

St Buryan Academy Primary School Curriculum and Phonics Statement



Requirements of the Academy Funding Agreement

An academy is required by its Funding Agreement with the Secretary of State to meet the following requirements for curriculum development and delivery:

- The curriculum must be broad and balanced;
- The broad and balanced curriculum must include English, mathematics and science;
- The Academy Trust must make provision for the teaching of religious education and for a daily act of collective worship in the same ways that the School Standards and Framework Act 1998 applies to maintained schools;
- The Academy Trust shall ensure that provision will be made for religious education to be given to all pupils at the Academy in accordance with the agreed syllabuses as required by the Education Act 1996;
- The Academy Trust must have regard to any guidance issued by the Secretary of State, as required by the Education Act 1996 as it applies to maintained schools, in terms of Sex and Relationship Education (SRE).
- The Academy Trust must act in accordance with the 1996 act as it relates to political indoctrination and the duty to secure balanced treatment of political issues, as if it were a maintained school.

Requirement to Publish Information

The Academy Trust must publish the following information in relation to its current curriculum provision:

- The content of the Academy's curriculum;
- The Academy's approach to the curriculum;
- The names of any phonics or reading schemes in operation for Key Stage 1; and
- How parents, including prospective parents, can obtain further information in relation to the Academy's curriculum.

Religious Education

Academies are required to use the agreed syllabus for religious education, adopted by the Local Education Authority, in the same

way as maintained schools. The agreed syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

Sex and Relationship Education

The 1996 Education Act and its modifications by the Learning and Skills Act 2000, require the Academy Trust and its Principal to determine whether sex education will be provided to pupils and where it is to ensure that:

- Sex education is provided in such a manner as to encourage pupils to have regard to moral considerations and family life;
- Pupils learn the nature of marriage and its importance to family life and the bringing up of children;
- Pupils are protected from teaching and materials which are inappropriate in terms of the children's age, religious and cultural backgrounds;
- The Academy Trust gives due regard to any materials published by NHS bodies for the purpose of sex education in schools.

The academy's education policy must include a statement of the right of parents to withdraw their children from sexual education.

A copy of the academy's policy statement in regard of sex education will be included in the prospectus and web site.

Balanced Treatment of Political Issues

The duties on maintained schools in regard of political indoctrination and a duty to secure a balanced treatment of political issues (1996 Education Act), also applies to academies.

The Academy Trust must forbid:

- The pursuit of partisan political activities by any registered pupil of primary school age;
- The promotion of partisan political views in the teaching of any subject in the academy;
- The involvement of any member of the academy staff or anyone acting on behalf of the academy in delivering any political partisan activities with pupils off the academy site.

The Academy Trust will make sure as far as is reasonably practicable that where political issues are brought to the attention of pupils while they are in attendance at the academy or taking part in extra-curricular activities organised by the academy, they will be offered a balanced presentation of opposing views.

General Curriculum Planning

In 2015 our school team attended training from Carl Jarvis which was inspirational; the training was organised through the Applied Minds Alliance where we had first heard about the 'REAL projects' based learning.

We have since worked with our pupils to deliver engaging learning opportunities which begin with an 'authentic question' and lead to a relevant outcome. We have surprised our Y5-6 class by 'evacuating' them to the Telegraph Museum at Porthcurno to work with authentic World War 2 artefacts and have recently held an Eco Awareness Morning to highlight the dangers that all types of plastic present to our environment.

What is project based learning (PBL)?

Project based learning (PBL) is perhaps the greatest resource being used in UK schools to raise standards. Teachers are increasingly being asked to do more with less, and there's never been a better time to reinvent classroom learning. Despite the mounting pressures on schools, a huge advantage is that all schools still hold the freedom to deliver the National Curriculum by how they see fit. There's also a wealth of research to support PBLs uptake in the classroom:

- Students retain content longer and have a deeper understanding of what they learn (Penuel & Means, 2000).
- More effective than traditional methods for teaching Maths, Economics, Science, Languages and other disciplines (Finklestein et al, 2010).
- On high stakes testing, PBL taught students outperform traditionally taught students (Parker et al, 2010).
- Students demonstrate better problem solving skills than students taught in more traditional classes (Finklestein et al, 2010).

- PBL students demonstrate better engagement and motivation to learn, and have better attendance (Walker & Leary, 2009).

"Having individual lessons per subject amplifies a teacher's strengths, but also their weaknesses."

A system has been created where teachers require a huge breadth of knowledge across multiple subjects, yet they are left with very little time to develop areas where they may feel weaker. Having looked at high-performing education systems such as those in Scandinavia, Singapore and Canada, many schools in these countries have been incorporating PBL into primary teaching since the late 1990s.

This project is grounded in the seven key criteria for successful PBL. These are:

"Giving the modules a project context meant children were much more engaged with their learning."

1. **Challenging problem:** An open ended task for students requiring plenty of imagination and creativity.
2. **Sustained inquiry:** A three week project in itself, incorporating all subjects.
3. **Authenticity:** Its student led, and the final project is a culmination of their concerns, interests, culture, identities and life issues.
4. **Student voice and choice:** Students have full ownership of the development of the project.
5. **Reflection:** The project is collaborative, so requires regular student discussion and reflection.
6. **Critique and revision:** Developed in the regular student discussion stages.
7. **Public product:** Produced into an app which can be published onto Apple's App Store for a worldwide audience.

Curriculum Planning

All staff work with their classes to think of their next 'authentic question'. A recent example has been 'How can I make a difference to the world?' The outcome of this unit of work resulted in all involved coming to the realisation that everyone can make a

difference and examples of work was presented at the Eco Awareness Morning mentioned earlier.

An important element incorporated into PBL involves children being able to critique each other's work and learning to re-draft and edit- a hugely valuable skill.

Some aspects of the National Curriculum that need to be taught will not fit into these schemes of work so will be taught discretely.

It is our hope at St Buryan Academy that all will be inspired by our engaging curriculum to develop a love of learning and become lifelong learners.

Teaching of Phonics

Phonics: Our Phonics teaching sequence is based on the 'Letters and Sounds' scheme whilst incorporating additional content from Phonics Bug -details available at www.pearsonschoolsandfecolleges.co.uk/primary/Literacy/AllLiteracyresources/PhonicsBug

Jolly Phonics is also used to ensure our delivery is as comprehensive as possible.

Please contact us at school should you wish to discover more...