

# CURRICULUM POLICY



AT CLAINES CE PRIMARY SCHOOL, WE HAVE A STRONG COMMITMENT TO ENSURING CHILDREN FLOURISH AND SUCCEED TOGETHER AS PART OF A STRONG SCHOOL COMMUNITY. DRIVEN BY SOME OF OUR KEY VALUES OF RESPECT AND COMPASSION, WE ARE INCLUSIVE AND COMMITTED TO THE INDIVIDUAL CHILD. WE AIM FOR A SCHOOL WHERE EVERYONE IS TREATED WITH DIGNITY AND VALUED FOR THEIR PLACE IN OUR COMMUNITY AND THE WIDER WORLD. AT THE HEART OF OUR LEARNING, ARE THE VALUES OF PERSEVERANCE AND COURAGE. WE STRIVE FOR EVERYONE TO HAVE GREAT ASPIRATIONS: ENSURING NEW CHALLENGES ARE MET WITH CONFIDENCE AND 'NO ONE SETTLES FOR LESS THAN THEIR BEST'.

WE DO ALL OF THIS WHILST FOLLOWING IN THE FOOTSTEPS OF CHRIST.

**Approved by:** Curriculum & Standards Committee **Date:** 16.11.20

**Last reviewed on:** 11.11.24

**Next review due by:** November 2025

# CURRICULUM POLICY

## 1. Curriculum Vision

At Claines we promote a curriculum that enables children to learn from and appreciate the past, to be happy in and make the most of the present, and to prepare them to lead and shape tomorrow's world.

Our school motto of 'Stronger Together' is reflected in our vision: to prepare children as life-long learners and global citizens, we must provide a curriculum that will go beyond statutory content.

## 2. Curriculum Intent

We value all learners and use a thematic approach to engage and inspire all of our pupils. Through carefully planned learning journeys, we want all learners to keep up and not have to catch up. Reading is at the heart of our curriculum and texts are selected to engross our children.

Our curriculum will help our children to:

- Develop lively and enquiring minds
- Communicate effectively, both orally and in writing
- Learn the essential skills of life, including numeracy, literacy and digital literacy
- Explore and understand their place in the world we live in
- Develop an appreciation of the interdependence of individuals, groups and global communities
- Express themselves creatively and enjoy the creativity of others
- Develop an appreciation of a wide range of human achievements
- Develop personal, moral and spiritual values, including respect for others
- Revisit learning opportunities to embed their knowledge and understanding
- Learn how to learn and to regard learning as an enjoyable and lifelong activity
- Develop children's physical, academic and mental wellbeing
- Become resilient, independent, reflective, positive and motivated learners

To achieve these aims, the curriculum is planned to be:

- **Broad** so that it provides a wide range of knowledge, skills and experiences
- **Balanced** so that each subject has sufficient time to contribute effectively to learning
- **Relevant** so that learning can link to the pupil's experience to applications in the world at large
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful

- **Progressive** so that what is taught builds in a systematic way upon what has already been learned
- **Differentiated** so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil
- **Accessible** so that there is equality of opportunity for all

### 3. Curriculum Implementation

#### The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is a framework produced by the DfE and sets the standards for learning and development of children from birth to five.

The EYFS is based on four principles:

- A unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

We aim to meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

It is important that all children in school are 'safe'. We aim to educate children on boundaries and Class Charters to enable them to make appropriate choices. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

There are three Prime Areas of Learning: Personal, Social and Emotional Development, Communication and Language and Physical Development. There are four specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. These are delivered through a balance of adult led and child-initiated activities.

Our EYFS areas are organised to allow children to explore and learn securely and safely. There are areas where children can be active, be quiet and rest. The bases are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS has its own covered outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on

different scales than when indoors. It offers the children the opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children develop in all areas of learning.

The planning within the EYFS follows the school's long term 'Creative Curriculum' plan. Medium term plans are based around themes or topics. These plans are used by the EYFS teacher as a guide for weekly planning; however, the teacher may alter these plans in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessments in the EYFS take the form of observation, and this involves the teacher and other adults as appropriate.

We record judgements against the Development Matters and make a summative assessment at the end of the Reception Year which is passed on to the next teacher.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and assessment scales. Parents are given the opportunity to discuss these judgements with the EYFS teacher.

### **Key Stage 1**

At Key Stage 1 the curriculum is delivered through topics, driven by high quality texts. At the start of each topic, the children are encouraged to be independent in choosing what they would like to investigate.

The topics focus on different foundation subjects and literacy is embedded throughout all topics to ensure full coverage of objectives and to give the children's writing a purpose. Within topics, a high-quality text is used to engage children and adds context to the children's learning.

In Year 1, a smooth transition from the Foundation Stage is ensured by offering a wide variety of practical activities designed to build on each individual's experiences and develop key skills. Where appropriate, children will continue to work on the Early Learning Goals. In Year 2 the children continue to experience practical activities but there is further emphasis on recording their learning experiences in preparation for their move to Key Stage 2.

In Key Stage 1, National Curriculum 2014 is used to deliver both Maths and English. Targets for Maths and English are set half termly to reflect children's next steps for progress.

Talk4Writing drives learning within English, to model structure and develop writing. Slow Writing is used as our principle approach to explore more ambitious sentence structures and ensure accuracy.

Maths teaching is now modelled on the Singapore method, using the Concrete, Pictorial and Abstract approach to develop a deep and sustainable understanding of maths. The scheme 'Power Maths' is used in each year group.

## **Key Stage 2**

At Key Stage 2 the curriculum is delivered through a topic approach. Science, History and Geography topics are the main drivers in this process and there are strong links with Art, Design Technology and Music. Within topics, Talk4Writing is key, based on high quality texts, and is used to engage children and adds coherence to the learning journey.

Throughout the Curriculum, emphasis is placed on promoting the skills of: Communication, Application of Number, Computing, Citizenship, Working with Others, Improving Own Learning and Performance and Problem Solving.

Thinking skills are also developed and promoted (Information-processing, reasoning, enquiry, creative thinking and evaluative skills).

Planning is produced from Year Group Curriculum Maps. From this more detailed short-term planning is developed. Curriculum coverage is ensured and monitored.

Talk4Writing drives learning within English, to model structure and develop writing. Slow Writing is used as our principle approach to explore more ambitious sentence structures and ensure accuracy.

Maths teaching is still modelled on the Singapore method, using the Concrete, Pictorial and Abstract approach to develop a deep and sustainable understanding of maths. The scheme 'Power Maths!' is used in each year group.

## **Whole School**

The RE scheme of work follows the Worcestershire Diocese Agreed Syllabus and Understanding Christianity.

Computing is embedded throughout the curriculum to enhance the quality of learning and teaching.

The school has an Assessment Policy and a Marking and Feedback Policy.

Curriculum delivery is monitored in accordance with the school's monitoring and evaluation arrangements.

## **4. Roles and Responsibilities**

The Headteacher has responsibility for the leadership of the curriculum and for monitoring its provision.

The Deputy Head has responsibility for developing and updating the curriculum maps and ensuring, with the Headteacher, that the curriculum has progression and appropriate coverage and is consistently monitored.

It is the role of each subject leader to lead a subject with clear intent and vision: keeping up to date with developments in their subject, at both national and local level. They monitor and review the implementation in the school and plan for improvement. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum objectives and clear progression of skills and knowledge is planned into schemes of work, building on children's prior learning.

They must:

- Provide a strategic lead and vision for the subject, ensuring progression in skills and knowledge;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.
- Complete action plans and governor reports, in order to prioritise areas of development to maximise impact in terms of learning and teaching within their subjects.

The Special Educational Needs Coordinator is responsible for the development of provision mapping and for coordinating the work of support staff to achieve the best possible outcomes for individual pupils.

Class teachers ensure that the curriculum is well-planned and taught in an engaging manner. Needs and interests of individual cohorts are considered carefully by class teachers. Teachers must ensure that the objectives and aims of the lessons are achieved. They regularly review and, if necessary, update medium term plans.

## **6. Assessment and feedback**

This will be done in line with National Curriculum 2014 guidance. Arbor is a robust school tracking and assessment system and is in place to ensure consistent tracking and assessment of children across the school. The Diocesan Assessment System for RE is used across school. Internal and external moderation systems are also in place.

## **7. Monitoring and Review**

Our Governing Body's Standards and Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the school's strategic plan.

This policy is monitored by the Governing Body and is reviewed annually.