

Sandford Primary School



Curriculum Policy

Signed:

Date of policy: May 2023

Review of Policy: May 2024

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*Our goal is a **nurturing** community that expects **respect**, encourages **creativity** and embraces **aspiration***

Our Curriculum Intent

We aim to provide the very highest standard of education within our broad and balanced curriculum; ensuring children flourish academically for life in the 21st Century. We strive to provide an equitable experience for every pupil, regardless of need or background: inclusion is at the very heart of everything. We celebrate diversity: challenging gender stereotypes, ensuring a wide range of cultural representation and providing enrichment and leadership opportunities to our most vulnerable students. Utilising the skills, knowledge and cultural wealth of our supportive community, we nurture our pupils' spiritual, moral, social and cultural development, notably through our developing assemblies programme.

Academic progress, knowledge, creativity and problem-solving are highly valued aspects of our curriculum and embedded through learning in every year group. Our 'Sandford Top Twenty' - opportunities to enrich and inspire our learners - enhance this further. These, coupled with our overarching core values of **Respect, Creativity and Aspiration**, underpinned by physical development, emotional well-being and mental health, are key elements that support the development of the whole child and promote a positive attitude to learning and life.

At Sandford Primary School, we constantly strive to improve our curriculum and develop it further to build on the knowledge, understanding and skills of all children, whatever their starting points, as they progress from EYFS, through each Key Stage.

Our pupils are supported to acquire the requisite skills, confidence and self-esteem to be successful, independent and motivated learners in readiness for their next stage of education and to make a positive contribution to society as they grow up. In fact, they are part of the planning process and are actively encouraged to be curious and suggest what they want to learn – helping our curriculum to evolve and remain meaningful to them.

Curriculum Aims

- ✓ To enable all children to absorb knowledge, develop understanding and make connections to hone their learning skills to the best of their ability.
- ✓ To provide children with a firm foundation in the essential skills of Reading, Writing, Maths, Science and Computing as a springboard to competency in all areas of our enriched, broad and balanced curriculum.
- ✓ To fulfil all the requirements of the National Curriculum.

- ✓ To promote a positive attitude and a love of learning that is underpinned by a solid character education, enabling our pupils to thrive into adulthood.
- ✓ To develop a positive environment for learning and interaction, reflected in high expectations of behaviour and respect to others, tolerance and open-mindedness.
- ✓ To enable and encourage children to be creative, inquisitive and reflective during the learning process.
- ✓ To drive pupils' personal development and development of cultural capital, through a rich and diverse PSHEC programme, school values and assembly programme.

Ultimately, we want all of our children to be the best they can be and make a positive contribution to the world they live in.

Our Curriculum Implementation and Design

Our well-sequenced and clearly constructed curriculum allows learners to achieve. Knowledge underpins all subjects and enables the application of skill; they are intertwined to ensure pupils make progress through meaningful connections.

The Sandford Curriculum has been developed to meet the needs of our small mixed-aged setting and is designed across a two-year rolling programme for each class. During a pupil's 7-year journey, they will spend two years in the same class on two occasions. Therefore, our design builds upon children's prior knowledge ensuring no content is repeated.

In addition, we have considered pupils' over exposure to Science themes, due to the nature of the planned subject content from the National Curriculum, and pose in-depth Study Questions. These enable pupils to apply their previous knowledge and skills through a creative approach, as an independent study.

Our curriculum is delivered through a range of different termly topics in each class, making relevant and meaningful links between subjects, where appropriate. These are outlined in our long-term plans and supported by our medium term plans and topic webs/knowledge organisers, which are shared with parents 3 times per year. In addition, subject leads outline key coverage, knowledge and skills in each subject (available on our school website).

Most topics have a historical or geographical driver, but always begin with an inspiring text, ensuring our love and drive for reading is woven meaningfully into every part of the curriculum. This is exemplified in Dabinett Class, where *The Messenger Bird* by Ruth Eastham initiates a topic on WW2 and Bletchley Park. Writing outcomes are often linked to curriculum themes giving greater context and purpose to these expectations; supported by our Talk for Writing pedagogy. Some topics will take a more natural enquiry based approach, such as Redstreak Class's topic '*LET'S IRON THINGS OUT How did Iron Man and Woman create a lifestyle?*', whereas others allow for a more child-centred approach, such as Hasting Class's Science study question '*When might a habitat change have a positive impact?*'

We utilise the local community within our Curriculum design as much as we can, exemplified in the Bristol theme in Braeburn Class, '*Bristol Breakthroughs*' *Significant historical figures in Bristol*, and the Strawberry Line topic in Hasting Class, '*ON THE RIGHT TRACK! How has the Strawberry Line shaped our locality?*'

To ensure equity of access to the curriculum content, we provide pre-topic teaching to those children who would benefit, further supported by our Topic Webs/knowledge organisers for parents; these also support the development of expert language, 21st century links, topical issues and ideas for home learning to enrich pupils' experiences beyond the classroom.

Our pupils have access to a wide range of opportunities which promote personal safety and pupil voice, with all children being actively involved in whole school decision making through the School Council, Crew Captains, Eco Team, Young Leaders and School Librarians.

Children with Additional Needs

The curriculum in our school is designed to provide equal access and opportunity for all children who attend the school, as stated in our SEND policy. Where a special need is identified our school is firmly committed, in consultation with parents and outside agencies, to meeting individual needs and ensuring appropriate resources are employed. The School's practices comply with the requirements outlined in the current SEND Code of Practice (2015) in providing for children with special needs.

All pupils are engaged and involved in our curriculum topics, regardless of their specific educational need, disability or vulnerability. Measures are put in place to adapt, design and develop the curriculum content for pupils with SEND. The delivery and acquisition of knowledge and skills to meet the needs of those particular pupils is tailored accordingly. Individual timetables and personalised plans are created for high-needs children, linked strongly to the curriculum topics. In turn, highly scaffolded learning opportunities and a knowledge of what small steps progress would look like, allow all of our learners to succeed in their lessons.

For those pupils who are disadvantaged, we plan to ensure they have equality of opportunity in accessing the curriculum. An emphasis on reading fluency and the understanding of key language informs much of the scaffolding used for our learners. In pre-topic teaching, quality text discussions and clear, modelled language around new topics and content is crucial in allowing them to access teaching and learning alongside their peers. Such is the importance of this, that additional reading takes place with these children through the use of volunteers, catch-up reading interventions or planned programmes and sessions with our Pupil Premium Mentor or Learning Mentor.

Covid 'Catch-Up' funding has also allowed the school to review the children most impacted by the pandemic and put in place personalised, additional support. We have placed a specific emphasis on the acquisition of phonic skills required to read and access much of the curriculum.

Assessment

We equally value formative and summative assessment (see assessment policy) which enable us to reflect on the content taught, knowledge acquired and skills evidenced for each pupil, then plan for the following term.

We have developed a curriculum assessment approach that involves the pupils generating their end of topic assessment; encouraging metacognition. For example, pupils generate key questions lesson plenaries. This is repeated for the length of a topic and could culminate in an end of term quiz, presentation, summary document. Please see our Assessment Policy for more details.

Parents

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.

We utilise the whole school ClassDojo feed to inform all parents instantly of activities which are taking place. We also developing the use the school Twitter Feed to celebrate special news or occasions. This then holds a historic record of the children's experiences and inspirations. There is also regular communication through our:

- Weekly Celebration Assemblies
- Class and school newsletters
- Topic Webs/ knowledge organisers
- Parent workshops
- Learning Conversations
- Termly Parents Evenings
- End of Year Reports

We also engage parents to share their skills and expertise through assemblies and workshops.

Impact of our Curriculum

Outcomes for Pupils

Our Curriculum consistently leads to good outcomes and results for our pupils. We are consistently above the national average for outcomes at the end of end of KS2. We also regularly achieve highly in the Phonics Screening test for Year 1 pupils and all of our pupils have passed the phonics screening test by the time they leave Year 2, unless there is a special and specific learning need.

At the end of this journey, our curriculum creates effective learners that:

- Know what it is they are going to learn, through a shared learning objective or 'hook' into learning
- Know what they need to do to be successful through the application of our learning powers

- Are able to assess their own learning and the learning of others through 'assessment for learning' strategies, such as mixed ability pairs, peer marking and paired editing, stemming from metacognition techniques
- Receive positive regular feedback that helps them to identify what they need to do next (see marking and feedback policy)
- Have time to reflect and review their learning
- Feel cared about and are happy, motivated and stimulated
- Enjoy a learning environment that is well organised, attractive, stimulating and safe
- Experience a variety of learning, both indoors and outdoors
- Enjoy lessons that are interesting and fun with the opportunity to learn through first hand, multi-sensory experiences
- Demonstrate high expectations for learning and behaviour

Pupils with additional learning needs make good progress across the curriculum in line with their own progress measures. Assessment of these pupils is in much smaller and achievable steps.

We believe no child is born 'clever' at a subject, but rather, everyone is able to succeed and improve upon their personal best, if the conditions are right. Formative assessment is used to understand where the children are in their learning and plan next steps accordingly, thus ensuring the implementation and impact of our lessons is appropriate for all our children.

Impact is assessed throughout the topics and lessons in order to plan next steps and also summatively so that we can gauge the impact of what we have taught versus what the children have learned, thereby informing us of where we need to make changes.

It is the shift of knowledge to the long term memory that demonstrates understanding. No matter the child's starting point, they should progress and achieve to the highest possible standard for them; not only in reading, writing, maths and science but within the foundation subjects such as Art, Music and History.

When they move onto Secondary School, they are equipped to access the next step of their educational journey but also to thrive due to the building blocks of learning that they have received. More than this though, they will be ready to make a positive and worthwhile impact to the wider community as informed and responsible 21st Century citizens.

Monitoring and evaluation

A curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Flexible management time is given to subject leaders to enable them to successfully carry out their roles and responsibilities, without adding to workload. The information from the monitoring and evaluation forms the basis of the impact assessment for that curriculum area.

The Executive Headteacher and Head of School have overall leadership for assessing the intent, implementation and impact of the whole curriculum that we offer. These leaders have overall vision of the monitoring and evaluation and will guide staff in their roles and responsibilities accordingly.

Judgements on the impact of our curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school:

- Regular formal and informal discussions with staff
- Regular observations of lessons
- Analysing assessment data
- Regular scrutiny of children's work
- Monitoring planning to ensure curriculum coverage
- Collating data from staff, parent and pupil questionnaires
- Pupil conferencing
- SIP visits and WLT monitoring visits

The AIP is amended following analysis of these activities, in order to move our school forward.

Equality Act 2010

The way in which the curriculum is delivered is covered by the Equality Act. We ensure content is taught in a way that does not subject pupils to discrimination. In addition, curriculum content is crucial to tackling key inequalities for pupils, including gender stereotyping; preventing bullying and raising attainment for certain groups.

Communication

Governors are kept informed of developments and priorities through a termly report written by the Executive Headteacher. Key priorities from the school AIP inform the Governor Quality Assurance schedule, which in turn allows an opportunity to work in partnership when evaluating the school's effectiveness and ensuring a rigorous approach is taken to school development.

Impact statement

We have carried out an impact assessment on this policy, on different groups of people, to ensure that our proposals are not discriminative and promote equal opportunities.

Relevant links to legislation and Government Guidance

National Curriculum - <https://www.gov.uk/government/collections/national-curriculum>

SEN Code of Practice - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Equality Act - <https://www.gov.uk/guidance/equality-act-2010-guidance>

Governance handbook - <https://www.gov.uk/government/publications/governance-handbook>

Appendix One:
Sandford Target 20

1. Try a musical instrument
2. Raise money for a charity
3. Read a map and use a compass
4. Learn a poem off by heart
5. Learn basic first aid
6. Play a part in the school play or assist in its production
7. Learn to swim
8. Plant it, grow it, eat it
9. Sleep away from home
10. Look after the school environment
11. Experience a pantomime
12. Learn a different language
13. Work in cross generational groups in the community
14. Meet a famous author
15. Try foods from around the world
16. Make a den
17. Publish a book
18. Attend an organised sports event
19. Become an entrepreneur
20. Be in a performance outside of school