

Curriculum Policy

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1. Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It takes into careful consideration the needs of all groups of learners; especially those that may be vulnerable or have special educational needs and disabilities. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or



what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

2. Intent, Implementation, Impact

The Intent of our Curriculum comes from our 'Curriculum Drivers' which are:

- **Locality** - the children will develop a sense of belonging and understanding of their historical and geographical location in Britain and the wider world.

- **Spirituality** - linked to our Christian Vision and rooted in theology. Teachers will nurture the 'whole child' through developing their social, moral, cultural and spiritual well-being enabling
- **Disciplinary Knowledge** – to prepare our children to be lifelong learners we place great emphasis on children being given opportunities to acquire and improve key skills with a focus on speaking and listening, independence, problem solving and reasoning.
- **Substantive Knowledge** – a focus on basic number, reading and writing skills which are at the heart of all we do and embedded throughout a wide range of topics and curriculum areas.
- **Experiences** – the children will participate in a rich variety of first hand experiences which will bring their learning to life and enhance all that they do. We believe the curriculum should be 'real' and 'relevant'.

Our curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient. We want them to have no limits to what their ambitions are and want them to embody our core values. We all believe that we can 'learn, love and flourish with God'.

We encourage our children to celebrate success and build on disappointment in order to develop resilience. We want to equip them with not only the minimum statutory requirements of the National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. We have a strong SMSC curriculum, with British Values and our school vision placed at the heart of everything we do. We enrich their time in our school with memorable and unforgettable experiences.

Curriculum Implementation:

We believe that people learn best in different ways. At our school we provide a **varied learning environment** that has breadth and balance and allows all groups of learners children to develop their skills and abilities and reach their full potential regardless of their starting points.

Through our **broad and balanced** flexi curriculum we aim to: enable children to become **confident, resourceful, enquiring and independent learners**; foster children's **self-esteem** and help them build positive relationships with others; develop children's **self-respect** and encourage children to respect the ideas, attitudes, values and feelings of others; show respect for all cultures and, in so doing, to **promote positive attitudes** towards other people; enable children to understand their **community** and help them feel valued as part of this community; help children grow into reliable, independent and positive citizens in modern Britain; enable all children to meet their **full potential** and be the best they can be.



Our Curriculum is implemented with our Curriculum Intent at the heart of all we do at Clapham and Patching CofE Primary School.

Learning outside the classroom is very important to the Clapham and Patching school community. We value experiential learning highly and plan opportunities for our children to have access to this across all curriculum areas.

Curriculum maps are produced for each class ensuring clarity of coverage with a strong emphasis on progression of knowledge and skills. Carefully selected enrichment opportunities are key to providing all pupils rich experiences to enhance their learning. Developing an understanding of the fundamental British values infiltrates aspects of the curriculum and assembly themes.

Our curriculum is based on evidence from principles of learning, on-going assessment and organisation and cognitive research (EEF research, Cognitive Science, Psychological Science)

These main principles underpin this:

- Emphasis the social aspects of learning (i.e. learning through discussion) as these make a unique contribution to learning (EEF research Collaborative Learning).
- Start from a learner's existing understanding. This is particularly important for our vulnerable learners and children with SEND - drawing on previous learning experiences, communication with parents and awareness of home learning experiences
- Planning frequent opportunities for our children to bring their learning to life through experiential learning.
- Develop the learner's overview, i.e. metacognition – this requires that students have a view of purpose, have an understanding of the criteria of quality of achievement, and self-assess (EEF Metacognition and Self-regulation of learning).

Curriculum organisation and timetabling enables all groups of learners opportunities for constant recapping of knowledge and skills with well-spaced reviews (interleaving and addressing the forgetting curve).

Teachers work with the children to shape the learning that takes place. This allows for learning to be adapted or changed according to the needs and interests of the group. Teachers ensure **cohesive links** are made within each theme between different subjects. These cohesive links help pupils to **understand** and make sense of their learning and they enable the learning to be more **meaningful, purposeful and 'sticky'**.

We pride ourselves on being flexible as possible, engaging and responding to children's interests as much as possible. We make many reasonable adjustments to ensure that all of



our children can access the education that they are entitled to. We love to celebrate our context and we take our learning outside at every opportunity.

As a tiny school with mixed age classes, we follow a 2 year curriculum cycle in years 1 and 2, years 3 and 4, and years 5 and 6.

Our youngest learners are based in our mixed age R / 1 / 2 class. However, our early years curriculum is carefully planned and sequenced around the EYFS framework programmes of study.

Our Curriculum Impact:

We use formative and/or summative assessment information every day, in every lesson. Staff use this information to inform their short-term planning and short-term interventions – including in the foundation subjects. This helps us provide the best possible support for all of our pupils, including the more able.

Our staff use Balance, which is an online assessment tool to assess children's attainment against age-related expectations

Assessment information is analysed by the Headteacher as part of pupil progress meetings as part of our monitoring cycle and outcomes from this discussion is used to inform future planning

We set out our monitoring cycle at the beginning of each academic year. This identifies when monitoring for all year groups is undertaken in all subject areas. Monitoring includes: book scrutiny, lesson observations and/or learning walks, pupil/parent and/or staff voice. The governors also will have their own monitoring to enable them to report back at Full Governing Body meetings.

3. Curriculum Policy

We plan our curriculum in three phases. Vulnerable groups and learners with SEND are included at each of the planning stages in order to ensure all of our children have equal access to a high quality curriculum, regardless of their starting points or barriers to learning.

We agree a long-term plan based around our school context and the characteristics of our learners for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We reflect on and review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic, taking into consideration all groups of learners. We use the national schemes of work for much of our medium-term planning in

the foundation subjects. For phonics and early reading we use Little Wandle Letters and Sounds, and for mathematics we use White Rose

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session and year group, and to identify what resources and activities we are going to use in the lesson. These detailed plans are personalised and specific and set out any adaptations that our vulnerable learners and children with SEND may need as part of our inclusive practice.

Across the school, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and the Early Years Foundation Stage,

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. (See Special Needs Policy)

The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the National Curriculum at Early Years Foundation Stage. Our curriculum planning focuses on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term in the reception class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance; ● problem-solving.

In our curriculum planning we highlight these skills, and the groups of learners that may have barriers to them, so that the children's progress in all of these areas can be identified

and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school improvement objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Throughout this process, special attention is given to the needs of vulnerable pupils and pupils with SEND, and how the school can best meet their needs in order for them to have equal access to teaching and learning.

Monitoring and review

The Governing Body will be involved in formal visits. The curriculum will be monitored through these visits.

The headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.