



White Hall
Academy

Curriculum Policy

The aims of this policy are:

- To ensure the curriculum meets statutory requirements
- To ensure the curriculum promotes high standards as measure by national expectations
- To ensure the curriculum aligns with the school vision
- To ensure the curriculum is responsive to the needs of the community and the interests of the children
- To ensure the curriculum is engaging and challenging and that it has impact on progress

The curriculum at White Hall has been developed following these principles:

- Where possible English units will be linked with thematic work to create a meaningful context. For example, the theme of World War II lends itself to an exploration of arguments, diary writing, letter writing and descriptive writing. In addition, some English units may be so inspiring that they can be “grown” to create a whole thematic unit incorporating many other subjects.
- Maths is largely taught as a stand-alone subject to ensure thorough development of concepts and clear progression but should be applied within thematic units wherever possible to make interesting and real-life contexts for learning. For example, data handling readily lends itself to application within thematic learning.
- ICT is integrated into the curriculum as a learning tool but is also taught explicitly to ensure the progression of ICT skills throughout the school.
- PE and RE are taught as stand alone subjects with separate schemes of work.
- PSHE follows the SEAL curriculum and this is integrated into themes where appropriate or taught in stand alone lessons if this is more appropriate.
- All other foundation subjects are integrated into themes with a balance of “driver” subjects (lead subjects) throughout the year.

Themes are developed following these principles:

- All year groups have non-negotiable content and skills which they must cover during the course of the year. This ensures coverage of the national curriculum and the progression of skill development over time.
- There are suggested themes provided in the Edison curriculum but these can be adapted or disregarded if the teacher believes they do not best meet the learning needs and interests of their class so long as the non-negotiable content and skills are covered.
- Themes should be inspiring with an interesting title and opened with a creative “hook” to draw the children in. This may be a book, film, picture, visit or visitor, artefact or any other engaging stimulus.
- Activities are devised to ensure skill progression and this includes thinking skills and key skills as identified in the National Curriculum.
- Where possible, themes should work towards an end product or purpose to provide a meaningful context for the learning. This may be a presentation to the parents, the making of a film or book, the sharing of learning with another year group or the making of an artefact. This is the “highlight” of the learning.
- Themes generally last around half a term but can be reduced if learning can be condensed or “grown” if the theme inspires the children and learning can be deepened.
- Themes should take into account national and local events such as the Olympics and the local coastal environment.
- Where possible, themes should include outdoor learning and all children should have the opportunity to learning through visits and visitors.
- Pupils should be involved in planning the theme and the teacher should start from what the children know already and what they would like to know in addition to ensuring any non-negotiable content is covered.

This policy was approved by Governing Body on 25th April 2013