



Edith Cavell Primary School

CURRICULUM POLICY

Signed: *G Bishop* Chair of Governors

Signed: *H Cooke* Headteacher

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Curriculum Policy

Introduction

At Edith Cavell Primary School, we believe that the curriculum is the tool that promotes a love of learning and willingness to explore and the time to have fun. We use the National Curriculum as a basis for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children have the opportunity to be creative, to be physically active and to be academically challenged. For each area of the curriculum we set out our intent (the core knowledge children will learn and the skills they will develop) our implementation (how the children will make progress through the curriculum and acquire the necessary skills and knowledge for each phase of their learning journey) and the impact of our curriculum (we evaluate by checking what the children know and can do). We understand that knowledge is cumulative and children need firm foundations in order to progress.

Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims

The aims of our school curriculum are:

- to enable all children to learn, and develop their knowledge and skills, to the best of their ability;
- to enable all pupils to gain the essential cultural capital that will help pupils to have a wide range of meaningful options and opportunities in later life;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the vital skills of literacy, numeracy and computing;
- to enable children to be creative and to develop their own thinking;

- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and values;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to become well-rounded citizens through our personal development programme taught through PSHE lessons;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

Organisation and Planning

We plan our curriculum in four phases. We agree a long-term plan for each key stage. This indicates the programme of study for each term for each group of children, with sequential lessons planned to build on previous knowledge and skills taught. This sequencing of content may on occasion need to work backwards if any gaps in knowledge have been identified. We review this long-term plan on an annual basis.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each unit of work. We also use the National Curriculum for our medium-term planning in the foundation subjects. We take our medium-term Maths planning from the programme White Rose Maths which is based on the National Curriculum. Teachers follow the schemes of learning and progression resources for their year group so that each unit of work is built upon the previous step. For English, lessons are often linked to the subject area of the half term's Foundation subject theme and are enriched with stimulating texts to engage the children. Spoken language is a high priority across the curriculum and underpins the development of reading and writing. The children are taught both word recognition and language comprehension skills through whole class reading sessions, guided reading groups and individual reading conferences where they can read a levelled book linked to the Accelerated Reader scheme or one linked to the phonics they are learning, ensuring teacher's acute awareness of the child's progress. Discrete phonics lessons use the SoundsWrite programme and each class progresses through sequential lessons on the Initial Code developing onto the Extended Code. These lessons are taught to the fidelity of the scheme ensuring sequential steps of progress. Once the code of phonics is mastered, children's reading becomes more fluent, freeing up their working memory to focus on comprehension and composition skills. When writing, the handwriting joins are taught in sequence and grouped in letter families. Teachers plan writing for each genre, which lasts between 2 -3 weeks, and is taught through a sequence of lessons. Spelling Shed is used to support the teaching of spelling rules once phonic knowledge has become embedded.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify the skills and knowledge needed to build upon, to identify what resources and activities we are going to use in the lesson to meet the learning objectives.

In the Foundation Stage, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, we adopt an inter-disciplinary approach to curriculum planning. For each term's theme, individual subjects are taught and teachers are careful to teach and use subject specific terminology in each lesson so that pupils know which subject they are learning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum subjects and Early Learning Goals, and there is planned progression in knowledge and skills in all curriculum areas.

The curriculum and inclusion

Our aim is for all children to have access to the full curriculum through high quality teaching. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have additional needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice (2015). If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to adapt the learning, and provide the resources and educational opportunities that meet the child's needs, so that they may access the curriculum through high quality teaching within normal class organisation.

The school provides an Individual Provision Map for each of the children who are on the special needs register. This sets out the nature of the special need, and using the Graduated Response, we outline how the school will aim to address the need. The Individual Provision Map also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

If a child's need is more severe, we consider the child for an Education, Health and Care Plan, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children appropriate to their level of need.

If a child for whom English is an Additional Language (EAL) is identified, the child's basic English language is then assessed by teachers or Teaching Assistants. A priority checklist, is completed, which focuses on assessing children's understanding on the basic areas of early English such as the alphabet, numbers, colours, time (days of the week, months, seasons), greetings and basic conversation, vocabulary (words at school and home, objects, places) and use of grammar. Once the priority checklist has been completed, the needs of the child are identified from the gaps and targeted intervention work is planned for that child according to their need. The school will provide differentiated texts and personalised resources that suit the pupils' ages and levels of learning. Technology will be used extensively across the curriculum to support and encourage language development related to the subject area. Teachers track the pupil's progress using the NASSEA tracking record.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately adapted for children with disabilities.

The Foundation Stage

The school uses the Statutory Framework for the Early Years Foundation Stage (Sept 2021). Working in conjunction with the Development Matters Non-Statutory Guidance the curriculum focuses on 7 areas of learning:

3 prime areas:

- communication and language
- physical development
- personal, social and emotional development

The 4 specific areas:

- literacy
- maths
- understanding the world
- expressive arts and design

The focus on early language and extending vocabulary is at the heart of our broad and holistic curriculum. The Early Learning Goals are used to assess the knowledge, skills and understanding that the children have gained by the end of the academic year in which they turn 5, the Reception year. Development Matters recommends that the assessment age bands used are, birth to 3, 3 and 4-year-olds and children in reception.

Our school fully supports the 7 key features of effective practice in early years. We believe in the best for every child, high-quality care, an engaging curriculum outlining what we want children to learn, high quality pedagogy (helping children to learn), assessment (checking what children have learnt), developing self-regulation and executive function skills, and building a positive partnership with parents. We believe in the principle that young children learn through play, and by engaging in well-planned, targeted, structured activities.

Teaching in the Reception class builds on the experiences of the children in their Pre-school learning.

Each term in the Reception class, the teacher will assess the skills development of each child, and record this in the Early Years Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

The National Curriculum for Key Stage One and Two

The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

At Edith Cavell Primary we assign the monitoring of the curriculum to specific subject leaders for each subject but also encourage colleagues to support one another.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- report to the Senior Leadership Team and Governing Body on the status of the subject;
- evaluate the effectiveness of the curriculum and refine as needed;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time each term, so that they can carry out their duties. It is the role of each subject 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 the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he can use to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

Monitoring and review

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

The Headteacher is responsible for the day-to-day organisation of the curriculum.

Phase and subject leaders monitor the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor pupil achievement across their subject to ensure that children are learning the intended curriculum and that any dysfluency is identified and rectified at the earliest opportunity. Checking planning, listening to children's voices, providing guidance with teaching strategies and assessment and ensuring resources are accessible as required enables subject leaders to keep a high profile for their subject.

This policy should be read in conjunction with the following policies:

Individual subject policies, particularly the English, Maths and PSHE policy

Special Educational needs and Inclusion policy

Assessment policy

Calculation policy

Equality policy

Foundation Stage policy

Homework policy

Marking and Feedback policy