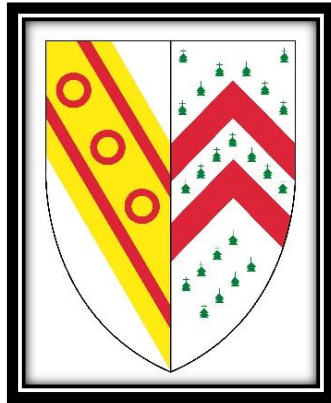


Pollington-Balne C of E Primary School



Curriculum Policy

Adopted by Governors: Sept 21

To be reviewed: Sept 22

Achieving and Aspiration – a school in which children aspire to achieve their personal potential.

Belonging and Becoming – a place in which strong roots enable personal flourishing.

Care and Community – a school that is from and for the community

Our Christian values

Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust,

Perseverance, Justice, Service, Truthfulness

Curriculum Policy

To provide an 'Engaging, Educational Experience for all.'

At Pollington, our curriculum is meticulously designed to provide a rich, exciting and challenging 'broad and balanced' thematic approach to teaching and learning that meets the needs of all pupils following the 2014 National Curriculum. It encourages a love of learning and prepares the pupils for life as successful, highly motivated and socially responsible citizens. As a Church of England school, the Christian ethos and values permeates much of our work.

Our **intent** is that:

- Our carefully sequenced and coherent curriculum provides pupils with the opportunity to build on their previous knowledge and skills, allowing them to deepen their learning across a sequence of lessons, across the year and across their time at our school.
- It provides pupils with memorable experiences and rich opportunities where pupils can learn and develop a range of transferable knowledge and skills.
- It provides opportunities for pupils to develop as independent, confident, self-driven and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.
- The curriculum develops pupils' rich vocabulary, allowing them to articulate the acquired knowledge and skills in a range of ways appropriate to the task (e.g. in a debate)
- The curriculum supports the physical and mental well-being of our pupils, supporting the development of the whole child.
- The curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the wider community while supporting the pupil's spiritual, moral, social and cultural development, ensuring that pupils are well prepared for life in modern Britain.
- As part of this statement of intent, we also enrich the curriculum to give pupils the opportunity to excel and to ensure they are stimulated by their learning and motivated to learn more.

Implementation

The Pollington Curriculum is established to deliver our intent. Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the pupils. Usually core subjects are taught discreetly and learning is applied through wider curriculum subjects. Some of the imaginative learning projects are delivered using the Cornerstones topics but this is also enhanced by additional whole school themed weeks and days as well as some discreet teaching particularly in RE, science (if it does not link to the topic), music, computing, PE and languages. There are curriculum provision maps for each subject that are followed. All classes in Key Stage 2 are taught a second language: French. As well as being taught the skills of learning a new language, the pupils also learn about the culture of another country.

Enrichment projects include whole school creative themes such as Enterprise and Diversity.

We also celebrate 'Science Fortnight' each year and a whole school focus is given to developing specific skills and knowledge through AT1 (scientific enquiry) which allows pupils to test and explore scientific theories.

For more detail about **subject specific** approaches and curriculum maps, see individual policies.

We plan for 3 topics a year in depth in addition to enrichment projects which is evidenced on the **long term plan** (LTP) for each class. In KS1 & KS2, whilst foundation subjects are separate, links are made where possible to the term's theme. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography next term. The curriculum map evidences the key skills, knowledge and vocabulary to be taught over the year. The **LTP** for each class is posted on the school website to provide parents with information of the curriculum taught in each year group.

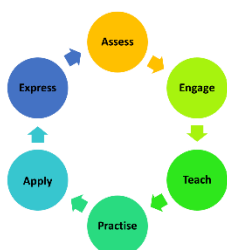
 St. Andrew's CE Primary School

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Reading						
Writing						
Mathematics						
Science						
ICT						
History						

Medium term plans include the sequence of activities that will evidence how the key skills, knowledge and vocabulary is being taught, allowing for flexibility to build on pupils' interests whilst still maintaining the breadth and depth of the curriculum.

Our **short-term plans** are those that our teachers write on a weekly basis particularly for reading including phonics, writing and maths. We use these to set out the learning objectives for each session and to identify what resources and activities we are going to use in the lesson. Short term plans outline adaptations made for individual pupils along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

The Pollington- Balne approach to teaching and learning



An '**assess, engage, teach, practise and apply**' approach to planning and delivery of lessons is taken across the school to ensure pupils develop a deep understanding of specific skills and knowledge and are able to apply these in a range of situations

Before any new learning takes place, teachers will consider the **previous learning**, using the whole school curriculum progression maps for each subject to ensure learning is progressive. The whole school progression maps show where aspects of the 2014 National Curriculum are being taught and the progression of skills and knowledge that are revisited over the unit, over the year or over the key stage. This progression of skills and knowledge allows pupils to develop their understanding and use them in a variety of contexts.

An individual **pre-assessment** (usually a mind map) before any new topic ensures that work will be accessible and challenging and is providing the correct curriculum coverage that is needed to move pupil's learning forward.

We value the importance of memorable experiences within our curriculum approach. Teachers develop pupil's learning in meaningful contexts which is evident in the '**engage**' stage of our approach. The pupils are hooked into a new topic and their curiosity is provoked which sets the scene and provides the context for learning.

The '**teach and practise**' stage allows the pupils to explore themes, concepts, revisit old and gain new skills, knowledge and vocabulary. This stage also supports pupils to be resilient through explanation and reasoning as they begin to deepen their understanding. They will transfer their skills and understanding from previous learning and continue to build on this.

Lessons are broken down into specific skills and knowledge that will enable pupils to achieve the desired outcome. Pupils should be clear on what they are learning and how to achieve this through clear **learning objectives and success criteria**.

When completing complex tasks, such as writing a narrative or solving a mathematical problem, it is important that contextual knowledge has been taught to the pupils, and that they have access to it. The rationale behind this is that pupils focus on the skills they are practicing, rather than having to process lots of different information at the same time. **Knowledge Organisers** which include key contextual factual information are shared with pupils before the start of the unit of work and will be available to pupils during lessons. These are also shared with parents at the start of a new theme of learning.

Assessment for learning takes place throughout the lesson through questioning.

The '**apply**' stage of the approach provides scenarios that encourages pupils to think creatively and solve problems by applying the previous learned skills and knowledge. It also provides an opportunity for collaborative or independent working and problem solving.

The '**express**' stage supports the pupil to be confident, articulate and reflective. It allows them to celebrate and share their success and identify the next steps for learning.

EYFS

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and this is guided by the pupil's interests and follows the Pollington teaching and learning approach.

During the seven years at Pollington-Balne C of E Primary School, pupils can expect to experience the following:

- Regular opportunities to share his/her achievements, in and out of school, in assemblies and other whole school events such as the 'express' stage of the curriculum journey.
- Opportunities to contribute towards their learning and be involved in decision making that effects the whole school either through School Council or pupil voice opportunities.
- Opportunities to represent the school through sporting events and musical/drama performances.
- The opportunity to play a musical instrument.
- The opportunity to join a choir in KS2.
- The opportunity to go on residential visits to develop their social interactions, independence, self-reliance and confidence to prepare them for the future.
- Opportunities for purposeful visits and visitors in to school to complement and broaden the curriculum.

Impact

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

Our curriculum is carefully planned for progression; it is designed to be challenging and relevant to our pupils and builds upon their prior knowledge and understanding. Our curriculum gives all pupils opportunities and experiences needed to go forward to be successful in their education and future lives, enabling them to achieve and fulfil their dreams and aspirations.

If pupils are keeping up with the curriculum, they are deemed to be making the expected amount of progress we expect and are therefore working at the expected standard for their year group.

Pupil'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 three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

For further information about assessment, marking and feedback see Marking and Feedback and Assessment Policy.

The roles of the Subject Leaders

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is coverage of the national curriculum and that progression is planned into schemes of work. The subject leader also keeps a portfolio of pupil's work, which s/he uses to show the achievements of pupils at each key stage and to give examples of expectations of attainment.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- create progressive and coherent curriculum maps for the subject (including knowledge, skills and vocabulary);
- 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 LA etc. about matters relating to their subjects;
- provide efficient resource management for the subject;
- map coverage of the curriculum to long term plans.

The subject leader 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 curriculum leader supports the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum.

Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. For further guidance reference needs to be made to:

The school's Health and Safety Policy / Evolve Risk Assessment

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' individual needs
- Endeavour to overcome potential barriers to learning

Curriculum Communication to Parents

Communication with our parents' about how their pupils 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 three times a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their child's teacher and discuss their progress.

The school website and year group pages inform parents what has been happening in the wider curriculum.

The schools Facebook feed informs parents instantly of whole school or enhanced activities which are taking place.

Topic express events – pupils present learning to parents and carers

Teachers are of course also available at the start and end of each day for any necessary communications. Teachers regularly use email or Teams to communicate with parents and the school office is another port of call.

Homework

Homework is given in line with our school policy. (See Homework Policy)

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to curriculum leaders and budget considered to ensure a high quality delivery of our curriculum.

Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented. School priorities are shared in each academic year and progress monitored termly. We have named governors for specific areas of the curriculum and they will discuss different aspects of the curriculum with subject leaders. The governors also receive feedback on different aspects of the curriculum through written

information in the headteacher's termly report and through subject leaders feeding back on development at governor meetings

The SLT and subject leaders are responsible for the day to day organisation of the curriculum. The SLT and subject leaders monitor planning for all teachers, ensuring that all classes are taught the full requirements of the national curriculum and that all lessons have appropriate learning objectives.

All leaders are responsible for maintaining the high standards and expectations across all subjects across the school to ensure the subjects are taught in depth and demonstrate progression through the school while challenging all groups of learners.