

Curriculum Policy



Adswood Primary School

Ratified by Governing Body on:	July 2023
<i>M. Smart</i> Head Teacher	<i>Janet Dancy</i> Chair of Governors
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Introduction

Our rigorous, well planned curriculum combined with quality first teaching ensures that our children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people and the world in which they live.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities and Visit, Visitor and Enrichment (V.V.E) experiences that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the learners learn from the way they are treated and expected to behave as well as providing them with life skills and experiences-the 'Adswood Rucksack' and Enjoy , Believe, Achieve Awards. (E.B.A Awards) We aim to teach our children how to grow into positive, empathetic and responsible people, who can work and cooperate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Values

At Adswood Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer our children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident learners who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare learners for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote cooperation and understanding between all members of our community. We are fortunate at Adswood Primary School to have a spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

At Adswood Primary School our values permeate all areas of school life and are reflected by the school's simple motto: 'Enjoy, Believe, Achieve'.



Aims

At Adswood Primary School, we aim to offer a balanced and broad-based curriculum which enables all children to:

- Lead their learning
- Enjoy learning
- Be heard-learner voice
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- Be given significant 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
- Progression of skills and knowledge- 'Bridging Back, Bridging Forward.'
- 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 cooperatively with one another
- Recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom.
- Understand British values-rule of law, individual liberty, democracy, mutual respect and tolerance of those with different faiths and beliefs
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning
- To identify their own 'super powers' and those of others(Transformative Communication)

Learning Challenge Curriculum

Across the school we deliver many of the curriculum areas through the Learning Challenge Curriculum which is a question based approach. The key drivers for this learning are:

- Planned around the distinctive needs of our learners at Adswood Primary
- Enquiry-based to promote curiosity
- Outcomes driven to raise standards
- Embedding the application of basic skills(numeracy, literacy and computing)

- Making learning meaningful and setting it in global, national or local context
- Making writing meaningful
- Integrating empowering learning ('learn to learn') skills
- Underpinned by latest thinking about quality learning and brain-based learning
- Bridging Back and Bridging Forward activities to promote progression, sequential learning and embed previous knowledge.
- Vocabulary rich

English, Mathematics, RE(Beliefs and Values), Music, PE, M.F.L(KS2), Computing, P.S.H.E, Design and Technology, Art and Science are taught discreetly on a yearly cycle (2 yearly cycle where classes are mixed ages) but elements of these subjects are incorporated to the Learning Challenge Curriculum as appropriate to enable 'joined up/purposeful' cross-curricular learning.

In the Early Years, learning is based upon a book each half-term and skills are matched to each topic. Children are asked for their input into what they will be learning. EYFS staff then plan for experience-based learning and exciting and challenging provision to enable our children to develop and apply their skills independently. This also includes a range of visits, visitors and shared experiences with parents/carers.

Teachers follow a clear planning structure for our Learning Challenge Curriculum. A yearly overview(2 yearly cycle) alongside subject specific 'Sticky Knowledge' is produced to ensure the correct National Curriculum coverage, progression of skills and knowledge across year groups and illustrates a natural sequencing of learning. Please refer to our curriculum maps.

Half- term plans allow the teachers to structure teaching and learning to ensure not only National Curriculum coverage but that it meets the needs of our children and our context by reflecting on the aims and vision of our school. At this stage, thought will be given to the learning opportunities provided and the desired learning outcomes. Within the thematic curriculum this will incorporate:

- The learners own ideas and questions
- How the theme will be introduced (a 'wow' factor to get the learners engaged)
- Opportunities for visits or visitors
- Metacognitive approach to support children's learning
- A focused learning outcome at the end of the theme e.g. a presentation, dramatisation or production of an artefact-parents/carers/staff and children from other classes invited to share children's learning.
- How learners work will be presented e.g. theme book, artwork, recording through ICT, display, V.V.E floorbook, entrance hall, website.

Organisation and Planning

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write half-term plans to achieve balance and coverage. Day-to-day planning is recorded electronically in a staff shared area. Lessons incorporate the 5 non-negotiables: being a critical friend, understanding how you learn, questioning each other, working collaboratively and developing reasoning skills. A

planning proforma is used throughout the whole school. Class teachers meet weekly during PPA to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups. Feedback and Feed Forwards sessions daily for the class team ensure dialogue focused on all children takes place and next steps are planned and agreed.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, 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 children's books/work in the marking and provision of constructive verbal feedback. Feedback follows the school's marking and feedback policy and identifies areas for our children to improve by giving focused challenges and expecting them to take ownership of their learning and respond and reflect in order to improve. Summative assessments for core subjects will take place three times a year and twice a year for foundation subjects. Children are presented with these in a relaxed format so as to cause minimal anxiety. These are used to help prepare our children through the year groups for the end of key stage testing as required by law.

Reception and Nursery children are assessed using Development Matters. Ongoing formative assessments are at the heart of Early Years practice and observations and teacher knowledge inform planning. Judgements of attainment are reported three times a year to monitor progress and an Early Years Foundation Stage Profile is produced for each child at the end of Reception.

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes, sticky knowledge and end of year expectations. In addition to this, children with SEND plans will be assessed against their individual targets outlined on their SEND plans. Children's progress will be reported to parents at three points in the year-parents' evening during the Autumn and Spring Term and an open evening and written report in the second half of the Summer term. SEND plans will also be reviewed, discussed and updated with parents three times a year.

The roles of the Subject Leaders and Curriculum Leader

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 full coverage of the National Curriculum, subject specific 'sticky knowledge' and that progression and deeper knowledge is planned into schemes of work.

The role of the subject leader 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 children's progress in that subject area by working alongside colleagues, work watch, child voice, lesson observations, learning environment and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;

- keep self and other staff up to date with developments in their subject through CPD, relevant reading, staff meetings, 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
- check 'Transformative Communication' is being implemented into daily practice.

The curriculum 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 subject specific 'Sticky Knowledge' and that all lessons have appropriate learning objectives which reflect these skills and knowledge. The curriculum leader liaises with the subject leaders, working collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Subject leader reports are submitted yearly to governors, who have a responsibility for each subject of which they monitor and observe. Their role is to share good practice and ensure that collaboration and support underpin Adswood Primary's curriculum development and shared vision. Peer to peer observations and subject lead days where good practice is shared form part of our monitoring and evaluation cycle.

Inclusion

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

- We set suitable learning challenges
- Respond to children's diverse needs
- Endeavour to overcome potential barriers to learning
- Use children's SEND support plans to inform planning
- Promote a metacognitive approach to learning

Learning is planned and adapted to enable our children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children for differentiated activities. Our curriculum is inclusive and promotes positivity and resilience in all our children linking back to our school motto – Enjoy, Believe, Achieve. Extra support and interventions are provided for children when appropriate. Pre-teach activities are planned with the class team prior to learning in class. Every lesson incorporates opportunities for children to revisit, embed and understand where their learning is heading through 'Bridging Back, Bridging Forward'.

Communication with our Parents/Carers'

This is a high priority for us to communicate how their child/children are performing and what they are experiencing in school 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/children's teachers and discuss their progress.
- Three times a year SEND review meetings.
- School website and class blogs inform parents what has been happening in the wider curriculum.
- Regular newsletters to parents
- Home Learning sent home each half term
- Friday blog about next week's learning via Seesaw
- Daily learning via Seesaw
- Inviting parents to VVE events and LCC outcomes.

Home Learning

Home Learning aims to be fun and engaging. It is given out half-termly and consists of a variety of tasks which are age appropriate, relevant to current learning, current affairs and development of life skills. Children are awarded Dojo points (the school's reward system) on completion of each task. Home Learning is showcased in yearly Home Learning floorbooks, Good Work walls, the school's entrance hall and Key Stage assemblies.

Enhanced Provision

We aim to enrich our children's lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, theme weeks, E.B.A Awards, sporting events etc). In addition, we seek to enhance our children's learning through developing positive two-way relationships with our local community.

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 children. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

Governance

Our governing body is responsible for monitoring the way the school curriculum is implemented.

We have named governors for Curriculum & Assessment, English, Maths, Science, Computing, P.S.H.E and Special Needs. The governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects.