

## **Curriculum Policy** **Summer 2021**

To be reviewed Summer 2023

Approved FGB Spring 2021

### **Intent:**

At East-the-Water Primary School we believe that children are entitled to outstanding curriculum provision as we are preparing them for their future. We also recognise that as a school, in an area of relative geographical isolation, it is important to broaden our children's views and experiences beyond East-the-Water, to the rest of Britain and the wider world. We offer an engaging curriculum that gives our pupils the knowledge, skills, attitudes and behaviours to enable them to succeed. It is designed to both meet the national curriculum and foster both a love of learning and willingness to help others, developing children into well-rounded and responsible citizens. We strive to make every moment at East-the-Water Primary School, one that your child will never forget.

Our curriculum aims to:

- Broaden and deepen children's knowledge of our world, from learning about the natural world to learning about key historical figures, building a rich web of skills which can be applied across the curriculum.
- help children to become educated citizens, introducing them to the best that has been thought and said so they can appreciate human creativity and achievement.
- provide children with the opportunity to succeed not only in statutory curricular subjects, but to participate in and engage positively with a range of artistic, musical, sporting and cultural opportunities. We aim to give all of our pupils, particularly the most disadvantaged, the knowledge, experiences and 'cultural capital' necessary to become educated citizens and to succeed in life.
- focus on an enquiry-led approach, providing learning opportunities for children, which are meaningful and challenging, that will engage and excite them.
- intrinsically link knowledge and skill, by building on what is known, providing a progression of key skills that will enable them to become independent lifelong learners e.g. being able to compare and contrast, and create their own hypothesis.
- is rich and varied by ensuring children take part in a whole host of exciting and memorable activities, trips and visitors, both in the local area and beyond.
- develop subject-specific vocabulary and knowledge, allowing the children to build links and enhance their learning across all other subjects.
- expose pupils to a wide range of vocabulary to support their language and communication
- be internationally minded ensuring pupils gain a better understanding of the world they live in.
- be inclusive and meets the specific needs of all of our children by stimulating a love of learning, removing barriers, providing the depth and breadth of experiences necessary to challenge every child, and celebrating the achievements of all.
- ensure that knowledge and skills are taught thoroughly and progressively, whilst allowing teachers the flexibility to be creative in their approach and respond to the needs and interests of the children. All teaching staff and governors have a common understanding of our expectations and intent.
- be relevant to our children and draws on our locality.

- incorporate the teaching of British Values: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. These values are woven into the ethos and practice of the school.
- provide opportunities for pupils to read and be exposed to a wide range of texts promoting a lifelong love of reading, supporting curriculum access for all pupils.

### **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](#).

### **Roles and responsibilities:**

#### **The governing board**

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board 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.

#### **Headteacher**

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.
- 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

#### **Curriculum Leader**

- To update the curriculum.
- To support colleagues in all aspects of the curriculum.
- To maintain and replace equipment.
- To monitor the standards of teaching.
- To attend meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- To monitor provision for visits and visitors.
- To collect evidence for each subject.

#### **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

#### **Organisation and planning**

At East-the-Water we believe that knowledge and skills are intrinsically linked and that children need a rich web of knowledge with which they can perform, both physically and cognitively, applying their knowledge and building on a progression of skills. Our curriculum is designed to build increasing levels of knowledge and understanding of subject content, concepts and chronology, alongside becoming increasingly confident and developing appropriate use of subject-specific vocabulary and terminology.

- The curriculum leader will produce a long term plan which ensures coverage of the National Curriculum. Each planning team will be responsible for creating medium and short term planning for their year group. The teachers will plan key questions based on a specific topic which will stimulate children's learning and guide them to a final outcome.
- Each year group will have to teach at least 3 sessions of topic a week (One of which will be a discrete science lesson or another subject.)
- The following areas of the curriculum are embedded into our curriculum time:
  - *Sex and relationship education*
  - *Spiritual, moral, social and cultural development*
  - *British values*
- The curriculum will be fully resourced within school. The resources will be regularly audited and maintained by the curriculum leader.
- See our EYFS policy for information on how our early years curriculum is delivered.

Learning will follow this model:

1. Key Question

- Awareness raising of existing knowledge and understanding of the children
2. Investigation
    - Collecting and recording information from primary and/or secondary sources
    - Analysing
    - Presenting results appropriately (audience)
  3. Meaningful Learning
    - Interpretation
    - Sharing the learning outcomes
    - Making decisions
    - evaluating

Skills Application at every stage

Children will be learning key skills through the curriculum, which are progressive to support them knowing and understanding more about discrete facts to transferrable content and making generalisations.

### Skills progression:

I can <b>recognise</b> familiar things.	EYFS/KS1
I can <b>identify</b> and name things.	
I can <b>describe</b> what I see.	
I can <b>observe</b> changes or actions.	
I can <b>select</b> and know why I have made that choice.	
I can <b>classify</b> and <b>categorise</b> (group).	
I can put things into a <b>sequence</b> .	
I can <b>compare</b> and <b>contrast</b> .	
I can <b>recall</b> information.	
I can <b>reason</b> and communicate my ideas and <b>speculations</b> .	
I can <b>summarise</b> what I have learnt or discovered.	Lower KS2
I can <b>synthesise</b> an idea from different sources of information.	
I can <b>explain</b> my reasoning.	
I can <b>demonstrate understanding</b> .	
I can <b>empathise</b> with others.	
I can <b>reach informed conclusions</b> .	

I can <b>make reasoned judgements</b> .	Upper KS2
I can <b>justify</b> my thoughts.	
I can <b>apply</b> what I have learnt.	
I can <b>evaluate</b> a method or approach,	
I can <b>critique</b> my own and others outcomes.	
I can <b>hypothesise</b>	

### Displays

Each planning team will be responsible for producing a termly corridor display to display the learning that has taken place within that topic. Over the course of the year teachers will ensure that a range of subjects will be on display, to show a breadth of coverage.

### Inclusion

Teachers set high expectations for all pupils whatever their prior attainment. 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. Potential areas for difficulty are identified and addressed in the medium term planning so that children can access and achieve ambitious targets set for them.

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 SEND policy and information report.

### Monitoring arrangements

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

- *School visits*
- *Meetings with school council*
- *Meeting with curriculum leader*

Curriculum leaders will monitor the way their subject is taught throughout the school by:

- *Topic book scrutinies*

- *Pupil interviews*
- *Learning walk*
- *Staff meetings*

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

This policy will be reviewed yearly by the curriculum leader, the headteacher governing body. At every review, the policy will be shared with the full governing board.

### **Enrichment of curriculum**

Each half term teachers will plan experiences for the children that are rich and varied by ensuring that children take part in a whole host of exciting and memorable activities, trips and visitors, both in our local area and the wider world. These experiences will be monitored to ensure a greater range of educational experiences for our pupils. For each experience, teachers will produce a photo sheet as evidence.

### **Health and Safety**

The children's knowledge and awareness of health and safety procedures this should be included in all of our lessons, both indoor and outdoor. It should be noted that, in the event of an accident, all pupils should stop so that full attention can be given to the injured child. In the case of an emergency, a teaching assistant or child should inform the office immediately. A first aid box and trained individuals are available in the main school office if required. Inhalers for pupils suffering from asthma must be readily accessible. Teachers will be responsible for ensuring risk assessment are in place for any lessons they teach and a copy has been given to the head teacher in advance of the lesson.