

# Haytor View Community Primary School & Nursery

## Curriculum Policy 2024 - 25 [V1]

*Learning together - enjoying success - aiming high - celebrating difference – enriching community*



### **INTENT**

We are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We believe that all children should enjoy their learning, achieve their potential and become independent life-long learners. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular interests and talents, maximising their potential as fully as possible for the next stage of their lives. We want to provide the best possible environment for our children to learn and develop, as well as to cultivate a sense of wonder, empathy and understanding of the world around them. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

Our curriculum is focused on developing the children's knowledge and skills across all of the National Curriculum subjects, with our aim of being the children are ready for their next stage of learning. Our children are given opportunities to develop life skills, focussing on their individual strengths and areas for development. Developing each child's individual character is an integral part of our curriculum.

Our core Intent:

- Teach our children to learn well;
- Ensure our pupils are equipped to lead happy, healthy, constructive lives, in which they can aspire and experience success;
- Ensure each child has a broad and balanced knowledge of the world;
- Ensure high levels of competence in the core subjects of English and maths;
- Teach our pupils to live well in a diverse world, as confident, responsible citizens.

Our curriculum encourages our children to be:

- Curious
- Creative
- Knowledgeable
- Collaborative
- Positive
- Reflective
- Adventurous

### **Overarching Curriculum Aims**

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote British values.
- Support pupils' physical development and responsibility for their own health, encouraging them to be active.
- Support pupils' mental health and well being.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Provide children with an inspiring and enquiry based curriculum to promote creativity and a thirst for learning.
- Equip pupils with the knowledge and 'cultural capital' they need to succeed in life, developing an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.
- Equip pupils with the reading and vocabulary to be able to access all aspects of the curriculum and *'the essential knowledge that children need to be educated citizens'*.

**Our curriculum enables our children to:**

- Enjoy learning
- Feel successful in their learning and to promote high self-esteem
- Become creative, independent learners
- Be given time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development
- Challenge themselves and engage themselves in deeper learning

**Quality First Teaching**

High quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing children's progress, includes:

- Having high expectations of themselves and all of the children.
- Imparting knowledge accurately and with enthusiasm.
- Taking into account prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with sharp objectives.
- Appropriately high expectations of child engagement with their learning.
- Quality interaction for all children.
- Makes learning more meaningful by putting it into context
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of feedback, encouragement and praise to motivate children.

**IMPLEMENTATION**

Through clear strategic planning, our curriculum provides opportunities from which the children can learn and develop transferrable skills. In order to ensure that progression and balance is maintained, the programmes of study are developed into medium term plans which clearly highlight the learning objectives and assessment opportunities. Weekly planning is then differentiated to the needs of each class, linking to prior learning, resourced and includes questioning prompts to promote challenge as well as to scaffold. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point. Quality first teaching is provided to ensure that accelerated progress is promoted in each lesson. Our marking and feedback policy is implemented consistently and provides opportunities for children to reflect on their learning and think deeply and carefully about their feedback.

Our Early Years setting follows the curriculum as outlined in the Early Years and Foundation Stage (EYFS) Statutory Framework last updated in November 2024. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive (See *MPS Early Years Foundation Stage Policy* for further information).

- The prime areas are:
- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## **Reading**

We believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing and listening skills to enable children to become confident and successful in their literacy.

*Intent: Our Reading curriculum will instil a personal love of reading for all children. Children will become fluent and confident readers whilst engaging with a stimulating range of texts from a variety of genres in both fiction and non-fiction. Through this curriculum, children will develop and nurture the essential skills of word reading and comprehension.*

We believe in developing a reading culture throughout the school by encouraging high-level, independent readers who show an awareness of the skills required for reading. All children also have access to a book area in their classroom that is warm, welcoming and an experience for all. High priority is given to teaching reading in explicit lessons across the week. During these lessons all children are exposed to the reading and comprehension skills necessary for a well-rounded and independent reader, through introducing them to a breadth of reading genres. The children are immersed, as a class, in a rich and engaging texts, these texts are chosen for their topical links, modern themes or classic features and are part of the school's reading spine.

The focus of these lessons are closely linked to the end of year expectations for each year group. Our method of teaching reading ensures all children are able to develop their verbal reading skills and their comprehension and understanding needed for high level questioning. As part of the school's early reading and phonics programme children are allocated texts closely matched to their reading ability, as they progress beyond decodable texts children are supported in accessing a breadth of texts which are well matched to their reading ability. Children are expected to undertake reading as part of their weekly home learning. Adults track their children's reading at home and record any comments or discussion in their reading records, this is a vital role for parents to play in developing their child's reading. Children are also actively encouraged to join a local library themselves out of school.

**Assessment:** Teachers regularly track children's word reading in the EYFS Key Stage 1, by listening to the children read weekly. In Key Stage 2, this is completed within reading lessons. In addition to this, all children in years 2 - 6 are formally assessed on their comprehension skills twice a year.

## **Writing**

*Intent: Our Writing curriculum will allow children to develop and thrive with the composition and transcription elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in*

*and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.*

We believe that writing should be a creative and developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in topics, talk and preparation for writing is essential to the writing development process. We teach writing through teacher led class composition, guided writing with small groups, independent writing and in the EYFS, providing many opportunities for child-initiated developmental writing.

Grammar and punctuation are explicitly taught, and children develop a good understanding of how to use these correctly. Writing is always for a purpose, often linked to class topics and teachers are encouraged to make full use of the school environment to provide opportunities for stimulating writing ideas. Writing is promoted across all areas of the curriculum and classrooms are vocabulary-rich environments. In order to promote writing to all pupils, planning is closely linked to the themes which will stimulate the children's interests. Children develop an understanding of the requirements of each text type and have good examples to follow before being asked to produce their own. Pupils are given opportunities to write at length and a piece of work may take several days to complete as they go through the writing, editing and publishing process.

### **Spelling, Punctuation, Grammar and Phonics**

In Early Years Foundation Stage (EYFS), Years 1 and 2 children will follow the Systematic Synthetic Phonics programme, 'Monster Phonics' on a daily basis. This follows a lesson structure which embeds previous learning, providing opportunities for the pupils to practise their learning in addition to teaching the next step. Phonics is taught explicitly in the EYFS, Years 1 and 2.

Children in Year 1 participate in a statutory National Phonics Screening Check. Those identified as needing additional support will continue to be taught phonics until they are secure with this. Children's phonological awareness and spelling strategies are regularly assessed and this informs teaching.

In Key Stage 2 children are given greater responsibility for developing their own spelling in addition to using and learning the statutory spelling lists. Word banks related to topics and the end of phase statutory spelling lists are used, alongside the Monster Phonics 100 and 200 high frequency words and grapheme cards. Children in KS2 focus on learning the spelling patterns and words from the National Primary Curriculum. They have discrete spelling teaching and home learning based on these patterns. Children are taught to employ their knowledge to find effective methods for spelling words.

Grammar and punctuation are taught explicitly as well as forming part of the writing lessons.

### **Handwriting**

Handwriting and letter formation is taught explicitly throughout the school using the Monster Phonics script, once they have appropriate letter formation they are taught to join through forming each letter using the Martin Harvey method with a lead-out ready to join to the next letter. Early intervention and regular handwriting lessons in the Foundation Stage and KS1 aim to ensure all pupils are writing in the appropriate style by the time they reach Year 3. Good presentation is emphasised at all times and through all forms of writing. The school has high expectations of handwriting and presentation of work and children are held to account for ensuring their work is always of an appropriate standard.

### **Oracy**

*Intent: We consider it essential that our pupils learn to understand and use sophisticated spoken language, employing complex grammatical structures and a wide and appropriate vocabulary. Our children's language knowledge informs their ability to communicate with others, to read and write and to think. A key gap between economically advantaged and disadvantaged children in our society is the extent and sophistication of their language. We intend to close this gap, enabling all our pupils to use and understand a wide range of vocabulary in precise ways.*

Oracy and vocabulary development are woven throughout every subject in our curriculum. We expect all pupils to master the key vocabulary in each subject, at each stage of learning, as they progress through our curriculum. Our key vocabulary lists and the concepts they represent constitute the 'essential' knowledge we expect our pupils to learn.

Children are provided with many opportunities to develop their speaking and listening skills through drama, discussions, paired work and taught oracy sessions. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a regular basis and speaking and listening opportunities are planned for and exploited across the curriculum.

## **Maths**

*Intent: Our Maths curriculum is creative and engaging and embraces the Mastery approach to teaching mathematics. All children have access to this curriculum and make progress in lessons. We incorporate sustained levels of challenge through varied and high quality activities with a focus on fluency, reasoning and problem-solving. Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete fashion, before establishing ways of pictorially and formally representing their understanding. They need to be able to make rich connections across the areas of maths and use their knowledge in other subjects. Maths is the foundation for understanding the world and we want our children to know the purpose behind their learning and to apply their knowledge to their everyday lives.*

Mathematics is a body of knowledge which provides a way of viewing and making sense of the world. It can be used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. Maths is a proficiency which involves confidence and competence with numbers and measures.

Through Maths lessons it is our aim:

- To develop enjoyment of mathematics and a confident approach.
- To experience a sense of achievement regardless of age or ability.
- To develop mathematical understanding and skills through a practical approach, enabling children to apply their knowledge to everyday situations and problems.
- To develop the children's abilities to use mathematical language to talk about their methods and explain their reasoning.
- To ensure that all children understand the number system and can use a variety of computational strategies: oral, mental and written.
- To develop children's abilities to approach mathematical problems and puzzles in a systematic way.
- To match learning experiences to the abilities and needs of the children.
- To maintain a framework of learning throughout the school through which continuity and progression can be ensured.
- To understand and appreciate pattern and relationship in mathematics.
- To achieve mastery in maths.

## **Science**

*Intent: In Science, we intend to inspire pupils with a curiosity and fascination about the world around them. We will develop their scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. We will develop their scientific language, enabling children to talk about their methods and explain their findings and conclusions. The curriculum will motivate them to become effective communicators of scientific ideas, facts and data whilst enhancing their practical skills of scientific enquiry.*

- To stimulate and excite children's curiosity about phenomena and events in the world around them.
- To ensure that basic concepts and techniques are established thoroughly as a foundation for further learning.
- To develop scientific language, enabling children to talk about their methods and explain their reasoning.

- To stimulate enquiry into the nature of our environment and our place within it with a view to developing increasing environmental awareness resulting in young people with respect for our planet.
- To develop the confidence to apply what they have learned to a variety of situations and to realise the cross curricular links that are possible within the subject of science.
- To develop a set of attitudes which will promote scientific ways of thinking, including open mindedness, perseverance, objectivity and recognition of the importance of teamwork.
- To enhance pupils' practical skills involving: meticulous observation, accurate and appropriate measuring, the making and testing of hypotheses, the design of fair and controlled investigations, the drawing of meaningful conclusions through critical reasoning and the evaluation of evidence.
  - To become effective communicators of scientific ideas, facts and data.

## **Religious Education**

*Intent: In Religious Education, we intend to provide children with a well-rounded view of the different world religions. We aim to guide them in their understanding of the key elements within each religion, how these are celebrated and to promote tolerance and understanding towards all religious beliefs. In doing so, we promote self-reflection and aim for all children to understand how their own beliefs and ideas are both similar and different to others around them.*

We aim to enable pupils to:

- Develop a knowledge and understanding of the 6 world religions, Christianity, Judaism, Islam, Sikhism, Hinduism and Buddhism.
- Recognise the influence of beliefs, values and traditions on cultural and community life.
- Ask challenging questions about the ultimate meaning and purpose of life; beliefs about God; the self and the nature of reality; issues of right and wrong and what it means to be human.
- Have opportunities for personal reflection and pupils' Spiritual, Moral, Social and Cultural (SMSC) development
- Learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- Develop their sense of identity and belonging and enable them to flourish individually within their communities and as citizens in a multi-faith and multi-cultural society and global community
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- Show discernment and enable pupils to combat prejudice.

We use the Devon and Torbay agreed syllabus.

## **Computing**

*Intent: In Computing we intend to teach the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. We will build on this knowledge and understanding so that pupils use information technology to create programs, systems and a range of content. We will focus on being safe whilst working in a digital environment and understand the digital footprint we leave. The curriculum will develop pupil's digital literacy so that they are able to use, and express themselves at a level suitable for the future workplace and as active participants in a digital world.*

We use Purple Mash scheme to Years 1 – 6 which will ensure a thorough coverage of the National Curriculum objectives as well as clear progression between year groups. The Early Years Foundations Stage focus on developing key computing skills as well as an understanding of online safety. Each year group will be given an understanding of how computer systems work, an understanding of what data is and how it is used, given the chance to develop their programming skills and given the opportunity to create digital media.

We aim to:

- Ensure all children know how to be safe when using computing technologies and what to do if an incident occurs.
- Ensure that all pupils have ready access to computing equipment in the classroom and throughout the school.
- Provide all pupils with equal opportunities as specified in the Equal Opportunities Policy.
- Enable pupils to build on their previous computing experiences.
- Teach pupils life skills and make them independent learners.
- Develop pupils' skill and confidence in their understanding and use of Computing
- Develop pupils' application of their skills.
- Use computing to support and improve learning and teaching across the curriculum.
- Teach pupils how to use computing equipment in the most effective way.
- Enable pupils to plan and assess their use of computing across the curriculum.
- Provide pupils with stimulating and challenging work using computing.
- Improve pupils' knowledge and understanding of the many uses of computing in modern society.
- Celebrate pupils' success in the use of Computing.

The key areas developed in Computing are:

- Computer science;
- Information technology;
- Digital literacy.

## **PSHE**

*Intent: Our PSHE curriculum will encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. We believe that children are all individuals and this will be promoted through discussion and encouragement of tolerance.*

Education in Cultural Competence is about learning to live positively in our diverse world. It is about deepening our knowledge and understanding of others and developing an increasing ability to empathise with those who are different from us; to recognise our common humanity. It is about celebrating diversity for the ways in which it enriches our lives. We aim to help children develop a positive self-identity, which incorporates understanding and respect for people with different characteristics. We also teach children about lines of inequality and discrimination in our society, help pupils learn about the mechanisms through which inequality and discrimination work and engage them in thinking about how to build a fairer, better world.

We run a weekly cycle of assemblies, including celebrating our pupils' successes and collective singing. We see assemblies as part of our curriculum and have designed them to include regular learning about our school values, key religious and cultural festivals, British values, international events.

We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

All children learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Through our focus on SMSC learning (Spiritual, Moral, Social and Cultural) and SEMH learning (Social, Emotional and Mental Health) our PSHE lessons ensures that our children understand themselves, their place in the world and how to make the world a better place. We aim to build resilience in our children and encourage a Growth Mindset with the children.

The Jigsaw programme is delivered across six units, which builds on the skills, knowledge and attitudes developed in previous years:

- Being me in my world

- Celebrating Difference:
- Dreams and goals
- Healthy me
- Relationships
- Changing me

Teaching equips pupils with the knowledge and 'cultural capital' they need to succeed in life, developing an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

The Jigsaw programme provides links with British Values which builds on the skills, knowledge and attitudes developed in previous years:

- The rule of law
- Mutual tolerance
- Respectful attitudes
- Democracy
- Individual liberty

Our children will develop:

- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An understanding that people having different faiths and beliefs (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

PSHE teaching supports the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose.
- Value self and others.
- Form relationships.
- Make and act on informed decisions.
- Communicate effectively.
- Have an understanding of how to keep themselves safe.
- Work with others.
- Respond to challenge.
- Be an active partner in their own learning.
- Be active citizens within the local community.
- Explore issues related to living in a democratic society.
- Show respect for all people whatever their faith, belief or culture.
- Become healthy and fulfilled individuals.

## **Geography**

*Intent: In Geography, we intend to inspire pupils with a curiosity and fascination about the world and its people. Pupils will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We intend to develop children's competency in the geographical skills through the use of fieldwork, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).*

Our geography curriculum aims to:

- Inspire in pupils, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.



- Develop a growing knowledge about the world to deepen their understanding of the processes that give rise to the key physical and human geographical features of the world.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Develop their knowledge of the location of places of global significance, their defining physical and human characteristics and how they relate to one another.

Children are supported in developing the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, globes and aerial photographs.
- Communicate geographical information in a variety of ways, including through maps and writing at length.

## **History**

*Intent: Our History curriculum will engage and inspire curiosity, while encouraging children to think critically and ask questions. Through our History curriculum we aim to teach children the importance of enquiry, research and analysis; and teach an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.*

The aim of History teaching at is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to Social, Moral, Spiritual and Cultural education by teaching how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, allowing them to learn through discovery. In each key stage we give children the opportunity to visit sites of historical significance. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'How do we know?', about information they are given.

## **Modern Foreign Languages**

*Intent: Our MFL curriculum is French and we believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others. Children will develop an interest in learning other languages and will develop a deeper understanding of the multi-lingual world in which we live in. We are committed to ensuring that the inclusive teaching of French enables children to interpret, create and exchange meaning within and across cultures; laying the foundations for further foreign language teaching at Key Stage 3.*

We believe the learning of a foreign language provides valuable educational, social and cultural experience for our pupils. They acquire communication and literacy skills that lay the foundation for future language development. It also introduces an international dimension to pupils' learning and gives them an insight into the culture of other people. The learning of a foreign language provides an excellent opportunity for cross-curricular links and the reinforcement of knowledge, skills and understanding in other subjects.

## **Art**

*Intent: Our Art curriculum will stimulate creativity, imagination and individuality. We believe that art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences.*

*We will enable them to express themselves while they experience the beauty of colour, different mediums, light and materials.*

We use a variety of teaching and learning styles in Art teaching. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities.

Units of work always include spending time appreciating the work of one or more artists. These might be older artists or those with a more modern style. Children examine at how the artist produced their artwork, rehearse the techniques themselves and then use these to produce work of their own in the same style. Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of their peers. Within lessons, we give children the opportunity both to collaborate as well as work independently and have the opportunity to use a wide range of resources.

### **Design and Technology**

*Intent: Our D & T curriculum will develop imaginative thinking in children to enable them to talk about what they like and dislike when designing and making. It will enable children to talk about how things work, and to draw and model their ideas. Throughout this curriculum children will be encouraged to select appropriate tools and techniques for making a product, whilst following safe procedures.*

Our principal aim is to develop the children's knowledge skills and understanding, we give the children the opportunity both to collaborate and work independently and have the opportunity to use a wide range of resources. Children are taught to use a range of tools and to use these creatively. Children have the opportunity to understand and apply the principles of nutrition and learn how to cook. Children learn to critique, evaluate and test their ideas and products and the work of others. Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of other children.

### **Music**

*Intent: Our Music curriculum will engage and inspire pupils, developing their love for and interest in music. It will develop their skills and confidence in playing musical instruments as well as nurturing their critical engagement, eventually being able to appraise and compose pieces of music.*

The teaching and learning of Music develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. Music teaching facilitates the communication of musical dimensions (timbre, pitch, texture, tempo, duration, structure & dynamics), through composition, improvisation, listening and appraising to develop an understanding of music from different eras and cultures. To enable children to develop their skills and techniques as singers, instrumentalists and performers.

### **Physical Education**

*Intent: In PE, we provide engaging and challenging activities that help to inspire children of all different levels to be active and to lead healthy lives. We aim to grow the whole child through our PE curriculum, by focusing on a wide variety of skills and knowledge that will help children to develop: physically, mentally and socially. We ensure that all children are given a range of competitive opportunities and other activities that will build character and help to embed our Meadow Values of: honesty, friendship, respect, teamwork, perseverance and responsibility.*

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. Physical education promotes children's understanding of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and

individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and compete with each other and have the opportunity to use a wide range of resources.

### **Outdoor Learning**

First-hand experience is fundamental to the productive and successful learning of children. 'Learning Outside the Classroom' relates to any activity which uses the outdoors to enrich the curriculum.

Visits encourage an improved understanding of our surroundings, enrich the curriculum, have a positive effect on children's self-esteem and facilitate many skills including the ability to work with others. Educational visits are planned in advance, giving sufficient time for approval, risk assessments, for parents to give their permission for the visit and to collect necessary funding and equipment.

We use learning outside of the classroom to:

1. Increase knowledge, understanding and appreciation of our locality and other areas which are different in nature and environment.
2. Develop confidence, independence, sense of adventure and responsibility, particularly towards personal safety and the safety of others.
3. Develop social skills through opportunities to explore situations different from the home/school environment.
4. Provide opportunities for the community to participate in the education of our children.
5. Develop partnerships with providers (e.g. outdoor, field study and environmental centres, farms, museums, sacred spaces, historic houses, theatres).

### **Social, Moral, Spiritual and Cultural Development**

We strive to create a learning environment that promotes our pupils' Spiritual, Moral, Social and cultural development (SMSC). Equipping our pupils with the knowledge, skills, attitudes and values they will need to be healthy and respectful citizens and to succeed in their future lives.

Opportunities are provided throughout our curriculum, as well as assemblies and extracurricular activities:

- ✦ We encourage our pupils to be reflective through pupil voice.
- ✦ Develop opinions and points of view through class discussions.
- ✦ Celebrate achievements through weekly Celebration Assemblies.
- ✦ Encourage children to reflect on their own behaviour and develop coping strategies.
- ✦ Weekly whole school and phase assemblies to introduce a theme linking to SMSC which is then relayed throughout the week in lessons and weekly year group assemblies.

## **IMPACT**

Children will leave Year 6 ready for the next stage in their learning at secondary school. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours. The children will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The children will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will enable our pupils to become good citizens and demonstrate an appreciation for others. Our children will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

We evaluate the impact of our curriculum on current pupils in an ongoing way, so that we can continually refine it, in terms of content, structure and the way we teach. This involves both qualitative and quantitative data. Qualitative data is collected from pupils, parents and teachers and used to regularly review curriculum content and implementation. Attainment and progress are monitored termly. This information is used to inform teaching and learning at an individual pupil level. We pay particular attention to whether our pupils read widely and often, with fluency and comprehension, to ensure all our pupils master this fundamental skill.

Our pupils' outcomes in national tests enable us to make an annual, summative evaluation of the impact of our curriculum, so that we can build on our strengths and address areas of weakness. The tests provide a measure of the extent to which learners have developed detailed knowledge and skills across the curriculum. We publish attainment and progress data annually on our website. Government data about our school is also publicly available.

In the long-term, our curriculum can be measured by the extent to which pupils leaving us are well-prepared for Secondary School. We expect our pupils to thrive in the next stage of their education. We seek feedback from the Secondaries our pupils transition to, in order to refine our curriculum and ensure it prepares our children well for the next stage of their education.

The information we gather about the impact of our Curriculum informs our whole-school Self-Evaluation Document. This leads to the identification of targets for school improvement and action plans to achieve these.

## **ROLES AND RESPONSIBILITIES**

### **Governing Board**

The governing board will monitor the effectiveness of this policy, ensuring that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

The Headteacher is 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.
- 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 SEND.

### **Teaching Staff**

Will ensure that the school curriculum is implemented in accordance with this policy.

## **PLANNING, ORGANISATION & DELIVERY**

The curriculum is taught through discrete subjects with cross-curricular links where relevant.

Teachers and leaders, have created medium term plans for each subject area, knowledge is sequential new knowledge builds on prior knowledge in a clear and structured way. Teachers translate these plans into smaller units and weekly plans where the specific needs of the learners are addressed.

Medium term plans are written to ensure coverage of the foundation subjects. Weekly planning uses the learning objectives, skills and knowledge from the medium term planning for each session. The weekly plan identifies key resources, questions, and differentiation based on prior learning and promoting challenge.

Teaching is carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school.

Leaders quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed. Leaders

ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible.

Interleaving involves teaching subject content not in a continuous block, but in chunks which pupils revisit over time. This approach helps embed new learning in long-term memory, through the act of repetition. Repetition for learning is not simply about replicating previous lessons; it involves the act of retrieving previously learnt knowledge and then developing it. We interleave subjects that involve a lot of interlinked but discrete content.

We believe in the importance of teacher autonomy and professional judgement, as well as the need to personalise learning to the needs of individual children and classes. However, we also believe that the approaches teachers take should be strongly informed by the many years of research evidence into what works in the classroom. We work as a team, developing each other's practice through information sharing activities to ensure pupils have a high-quality, impactful and consistent experience at every stage of their education. We invest heavily in teacher development. Our teaching and learning policy and information sharing provides more information.

### **ASSESSMENT, RECORDING AND REPORTING**

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. Teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the English and Maths and are used to help prepare children through the year groups for the end of key stage testing. Reception pupils are assessed using the Foundation Stage Profile. Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at two points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

### **LEARNING ENVIRONMENT**

The spaces in which children learn have real influence on their states of mind: on their ability to organise their thinking and bring a positive, focused attitude to learning. We aim for environments that are engaging, with accessible displays and resources that promote learning. We create organised and flexible working environments. We do our best to flood them with natural light.

Organisation of the classroom/learning environment is adapted to the children's learning needs;

- The use of learning resources and ICT is developed to allow children to work independently and successfully;
- Effective use of other spaces is made: 'the outdoor classroom', Gallery, Work, Talk, Hub;
- Displays are used to celebrate children's work, supportive learning (Learning Walls) and the knowledge the pupils have gained.

*Refer to the Learning Environment Policy*

### **INCLUSION**

Teachers set high expectations for all pupils. They 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 plan lessons so that pupils with SEN and/or disabilities can access every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers 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' access in all subjects.

## **INTERVENTION**

Individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need
- Plans are put into place
- All interventions are time limited and data driven

Interventions are evaluated and relevant adjustments are made;

- Phase Meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Further information can be found in our SEND policy and information report.

## **MARKING & FEEDBACK**

Constructive feedback is one of the most effective tools for enabling learning. We analyse pupils' learning on a daily basis and feedback to them in timely, specific ways, helping children build on their strengths and close gaps in knowledge and understanding. Refer to our Marking and Feedback Policy for more information.

## **GROWTH MINDSET**

The attitude children bring to their learning in general and to particular subjects is crucial to their success. If pupils believe they cannot achieve something, they will limit themselves significantly. If they approach subjects with confidence, they are likely to try harder and cope better with setbacks. In education we refer to 'fixed' or 'growth' mindsets. A fixed mindset is an attitude which assumes we are either good at things or not. This attitude leads us to feel demotivated and put little effort into things we have decided we cannot do. A growth mindset recognises that we can become better at anything through effort and practice. It focuses not on a limiting sense of who we are now, but on an enabling sense of our potential. We aspire to build growth mindsets in all our pupils. We encourage positive attitudes to mistake making, actively develop resilience in children and focus praise on their efforts.

## **HOME LEARNING**

The purpose of the home learning we set is:

- To encourage parents to engage in the learning their children are doing at school and equip them to feed back to us about learning needs they see in their children.
- To enable children to practice and reinforce learning at school.
- To encourage self-discipline and organisation around independent learning, to ensure pupils are ready for Secondary school.

We have designed our home learning timetable to ensure it is accessible to all our families, offers choice and opportunity to be creative. We have attempted to keep the amount of home learning we set at a reasonable level. Our home learning expectations for each year group are set out in our Home Learning Policy .

## **PLAY**

We believe that opportunity for inclusive, creative play is a crucial element of our Curriculum. Play is the natural way to learn. Its benefits include:

- Social and Emotional Development: Play involves learning about collaborating, compromising, communicating, competing well, resolving disputes and caring for friends. It is a key way in which children develop self-regulation.
- Well-being: Great play is enormously absorbing and fun.
- Learning: Play is a laboratory of life, in which children practice and explore the wider world. They embed learning, develop understanding and discover personal interests, talents and identities.
- Creativity: Play is an intrinsically creative activity, which stretches learners' imaginations.
- Rights: Play is a right under the UN Convention on the Rights of the Child. We aim to ensure that break and lunchtimes involve vibrant and happy learning through play for all our pupils.

## **COLLABORATION**

Collaboration is a key skill for learning and life. Learning throughout children's schooling requires them to work regularly and effectively with others. Pupils learn a huge amount from each other. The ability to cooperate is key for a successful adulthood. In our school collaborative activities are central in the way we teach in classes.

## **ROLE OF SUBJECT LEADERS & PARTNERS**

It is the role of each subject leader or partner 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 development. Each subject partner & 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. Core subject leaders keeps a portfolio of children's work/a set of children's work books, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

The role of the subject leader / partner is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans
- engage with subject associations and disseminate information to staff as 'mini' CPD.

The subject leader / partner, has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The subject leader / partner works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum.

## **INFORMATION FOR PARENTS / CARERS**

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents twice a year either in the form of a written report or a parent consultation where parents' make an appointment to meet with their children's teachers and discuss their progress.
- School website and year group pages inform parents what has been happening in the wider curriculum.
- Termly newsletters providing a curriculum overview for the class.

Teachers are available at the start and end of each day for any necessary communications.

We believe that parents / carers have a responsibility to support their children and the school in implementing school policies. We want parents to:

- Be fully informed and therefore involved in their child's learning journey and engaged with the various parent engagement activities offered
- Ensure that their child has the best attendance record possible
- Support us in helping to encourage their child to be fit and healthy
- Inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour in school
- Promote a positive attitude towards school and learning in general

### **MONITORING ARRANGEMENTS**

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Governor Visits which includes: learning walks, discussion with pupils, observing lessons, meetings with leaders
- Governor meetings

Leaders provide a strategic lead and direction for the subject, they plan monitor the way their subject is taught throughout the school to plan development by:

- Learning walks
- Information sharing activities
- Reviewing planning
- Reviewing pupil progress
- Team teaching
- Book reviews
- Discussion with pupils
- CPD/ Staff updates

Leaders also have responsibility for monitoring the way in which resources are stored and managed.

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. They ensure that skills and knowledge are identified in planning, suiting the needs of all children and developmental feedback is provided in line with the school's marking policy.

The leadership team feedback to teams or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

### **LINKS TO OTHER POLICIES**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS Policy
- Assessment Policy
- SEND Policy
- Marking and Feedback Policy
- Pupil Premium Policy
- Relational / Behaviour Policy
- Learning Environment Policy
- Book Statement
- RSE Policy