



# Curriculum Policy

<b>Approved by:</b>	Marilyn Hunt Elizabeth Madin	<b>Date:</b> 01/03/21
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## 1. Curriculum intent

At Kinnerley C.E Primary we want our children to be happy confident learners, independent, resilient, and tenacious. We want them to develop a positive attitude to learning, a thirst for learning and a willingness to take risks when learning.

We want our children to learn kindness, respect and empathy towards others, to value each other as individuals, each with special gifts and talents, and support one another.

When they leave us, we want them to be equipped with skills and attitudes for life, to know that they are valued, to have belief in themselves and their potential, to be optimistic for the future and to remain confident and enthusiastic learners.

## Curriculum Intent

**Our curriculum is knowledge, experience and skills-based. Underpinning this is the wellbeing of the children and respect for each individual, their aptitude, ability and uniqueness.**

We want our curriculum to be deep, broad and balanced, cognitively challenging, aligned with the National Curriculum, enjoyable and engaging and ambitious for all. Our units of work are fully representative of the knowledge, skills and understanding required by the National Curriculum and further enriched by striving to develop our pupil's **cultural capital**, taking into account our local and national current context.

**Our units of work are also clearly aligned with our school and Federation vision:**

*Federation vision – 'Preparing for life in all its fullness'*

*School vision – 'Dream, believe, aspire, achieve'*

**And our school values:**

**COURAGE** - we will be brave about things we fear, whether it be standing up for what is right even if it is an unpopular choice, or attempting something we feel uncertain about

**FORGIVENESS** – we have the freedom to make mistakes, knowing that if we get it wrong we will be forgiven, just like we will forgive others who do wrong by us. We all need second chances.

**PERSEVERANCE** – we won't be afraid of failure, we will keep on trying and striving for success in our learning, our behaviour and our friendships. We will be tenacious and resilient.

**RESPECT & REVERENCE** – we will accept other people for who they are, even when they are different from us or we don't agree with them. We will recognise the worth and value of others, and learn to celebrate our differences.

**RESPONSIBILITY** – we understand that we have a collective responsibility towards our school community and an individual responsibility to ourselves, to be the best that we can be. We understand that we are part of a wider community, national and global and we are learning to play our part.

**TRUST** - we will be confident to take risks in our learning and personal development knowing that others are there to support and encourage us.

**At Kinnerley C.E. Primary School we strive to develop:**

- The belief that each person is unique, valued and a blessing.
- The importance of creativity and expression through art, design, music, drama, dance, poetry, fiction and film.
- Joy, wonder, amazement, delight, and fascination for our world through play and playfulness and discovery.
- Empathy for others and methods of reconciliation; providing strategies through which problems can be resolved.
- A sense of awe and wonder in God's world; hope and optimism for the future.

**Our Aims**

- We will ensure that every learner experiences success.
- We will provide an inclusive environment in which all learners needs are recognised.
- We will strive for excellence and ensure that teaching inspires, excites and celebrates the achievements and efforts of every child.
- We will provide a broad and balanced curriculum that gives the children opportunities to make links, to make choices and take responsibility for their own learning.
- Our Christian values and beliefs will encompass every member of our school community.

## Implementation

### Knowledge, skills and understanding

The knowledge, skills and understanding we want our pupils to gain is clearly laid out in our **long-term plans** and in each class teacher's medium-term planning. We have made clear choices about what we teach, outlined in our long-term plan, and these are grouped together in a topic-based approach. Each topic has a clearly defined '**big concept.**' However, we have flexibility within these topics to, for example, vary our texts in English, or base learning around opportunities that arise. Our subject-specific skills are clearly laid out in our **progression grids** and identified in medium term planning. These incremental learning steps are used to produce appropriately challenged **mixed age** planning for our mixed cohort classes.

Pupils can build links between elements of learning e.g. If we are teaching persuasive writing in English, we could write a letter from Josiah Wedgewood persuading Darwin's father to let him sail on the Beagle. Our pupils are given opportunities to read around their topic, have first-hand experiences where possible, study topics from various angles and develop a range of skills.

We have a good understanding of and access to whole school planning so that we can take pupils' prior knowledge and understanding into account. Explicit links can be made through the use of knowledge organisers and displays.

We include a variety of activities in each unit to ensure it is deep and cognitively challenging. We have shared belief that through our collective action, we can positively influence pupil outcomes, including those who are disengaged and/or disadvantaged (collective teacher efficacy). Pupils are given time to draft, fail and build skills.

Marking and Assessment feeds into short term planning and we adapt accordingly to offer the right pitch and challenge for each class. Staff are able to articulate end of year expectations and learning builds towards this. Assessment is meaningful without being excessive or onerous.

Our topic sequencing helps pupils learn new knowledge and skills. Teaching concepts are taught in a logical order, with opportunities to revisit and reinforce existing learning, knowledge and skills. Our sequencing of concepts enables more cognitively challenging activities, based on previous learning to be included. Through our curriculum design, we aim to promote deeper pupil learning by making links across subjects. We allocate recommended allowances in terms of time per subject, however, we allow class teachers to use their professional judgement e.g. activities may be 'blocked' and classes may enjoy a DT week rather than weekly sessions if deemed appropriate.

### Values

These will be delivered and explored explicitly through our PSHE programme and through RE and Collective Worship, and be implicit in all other areas. They will be reinforced through our behaviour policy and encouraged by the example of the standard set by the expectations and behaviour of all staff.

## Measuring the Impact

### 1) Of our learners learning

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their age related expectations when we consider the varied starting points of children. We measure this carefully and regularly using a range of materials, but always considering where they should be for how old they are. Assessment is meaningful without being excessive or onerous and involves both formative and summative assessment, the former being to monitor ongoing progress and inform future planning and learning, the latter to evaluate progress and attainment against age related standards.

We intend that the impact is that children will be prepared for the next phase of their education.

## **2) Of their actions and attitudes as effective learners**

This will be reflected in how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children are resilient, they persevere, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

## **3) Of the character of our learners**

The impact will be that our learners will be reflective individuals with a developing understanding of complex values like respect, trust, forgiveness and many others. Only by attempting to learn what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance, equality, empathy. We measure this not just by the work our children produce, but in the behaviours we see every day in all learners on the playground, in the corridor, and in the many roles we give them. The impact of this intention is seen in the daily interaction of **all** members of our school community

## **4) Of the moral compass of our learners**

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. They will reflect the Christian values shown to them by the school and its faith connections.

## **2. Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **3. Roles and responsibilities**

### **3.1 The governing body**

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### 3.2 Headteacher and SLT

The headteacher and SLT are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 4. Organisation and planning

We have a thematic approach to foundation subjects at Kinnerley C.E Primary. We find this suits the needs of all learners, allowing pupils to make memorable and meaningful connections, the idea being that when we learn, we connect new information with what we already know, tying it in with our existing knowledge structures.

Our foundation subjects are designed, delivered and sequenced to meet the needs of our cohorts and to take account of our staffing structure. Most foundation subjects are delivered on a weekly basis, however, on occasion we may 'block' lessons. We find this is helpful if we want to fully immerse the children in a learning experience, for example, a workshop from the local museum or a visit from an expert. We may also deliver our weekly sessions then complete activities in small groups led by our TAs, for example, a creative activity which may require close adult supervision is better delivered in a small group.

Our Long Term Planning takes account of how many cohorts of pupils are in the same class so currently Barn Owls (N/R/Y1) and Snowy Owls (Y2/Y3) have a two year rolling programme and Long Eared Owls (Y4/Y5/Y6) have a three year rolling programme. Our foundation areas are rotated throughout our two year or three year cycles - for example, a child may study two history themes and one geography theme per year which is then rotated the following year. Our lessons are sequenced to ensure that children build on prior knowledge and refine key skills necessary for next steps. This is done by adapting schemes of work to ensure they are appropriate for the age at which they meet them, and what they have done previously.

Our foundation subjects may make reference to other areas of the curriculum, such as:

- o Relationships and health education
- o Relationships and sex education (if applicable)
- o Spiritual, moral, social and cultural development
- o British values

We ensure that, when references are made, they are compliant with the relevant policies.

Teaching staff and SLT work collectively to ensure long-term plans are updated and are available on the website. Medium term plans are completed by the teachers and uploaded on the shared teacher server at Kinnerley C.E. Primary. Short term plans are completed at the discretion of the individual teacher and may

be subject to scrutiny by the SLT at times. There is no requirement to design short-term plans in a specific way but they should be fit for purpose and available should the class teacher be absent.

We have a selection of resources which are built around out thematic approach. Teachers are responsible for preparing, sourcing and storing resources appropriately in their classrooms. Topic books are available from the school library or Shropshire School Library Service. Requests can be made for specific items which will ensure the learning opportunities of the children. We encourage staff to engage the pupils through field studies and relevant excursions. We also have a bank of local visitors and experts whom we call upon for specific themes.

See our EYFS policy for information on how our early years curriculum is delivered.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits, discussion with staff and pupils, governor link meetings, curriculum governor meetings.

The SLT and/or subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies, learning walks, book scrutinies, discussions with pupils, moderation.

Subject leaders and teaching staff also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the headteacher, SLT, governors and/or subject leaders.

At every review, the policy will be shared with the curriculum committee of the governing body.

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives

### **What we are doing for SEND children?**

#### **Adapting the curriculum to ensure access**

Curriculum Adaptations:

- Content e.g. we may include pupil's special interests
- Pace – pre-teaching opportunities and overlearning
- QFT supports all children to make progress

Provide a range of specialist resources:

- Fiddle objects
- Sensory supports e.g. busy legs, writing slopes, wedges, pencil grips, specialist writing tools

Measuring impact of these:

- Length of time that a child is able to concentrate on a task
- Ability to complete task with focus
- Successful outcome

#### **Removing barriers to learning**

Interventions for SEN children:

- IDL
- English/Maths boosters
- ELSA
- Life Skills
- Cool Kids

Managing behaviour:

- Positive approach
- Clear rules and high expectations
- ELSA
- Key workers
- Incentives e.g. Golden Time/Game Time/Marbles/House Points/Challenges & Prizes
- Success books
- Behaviour stickers
- Rewards and consequences

Communication and information sharing:

- Pupil passports which demonstrate knowledge and understanding of individuals which can easily be shared with key workers
- Provision Maps which match provision to needs, thus removing barriers

### **Early identification of SEN**

- Clear processes in place – concern, discussion, prevent meetings, referral assessment, recommendations put into Pupil Passports etc.

### **Assessing needs to put appropriate provision in place**

- Graduated response – assess, plan, do, review
- Outside agency advice including EP, Woodlands, SALT, OT, BEE-U,
- Incorporate advice into Pupil Passports
- Request for LA intervention when deemed necessary; EHCP, GSP

#### **Ensure progress is in line with potential**

- Ensure needs are known
- Provide opportunities to develop confidence, self-esteem and resilience

#### **Open communication between home & school**

- Person-centred approaches
- Termly reviews with parents and SENDCo
- Open door policy
- Regularly updated APP and website