

Scawsby Junior Academy Curriculum Rationale					
I n t e n t	Vision	Striving for excellence!			
	Curriculum Principles	<p>We aim to provide a curriculum that meets the needs of ALL of our children, empowering them to become:</p> <p>Develop a rich and deep subject knowledge Create successful lifelong learners through a progressive and coherent skills and knowledge curriculum Creative and passionate learners capable of developing and reflecting on their own learning Responsible global citizens Future leaders for a 21st century world by allowing pupils to gain experiences of business and industry from our local and regional community An integral part of Scawsby Junior Academy’s inclusive vision for all learners is that all students are appropriately challenged. This includes SEN/D students and is to ensure outstanding progress for all.</p>			
	Inclusion	<p>Quality First Teaching</p> <ul style="list-style-type: none"> Research based T & L approaches 	<p>SEND Support</p> <ul style="list-style-type: none"> Graduated response Support (small group or 1:1) 	<p>SEMH Support</p> <ul style="list-style-type: none"> Mentoring Small group intervention (e.g., 	<p>Parent Partnerships</p> <ul style="list-style-type: none"> Early Help parent support partnership

		<ul style="list-style-type: none"> ● Coaching strategies ● Kagan collaborative approaches ● Trauma informed strategies ● Mental Health ● Growth mindset ● Dyslexia Support ● RESPECT values ● Independence 	<ul style="list-style-type: none"> ● Precision teaching ● Rapid Readers ● Phonics DfE approved scheme ● Comic strip conversations, social stories and 3-point scales / emotional scales ● Adaptive learning 	<p>friendship, anger, loss)</p> <ul style="list-style-type: none"> ● Soft starts ● Sensory circuits ● Parenting support ● Calm Corners ● Adaptive learning 	<p>agencies and services</p> <ul style="list-style-type: none"> ● Parent workshops – phonics Y6 SATS ● Transition meetings ● PTA 	<ul style="list-style-type: none"> ● Speech and language therapist ● Outreach partnerships from specialist provision ● ASCETS ● CAMHS ● Mental Health Champions ● Early Help Hub / Social Care Support ● BOSS ● Class Dojo
	British Values: DR TIM	<p>Democracy</p> <p>KS2 Pupils, parents, and staff should have the right to have their voices heard.</p> <ul style="list-style-type: none"> ● Parent Forum 	<p>Individual Liberty</p> <p>Promote the freedom of choice and the right to respectfully express views and beliefs in a safe environment. Teach</p>	<p>Mutual Respect & Tolerance</p> <p>Students should be taught to show empathy and understanding of</p>	<p>Rules of Law</p> <p>Teach children to take responsibility for their own actions Teach the reasons behind rules and laws</p>	

		<ul style="list-style-type: none"> ● Parent’s Evening ● Junior Leadership Team (JLT) 	children to take responsibility for their behaviour. <ul style="list-style-type: none"> ● JLT ● SEMH Liaison ● IN-school Behaviour Support Officer ● JIGSAW scheme of work 		people from different backgrounds. Give pupils regular opportunities to learn about different cultures and beliefs to reinforce messages of tolerance and respect. <ul style="list-style-type: none"> ● JIGSAW Scheme of work ● SEMH T&L ● British Values T&L 		how they govern and protect us, and the consequences of what happens when these laws are broken <ul style="list-style-type: none"> ● In-school Behaviour Support Officer ● SEMH Liaison ● JLT ● Crucial Crew ● External Visitors ● SJS RESPECT Values 	
	Core Values: SJA RESPECT Values	Resilience We enjoy challenge We persevere when things are difficult We learn from our mistakes	Enterprise We adopt a community driven approach and can apply our	Strive We have high expectations of ourselves and others	Positivity We adopt a growth mindset We are self-aware We form and maintain positive,	Endeavour We strive for success even when facing challenges We understand that high	Care We are a team and work together We are learning partners	Tolerance We are respectful We can manage our own emotions and recognise

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			learning to real-life We are charitable and embrace a community spirit		purposeful relationships	quality learning requires effort	We have a sense of community We are thoughtful	them in others
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I m p l e m e n t a t i o n	Curriculum Based T&L	Maths - WRM	English - LTE and Opening Doors	Science - WRS Computing	RE PSHCE and RSE - JIGSAW
		History and Geography	Creative Arts: Art and Design, Technology, Music	PE	MFL: French
		Outdoor learning	Trips and residential experiences	Theme days	Charity and fundraising activities
	Education Research premise for T&L	<p>Retrieval Practice Prior learning (previous year, term or week) is reviewed within lessons and across year groups to develop retention (short and long term memory) and establish cross-curricular links</p>	<p>Dialogic talk and collaborative learning Recalling and describing learning Working in Kagan groups or pairs Use of talk structures e.g., Agree, Build, Challenge</p> <p>Growth mindset and metacognitive feedback and reflection are incorporated to allow for deeper understanding of personal targets and</p>	<p>Concrete, pictorial and abstract E.g., Use of manipulatives or specific examples to scaffold through to abstract concepts</p>	<p>Pedagogy & Purpose T&L is linked to purposeful, real-life concepts wherever possible and shaped to meet the needs of the local community</p> <p>A progressive, spiral curriculum is used so that concepts and topics are interlinked and revisited regularly to allow pupils to see the purpose and value in their learning</p>

			<p>strengths (self-awareness)</p> <p>AFL is used effectively to accelerate learning Kagan structures are used to scaffold and challenge T&L</p>		
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Impact	Impact 1 Standards:	Impact 2 SEMH:
Impact	<p>Children achieve expected or better than expected against the national average</p> <p>Children make good progress from their starting points in all areas of the curriculum</p> <p>Children are secondary-ready in reading, writing and maths</p> <p>Children meet the age expectations of the broad and balanced curriculum</p> <p>An expectation of high achievement and challenge for ALL pupils irrespective of background or starting point</p>	<p>Children are engaged as lifelong learners</p> <p>Children are self-aware and resilient learners</p> <p>Children respond positively to challenge</p> <p>Children are able to articulate their opinions confidently and respectfully</p> <p>Children are well-rounded citizens</p> <p>Children understand how to keep themselves and others safe</p> <p>Children have the skills and values that equip them for adult life</p> <p>Children have a strong sense of belonging and pride in themselves and their community</p>

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Adult curriculum focus	Teachers and staff have the opportunity to develop QFT subject specific curriculum knowledge throughout the year	Annual safeguarding and PREVENT training	Cyber security and GDPR training	Teachers and staff have the opportunity to develop their evidence based practise, utilising the latest education research throughout the year E.g., EEF guidance, Great Teaching Toolkit	Work life balance and mental health and wellbeing training and support	First aid and medical training
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