



CURRICULUM POLICY

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Introduction

This Curriculum Policy sets out our aims and intentions for the education of the children in our care in key stages 1 and 2; how we make this happen within our classrooms and settings; and how we assess and evaluate the impact of our curriculum on our children's knowledge, skills and understanding.

This policy is therefore organised into three sections:

1. Aims and objectives
2. Organisation of the curriculum
3. Monitoring and review

It is supported by the following documents:

- The National Curriculum
- The Curriculum Map and linked subject maps
- Reading Strategy
- Progression in writing map
- End of year outcomes in reading and writing
- White Rose mathematics progression grids
- Skills Progression Framework for Key Stages 1 and 2
- Feedback and Marking policy

Related Policies and documents

Early Years Policy

Pupil Premium Strategy

SEND Policy

Sex and Relationships Policy

Equalities and Diversity Policy

Health and Safety Policies

Safeguarding Policy

Aims and Objectives

Our aims and values

Our curriculum policy has been designed to ensure that our curriculum directly reflects and implements our schools' aims and values. These aims and values underpin all our decision making in determining the intent and implementation of our curriculum.

Our aims and values

We believe that by parents, staff, governors, trustees and children working together, we create a broad and balanced education for every child, that enables them all to grow as unique individuals, prepared for the next steps in their lives.

To this end, we aim to:

- Develop highly motivated, independent pupils, who have high hopes and aspirations, and are confident, outgoing, resilient and respectful of others*
- Provide a safe, secure and stimulating learning environment, that recognises the importance of learning outside the classroom*
- Recognise and foster individual talents and skills*
- Build a learning environment where thinking, questioning, problem-solving and challenge happen every day*
- Provide a broad, balanced and enriched curriculum that offers excellent provision for the academic, aesthetic, artistic, creative, physical, social, emotional and spiritual learning entitlements of all pupils*
- Promote the best possible health and well-being for all members of the school community by ensuring a culture of mutual respect and support*
- Establish effective links between home, school and the wider community.*

At Antingham & Southrepps Primary School & Nursery our curriculum is designed to inspire enthusiasm for lifelong learning, to ensure achievement and to support pupil well-being and happiness. Our broad and balanced curriculum is tailored to meet the needs of all learners. Developing positive learning attitudes and setting high aspirations for all, success, confidence and independence grow.

Our focus on curriculum development, academic success and creativity has been carefully designed to ensure skills, understanding and knowledge progression. We follow the National Curriculum for England and Wales (2014) with a wide range of learning opportunities that support the development of the whole child. We believe in making learning exciting with links across subjects to enable outcomes to have purpose and meaning. We celebrate 'Wow Learning' moments, and we ensure there are opportunities for consolidation of skills through repeated experiences. We want our pupils to always be 'aiming high'.

Our six school values of; aim high, be positive, challenge yourself, take part, keep trying and respect alongside the PSHE curriculum and our thrice weekly assemblies help to promote positive attitudes which embed the knowledge and skills needed for future learning, success and progress. Children build strong relationships, independence, and responsibility through encouragement to take on key school roles, including opportunities to become Primary Monitors in Year 6, School Councillors from reception and joining a school club including lunchtime Lego and yoga clubs.

Our aim is for all children to leave us at the end of Year 6 prepared for the next stage of the educational career. We want them to have a deep sense of belonging, self-worth, and confidence.

Key Principles

The Primary Curriculum at our school rests on these key principles:

- We have high expectations of what all pupils can achieve, particularly disadvantaged pupils and those with SEND
- The curriculum is designed to be broad and balanced with lessons that challenge and meet the needs of all learners. The curriculum is based on our school aims and values and on local factors that we consider to inhibit our children's learning
- Children's knowledge and understanding is developed through the acquisition of a depth of knowledge and progression in skills and processes within and across a range of subjects.
- The curriculum should stimulate children's curiosity and excitement for learning and enhance their confidence and self-esteem so that they are well-motivated and able to be challenged further.
- Teachers need to have the subject knowledge, sound pedagogy and understanding of progression in order to deliver the curriculum effectively. The use of specialist teachers is important in giving children quality in the breadth of subjects they study.
- Learning outside the classroom and sports are important across the curriculum and for all ages in developing children's experiences, independent learning skills and supporting their personal development.
- It is important for children to be fluent in reading, writing and mathematics in order to access the broader curriculum as they get older. The broader curriculum gives children the opportunity to refine and practice these skills, so they are ready for key stage 3.
- It is through positive relationships and the subsequent safe and secure learning environment, that enables children to learn most effectively.
- It is through consistency in the quality of teaching throughout the school and regular review of the curriculum that enables us to achieve our aims.

Inhibiting Factors

There are several local inhibiting factors that we need to consider when designing and delivering our curriculum. These include:

- Our rural and, in many ways, isolated location restricts our children's access and experiences of modern Britain and the wider world. The area is largely made up of white British families; the children tend to come from the local villages and the local towns are small; the nearest city, Norwich is over 20 miles away and is, in itself, a small provincial city of just over 100, 000 people; it takes well over an hour on mainly single carriageway roads to get out of the county and over two hours to reach the nearest large towns and cities; the nearest motorway is nearly 100 miles away. We have therefore designed our curriculum to give children a window and experiences of the wider world through the topics we have chosen, our personal development programme and visitors and visits, including annual out of county residential visits for the older children.
- As a result of our rural and relatively isolated location, children's expectations and aspirations can be more limited. It is important that we have high expectations and give the children opportunities to experience aspects of life that they may not access at home, such as the theatre, outdoor adventure and competitive sports. In addition, the children need to learn about what they might be able to achieve beyond primary school and the area in terms of careers and lifestyle. Careers fairs, aspirations weeks, visits to other places, inter-school sports and involvement in local and national events all help us to broaden their horizons.
- Our parents make a deliberate choice to send their children to our school, because they want the smaller, nurturing environment that we provide rather than a busier and larger town school. It is important that we provide opportunities to our children to build

confidence and self-belief and to work with a range of adults and other children in order to prepare them for high school and the wider world. This is achieved through our curriculum, inter-school sports events, outdoor learning, including Forest School, the regular use of our outside areas, our personal development programme and assembly themes.

Organisation of the curriculum

Our curriculum has been designed in consultation with governors, staff, parents and children to ensure that children in both schools in key stages 1 and 2 receive a broad and balanced education that reflects our aims and ethos. It has been designed with regard to the National Curriculum and the Agreed Syllabus for Religious Education and includes science, RE and all foundation subjects. In addition, we have broadened the curriculum to reflect the importance we attach to personal, health and social education and learning about the outdoor and natural environment.

Outdoor learning and physical education are vital ingredients in supporting many aspects of our schools' aims and values. Not only does engagement in these activities support children's physical development, but also many aspects of their personal development and sense of well-being. Therefore, we ensure that both these aspects of learning retain a high profile in our curriculum design and planning.

A balance has been maintained between science, humanities (including RE) and design technology; in addition, some subjects, such as PE, art and design and music are taught on a regular weekly timetable, which may include a specialist teacher.

Reading, writing and mathematics

Reading, writing and mathematics are taught discretely in both key stages and the skills applied to other subjects across the curriculum. We have developed a **Reading Strategy** and writing guidance for teachers, which sets out clearly the sequencing, organisation and teaching approaches we expect for these subjects in different phases. We have a **curriculum map for writing** with supporting **text type guidance**, which ensure that we have progression in different types of writing through both key stages. We use White Rose Maths as the basis for the structure and delivery of our mathematics curriculum.

Curriculum Overview

Our **Curriculum Overview** sets out clearly how we have structured the science and foundation subject curriculum in key stages 1 and 2. With two three-year classes, we operate different cycles of learning to ensure that all children receive a balanced curriculum that is well sequenced. Our Curriculum Overview is published on our school website, so parents know what their children are learning.

Personal Development

Personal Development has a high profile in our curriculum. Each half term, we have a whole school theme based on our school values, as outlined in our **PSHE overview**; assemblies and linked weekly PSHE lessons support the implementation of the theme.

Rationale for curriculum planning in different phases

In Key Stages 1 and 2, we operate a subject based teaching model. The **Curriculum Overview** sets out the study units for each subject on two three-year cycles, one for years 1 to 3 and another for years 4 to 6. Each subject has a **programme of study**, which summarises the content of each unit of work and sets out the prior learning, key knowledge, vocabulary to be taught and progression in skills. It is through the programmes of study that we ensure progression from unit to unit within each subject.

Transition from Early Years to Year 1

During the autumn term of year 1, children make a gradual transition from a continuous provision model (see **Early Years Policy**) to subject based teaching with the expectation that children will be accessing the full Key Stage 1 curriculum by the end of the Autumn Term.

Planning, differentiation and assessment in key stages 1 and 2

The key subject documents are:

- **The Reading Strategy** sets out progression in and the teaching of reading
- **Writing Overviews** set out the annual overview of core texts, genre, spelling, punctuation and grammar for each year group
- **White Rose Mathematics Curriculum Overview** and **Termly Overviews**
- **Overview of PSHE**
- **Curriculum Overview** of our three-year cycles
- Individual subject **Programmes of Study**

Our **Teaching and Learning Expectations** explain the school's procedures and practices with regard to:

- Marking and feedback
- Planning
- Learning objectives and 'steps to success'
- Formative assessment
- Differentiation and challenge

Teachers are supported in their planning and assessment of science and foundation subjects with our **Medium Term Planning and Assessment sheets**. Teachers are also supported by commercial schemes of work which include:

- 1decision for PSHE
- Charanga for music
- Bug Club for reading and comprehension
- Get Set 4 PE for PE
- White Rose Maths
- Literacy Shed Plus for our reading, writing and comprehension skills
- Engaging Science
- Design and Technology Association Planning Sheets
- Language Angels for Spanish

Supporting children with SEND

Teachers ensure that they adapt lessons appropriately to meet the needs of pupils with SEND in accordance with our SEND Policy. Each teacher has a class feedback folder where observations and written comments/feedback are written and shared. This informs the next steps in our planning sequence. Each class has a Class Profile, which identifies the adaptations and interventions in place for children with additional needs.

Parents

Parents are able to view all of our curriculum related documents on the schools' websites. In addition, teachers produce a 'term-on-a-page' to inform parents of the term ahead and give ideas about how to support at home.

Health and Safety

We follow the Norfolk County Council *Primary Code of Practice* and the *Be Safe! Health and safety in school science and technology for teachers of 3- 12 year olds* guidance in order to ensure our pupil's welfare and safety. Specific Risk Assessments are in place for specific

activities, such as caring for livestock, Forest Schools and PE and games. Each term, health and safety is monitored by governors and the Trust's Business Manager.

Monitoring and review

Leading the curriculum

The strategic leadership of the curriculum is undertaken by the Executive Headteacher and Head of School, who identify development and training needs to ensure that the curriculum continues to evolve and achieve its aims. They work in consultation with the local governing board and the Trust Board; each year the Head of School presents a **curriculum review** in the summer term to the LGB, which outlines the strengths of the curriculum, how the curriculum meets the aims and values of the school and areas for development in the coming year.

The Senior Leadership Team also involve the teachers in curriculum development and decision making, both as a whole staff and individually.

Our intention is that teachers will take on subject leader roles during the course of 2020-21.

Subject leaders will then be able to lead teaching and learning within their subjects at Antingham and Southrepps and, in time, across the primary schools in the Trust.

Each teacher has responsibility for implementing the curriculum for the classes that they teach. This means that they are responsible for organising the teaching and learning, resourcing, visits and visitors for each group that they teach. Teachers have an important role in continuing to develop the curriculum and contributing to the evaluation of the effectiveness of the curriculum to ensure the needs and interests of their pupils are met.

Monitoring and reviewing the curriculum

The implementation and impact of the curriculum is monitored regularly by the Senior Leadership Team through lesson visits, data analysis, discussions with pupils, parents and teachers, Pupil Progress Reviews and book scrutinies. Teachers receive feedback about the effectiveness of the curriculum through teachers' meetings and termly teaching and learning reviews. The guidance and support that teachers receive is recorded in their Support and Guidance Record.

Leaders are supported in leading the curriculum by subscription to VNET, who provide consultancy and advice, as well as regular monitoring visits. They also provide other school improvement services, such as conferences, local leader events and subject leadership training. In addition, governors and link Trustees implement an annual monitoring plan based on the annual school improvement priorities, which are set at the beginning of the school year. This includes classroom visits, monitoring children's books and other outcomes. The link Trustee then reports to the Board of Trustees at termly strategy meetings.