

# VANAREAL GRACELAND ACADEMY

Abacha Road Mararaba



## Curriculum Policy

<b>Policy Number</b>	C0 - Curriculum
<b>Prepared By</b>	Paul Ojobo
<b>Acknowledgement(s)</b>	All staff
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## Document Information

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### Document history

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1.5	Jun 2024	Review – no changes made

### Approvals

Role	Name	Signature / Approval	Date
Head of School (Admin)			
Head of School (Academy)			
Director of Admin	Esther Ocheikwu		
Director of Academy	Jessy Ocheikwu		
School Board			

# **Curriculum Policy**

## **Introduction**

At Vanareal Graceland Academy our goal is to provide an environment where children are “Happy to learn, share and play”. We want all of our children to be super learners, developing the skills they need to become lifelong learners. We value individuality and strive to ensure that each and every child receives an education which supports their emotional security, enabling them to feel happy, safe, secure and empowered to realise their potential in a caring and nurturing environment.

From the very first day that our learners join us, all children at VGL travel together on a supportive learning journey. Our core values of respect, perseverance, honesty, kindness, politeness and independence are built into all that we do and give the children the skills and values they need to develop into citizens of the future.

Children are naturally enthusiastic, energetic and full of fun, but above all, they are curious about the world around them. Our creative and inspiring curriculum provides the opportunity to harness this natural curiosity and develop it into a lifelong love of learning.

## **Curriculum Intent**

We are committed to providing a curriculum with breadth that allows all of our pupils, irrespective of their individual needs, to achieve the following:

### **Secure development and achievement...**

- Providing opportunities for childrens’ personal development.
- Allowing pupils to achieve their personal best.

### **Prepare pupils for “life beyond Vanareal Graceland Academy”....**

- Challenging, motivating, inspiring which leads to lifelong learning.
- Preparing pupils for their next steps in education and for the world of work.

### **Promote active community involvement...**

- Ensuring pupils are fully prepared for life in modern Britain.
- Offering a wide range of quality extra-curricular opportunities for personal development.
- Working with the community to promote local, national and global awareness.

This policy is rooted in our vision to develop and promote a growth mindset approach which encourages children to learn from mistakes and feedback, and to grow to become more thoughtful, mature, wiser and educated people.

## **Aims**

We aim:

- To provide opportunities for all pupils to learn and achieve to their full potential.
- To ensure that pupils enjoy their learning and become lifelong learners.
- To promote pupils' spiritual, emotional, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- To celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and are not afraid to make mistakes.
- To encourage independence and the ability to take ownership of and responsibility for their learning, so that they have the confidence and curiosity to ask questions, solve problems and respond to quality feedback.
- To praise hard work, determination and having a positive attitude.
- To provide a holistic education, focusing on social, moral, creative and artistic as well as academic.

## **Curriculum Implementation**

In nursery and reception (EYFS), the Early Years Statutory Framework specifies the requirements for learning and development. We follow the curriculum guidance 'Development matters' where the expected learning outcomes are split into 7 areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Free flow play between the indoor and outdoor environments are an important aspect of our daily provision. Engaging and exciting carpet times are planned to meet the needs of the class. Duration of carpet times and adult directed activities will increase throughout the year to prepare children for their next year ensuring a smooth transition.

Throughout Key Stage 1, a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff utilise a range of high quality resources to encourage independent learning and inspire pupils. The use of the whole school environment, both inside and outside, is also used to regularly enrich the curriculum. We take advantage of partnerships with parents, local, national and global communities when these will create real and meaningful contexts within the curriculum for the children.

## **National Curriculum**

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- PE

We recognise and promote the key importance of the core subjects and developing pupils' expertise in reading, writing and maths. We aim to activate the children's learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the Wider School Curriculum.

The curriculum should not fully prioritise Core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development, but each should support and enhance the other aspects.

### **Objectives**

We believe that the school curriculum should encourage the highest principles of equality of opportunity, spiritual and moral development and physical and mental development

Our curriculum should reflect the diverse society in which we live and give our children the opportunity to engage with a rapidly changing world. We encourage our children to think creatively and critically, to solve problems and to make a difference.

Through the curriculum the children have the opportunity to experiment and take risks in a supportive, safe environment thereby encouraging innovation. They also learn how to keep themselves and others safe and are introduced to the principles of a healthy lifestyle.

The curriculum encourages respect for themselves and for other's beliefs and lifestyles, and promotes self esteem. We want our children to grow into responsible, independent adults who will contribute positively to their communities and who have an understanding of both the rights and the responsibilities these bring.

Staff at Vanareal Graceland Academy understand that children learn in different ways and at different stages in their lives and our curriculum is underpinned by research into learning styles and thinking skills and progressively builds on children's experiences. The curriculum framework is planned so that children can make meaningful links between subjects and previous knowledge – skills developed in one subject can be used in another. Learning intentions and expectations are explicit and

differentiated for all aspects of the curriculum, ensuring we can meet the learning needs of all pupils in school. Targets are set for improvement, progress is measured and performance compared between individuals, groups and school.

## **Curriculum Impact**

### **Monitoring and evaluating**

The head of school (Academy) and Director of Academy have the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluation tasks will be undertaken in partnership with the curriculum leader.

These tasks will link into our identified school priorities and actions, programme of monitoring, as well as the performance management of teaching staff. The head teacher and subject leaders will report their findings through regular reports, including head teacher reports to governors and provide feedback to staff; celebrating strengths and identifying aspects for improvement.

The impact of the curriculum will be measured through ongoing assessments and review. Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutiny and pupil interviews. They will provide feedback to the senior leadership team, which will form part of the head of school and Director of Academy report to the school Board

The school Board will discuss progress made and support the identification of next steps for development.



**Vanareal Graceland Academy**  
**CURRICULUM INTENT**

At Vanareal Graceland Academy, we consider the extent to which we are equipping our children with the knowledge, skills and cultural capital they need to succeed in life. Central to this are the key academic, personal and vocational skills which prepare them for the next stage of their lives. It is also important that we invest in their cultural capital – our core values, and the essential knowledge that our children need to have, to be lifelong learners who are curious and motivated to discover more about the world around them, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

**PERSONAL DEVELOPMENT AND VALUES**

<b>PERSONAL SKILLS</b>	<b>SCHOOL VALUES</b>	<b>NIGERIAN VALUES</b>
Leadership Resilience Self-reliance style Commitment Teamwork Learning	Independence Perseverance Kindness Politeness Honesty Respect	Democracy Liberty Tolerance Rule Of Law Individual Mutual Respect &

**KEY SKILLS**

<b>ENGLISH</b>	<b>MATHS</b>
<p><b>To deliver an innovative English curriculum which enables and empowers children’s written and oral communication and creativity</b></p> <p>Throughout the school pupils are taught to read easily and with understanding –developing the ability and desire to read widely and deeply for pleasure and information.</p> <p>They acquire and can apply the key skills of spelling, vocabulary, grammar and punctuation. They write clearly, accurately coherently and neatly through extended writing sessions.</p>	<p><b>To ensure that pupils become fluent in the fundamentals of maths, know and can confidently apply key skills and reason mathematically.</b></p> <p>It is essential that all children have a secure and confident grasp and can apply age-appropriate key skills and mathematical vocabulary which allows them to access a deeper understanding and make links between areas of maths, applying their mathematical knowledge to science and other subjects.</p>

**CREATIVITY**

<b>ART &amp; DESIGN</b>	<b>DESIGN TECHNOLOGY</b>	<b>EXPRESSIVE ARTS &amp; PE</b>
<p><b>We want our children to be creative &amp; confident in expressing themselves through a range of mediums.</b></p> <p>Pupils need to develop their artistic skills in drawing, painting, printing, modelling, designing, 3D techniques, digital art and an appreciation of artists’ work through confident creativity.</p>	<p><b>We want our pupils to use of a broad range of skills and understanding to design, make &amp; evaluate products that solve real &amp; relevant problems in a variety of contexts.</b></p> <p>This should also enable pupils to produce innovative ideas and prototypes.</p>	<p><b>An appreciation &amp; enjoyment of music, dance and drama as essential elements of cultural capital</b></p> <p>We place great value on children’s ability to express themselves through the arts, dance, drama &amp; languages. PE and Sport are well promoted through the curriculum</p>

**HISTORY, HERITAGE AND UNDERSTANDING THE WORLD**

## HISTORY

**Our history curriculum develops knowledge and understanding of people and events from a range of historical periods.**

We want our children to be passionate historians, encouraged to think, reflect, debate discuss historical evidence.

## RE & CULTURAL HERITAGE

**We feel that it is important that children understand and value their own identity and heritage**

This includes their cultural roots, as citizens of Rugby, Warwickshire, the UK and as members of a global society. This includes diversity and inclusiveness. As religious learners, we reflect on our own experiences and develop an understanding of world views and diversity in our society and wider community.

## GEOGRAPHY

**Our Geography curriculum engages children in the study of the wider world, people, places & the environment**

Children need to have a knowledge of the world– oceans continents, major countries & cities, social and physical geography, the environment and sustainability.

## CURRENT AFFAIRS

**It is equally important that our children have an age-appropriate understanding of British and World News**

Current affairs includes matters of political importance such as the monarchy, who is our Prime Minister. Having the ability to consider a wide range of views to draw informed opinions.

## DISCOVERY

### SCIENCE

**We want our children to develop a sense of awe & wonder about the world around them.**

To develop their scientific knowledge, understanding and a thirst for investigation, exploration and discovery through practical investigation and the development and application of key scientific skills from year to year.

### TECHNOLOGY/ COMPUTING

**Understanding and applying the fundamental principles of computing.**

Computing is fundamental in helping pupils to acquire the skills to use a range of computing tools safely, effectively, with purpose and enjoyment.