values as encompassing democracy, rule of law, individual liberty, mutual respect and tolerance of those different faiths and beliefs. Therefore, in line with curriculum requirements, British Values will be taught to all students of Cornerstone Academy. This will take place three times a year, as standalone days where students will come off their timetable for the day, and partake in workshops which will be delivered by members of Cornerstone Academy staff or visiting professionals. Topics will include Culture Capital, tolerance of different religions, knife and gun crime, and democracy verses dictatorship.

CURRICULUM INTENT

English

At Cornerstone Academy, we want to foster a lifelong love of reading by exposing our students to various literature across all curriculum areas. We believe reading opens up a

new world for students and gives them the opportunity to explore new ideas, visit new places and develop a better understanding of other cultures. Through the build-up of vocabulary, it gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. Providing opportunities for students to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our students to various genres and famous authors and to enhance the variety of exciting topics that we teach. To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, we have undertaken a multifaceted approach to writing, whereby all subject areas include the opportunity for students to express their thoughts in a range of written styles. It is vital that our students are exposed to a range of exemplar texts, from across different genres and subject areas, to embed ambitious vocabulary choices and secure expectations of writing across the curriculum. This exposure to a variety of curricular areas encourages a range of writers and writing styles, allowing students be absorbed within their learning. Writing is a crucial skill that is embedded across all year groups and students are constantly working towards becoming confident, successful writers.

Mathematics

At Cornerstone Academy, we strive towards shaping assured and resilient mathematicians who relish the challenge of maths. We aim for students to become independent, reflective thinkers, whose skills not only liberate them in maths but also support them across the curriculum. Mathematics is important in everyday life. It is integral to all aspects of life and, with this in mind we endeavour to ensure that our students develop a positive and enthusiastic attitude towards Mathematics that will stay with them forever. The Mathematics curriculum equips students with a powerful set of tools to help them understand and change the world.

Science

At Cornerstone Academy we hope our students will develop their scientific knowledge through carefully planned exciting Science lessons. We aim to support students to develop an understanding of the process and methods of Science by providing a range of scientific enquiries, investigations and questions to help them explore the world around them. We hope to develop and nurture our students' curiosity by not only following the National Curriculum, but also following their questions and interests to develop a love, passion and appreciation for Science. Our intention is to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. During their Science time at The Cornerstone Academy, we aim to equip

students with the knowledge required to use and implement Science today and in their future.

CURRICULUM ENRICHMENT

As we are passionate about educating the whole child at Cornerstone Academy, we also offer a number of curriculum enrichment opportunities. We offer many extracurricular activities during the normal school week and after normal school hours. Our students have every opportunity to participate in the widest possible range of pursuits to develop their skill and personalities such as:

- Cooking
- Various sporting activities
- Gardening
- ICT
- Board Games/Lego
- Card games
- Gaming
- Gym
- Walking
- Art
- Drama

ASSESSMENT

Teacher Assessments

- Upon entry to Cornerstone Academy, students will be baselined in English, Maths and Science and this will form the basis of progress made by the students. Students will also undertake a reading assessment which will be repeated through the half-termly data drop to assess progress in reading and comprehension. Cornerstone Academy's own baseline assessments will form the basis of a starting point of progress and differentiation for students
- Students will be academically assessed once every half term. This take place formatively and summatively, with most teachers alternating between the two. When formative assessment takes place, the teacher will always have evidence of student's class work to support the level or grade, and this will be communicated to parents and carers.
- Half termly monitoring meetings between teachers and the Senior Leadership Team in order to manage specific schedules for tracking student progress and identifying

groups and individuals above/at or below target. Action plans for individuals and groups below target are drawn up and reviewed at these meetings

Assessing Students' Work

- Assessments form the basis of students' levels in each subject.
- Assessments will be graded to show attainment
- Assessments take the form of either teacher assessment or test.
- Tests are of knowledge, skills or concepts that can be graded as described above.
- Students will know in advance of the requirements of assessments. They will receive a written formative comment on their work which relates to these requirements and which states:
 - what has been done well
 - what needs to be improved
 - how this improvement will be made
- The formative comment for each assessment will be discussed with the student so they fully understand their level, what they have done well and what they need to do to improve even further.

FEEDBACK

What is feedback?

Feedback can take different forms: peer, self, teacher marking, or verbal.

The most important reason to check and assess work is that it enables the teacher to give feedback. This then informs the teacher of the progress a student is making in their subject area. This then allows for focused planning which is tailored to the needs of individual students and that leads to further progress. Formative feedback for student – whether this is based on teacher or peer assessment - is much more useful for the student than simply knowing the mark achieved in the assessment.

Aims of feedback

- To help students make progress
- To give students dedicated time to reflect upon their learning and put in effort to make improvements
- To inform our planning and structure the next phase of learning

- To facilitate effective and realistic target setting for student and/or the teacher
- To encourage a dialogue to develop between the student and teacher
- To encourage students to have a sense of pride in their work
- To encourage students to aim for perfect presentation ● To correct mistakes, with a focus on literacy skills

Principles

- Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback.
- A dialogue, both verbal and written, should be created between teacher and student. When marked books or assessments are returned to students it is essential to allow time for students to read the comments and engage with feedback.
- Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria.
- Peer and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.

Type and frequency of verbal feedback

- This is the most frequent form of feedback.
- It has immediacy and relevance as it leads to direct student action.
- Verbal feedback may well be directed to individuals or groups or students; these may or may not be formally planned.

Type and frequency of written feedback

- The frequency of each type of written feedback will vary between subjects and key stages; books will be marked at least once a week.
- Detailed feedback will clearly identify the strengths and areas for improvement that students will then act upon.
- Maintenance marking may identify specific issues such as key words, literacy and presentation issues and students should act upon these.

Type and frequency of peer feedback

This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher.

- Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

Type and frequency of self-feedback

- Similar to peer feedback, students need an explicit and clear structure to identify their learning needs.
- Teachers should share success and/or assessment criteria where appropriate.

MONITORING AND EVALUATION

- The Headteacher will monitor students' exercise books are being marked, and assess the quality of the marking and record on Arbor.
- The Senior Leadership Team will monitor that this policy is observed as they will discuss the termly monitoring programme as part of regular meetings with the subject teachers.