



Rockland St Mary and Surlingham Primary Schools Curriculum Policy

Author / Edited by	Name of Headteacher or member of staff
Date	September 2019
Executive summary	This policy has been reviewed and amendments made to reflect the expectations of the new Ofsted framework
Review Body	Teaching staff
Endorsed by	Governing Body
Review frequency & next review due	Annually – September 2020
Comments	<p>This policy is available on our school website and is available on request from the school office.</p> <p>This policy will be reviewed in full by the Governing Body on an annual basis.</p>

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CURRICULUM POLICY 2019-20

Introduction

As stated in the National Curriculum 2.2 The school curriculum comprises all learning and other experiences that each school plans for its pupils. It is a framework which sets out the programme of education including the knowledge and skills to be gained at each stage. The national curriculum forms one part of the school curriculum.

We believe that our school curriculum should allow a breadth of learning across all subjects, which is relevant and meets the needs of all children whatever their ability. Our curriculum is comprised of The National Curriculum 2014 (statutory requirement) and the wider curriculum which can be derived from local interests, resources and designed from the children's needs and interests.

Our curriculum ensures that the children are provided with a range of learning experiences which should challenge, stimulate and promote thinking and learning and reflect our school vision, context, pedagogy and needs of the children.

Our vision is to encourage and support our pupils to enjoy their childhoods and reach their full potential, as confident, inquisitive and successful learners and as fully rounded individuals. All members of our close knit school community work in a positive learning partnership, having regard to our 4 R's
Respect, Resilience, Resourcefulness and Reach

Our Intentions

The aims of the National Curriculum are to -

- provide 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.
- provide 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.

In our curriculum design we aim to:

- prepare pupils for the opportunities, responsibilities and experience of adult life;
- provide equality of access and the opportunity for all pupils to make progress;
- develop the personal and social skills, attitudes and values of each child through citizenship, religious education and personal, social and health education issues;
- promote high standards in reading, writing and maths;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT;
- promote spiritual, moral and cultural development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to participate in the arts;
- promoting empathy and a global awareness.

Specifically -

- The development of communication skills through literacy, that is, speaking, listening, writing, reading and information handling, plus MfL.
- The development of mathematical skills and mastery of maths through numeracy, that is, number, shape and space, measures, investigation and data handling.
- The development of environmental inquiry through history, geography, science and outdoor learning.
- The development of physical skills through gymnastics, games, and swimming.
- The development of aesthetic and creative arts through music, art, design dance and drama.

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- The development of skills and attitudes which will help the children to take advantage of opportunities, experiences and responsibilities in their future lives.

We believe that children learn well when they are deeply engaged and involved with their activities. We want children to come school every day excited by the prospect of new discoveries and new skills to learn. We plan our curriculum to appeal to the children's interests and to help facilitate their learning in a wide range of areas.

This is supported and underpinned by an ethos in which all individuals are valued and where our children can flourish in a safe, calm, caring and enabling environment in which each child's well being is paramount and their developing independence is encouraged and celebrated. Our learning environment is supportive and purposeful – but also stimulating, challenging and engaging with a clear focus on promoting positive behaviour and our principles for learning.

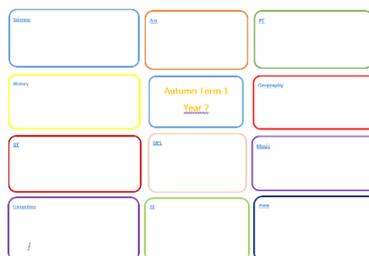
Our curriculum also specifically offers rich and diverse learning experiences and opportunities drawn from and inspired by our unique local environment.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively, inquire and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding;
- contribute to pupil safety, behaviour and welfare including their physical, mental and personal wellbeing, spiritual, moral, social and cultural development and promotion of British values.

Our implementation of the Curriculum

- The maths curriculum is taught using the White Rose mastery approach and curriculum coverage with Power Maths scheme books and resources. See maths policy and maths calculation for details.
- The writing curriculum is taught using Talk For Writing. See English policy for details.
- The reading curriculum comprises of children being heard to read as individuals, the teaching of sight vocabulary and guided reading sessions in class or groups. See English policy for details.
- We teach phonics using Letters and Sounds. See English policy for details.
- All other national curriculum subjects have been organised into teaching programmes for each year as set out in the subject/year group progression maps. See progression map file.
These progression maps outline the NC objects to be taught, skills and knowledge content. They also include detail to ensure that experiences are not replicated – for example history content, artists, music and songs. See 2019-20 curriculum map whole school. SMSC opportunities and vocabulary are included also.
- Teachers use these progression maps to plot out the planned teaching each half term or term. They use a curriculum map to pin point what aspects of the NC will be taught in the time given. These are shared with parents through the website.



- Teachers may decide to link relevant subject content together under a theme if it will allow children to make stronger connections between subjects, skills and knowledge. Some subject areas or objectives are planned for separately when they do not 'fit' into themes.
- Where relevant, the Talk for Write genre may be linked to the teaching in other subjects for example report writing following a science investigation, or be used as a hook at the start. A hook may involve a visit or

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visitor, a 'real life' challenge or problem to solve, a question or end project to complete and celebrate with an audience.

- Teaching of one subject area may be blocked together in the half termly timetable so that, for example, children may cover learning within science for three or four full afternoons within one week. This aims to encourage deeper teaching and increase the children's enjoyment of the learning. We believe this will enable them to retain learning longer and transfer it, over time to their long term memory. This new approach for 2019 will be monitored.

The image shows a complex school timetable grid. It is organized into columns for different days of the week (Monday to Friday) and rows for different lessons. The grid is color-coded by subject area, with various colors representing different subjects like English, Maths, Science, PE, and others. The timetable covers several weeks, with specific lesson times and subject names listed in each cell.

- After long term plans have been established teachers plan out their teaching narrative for the number of sessions they have set. The teaching narrative should have a clear starting point and identify how it will develop significant outcomes by the end.
- Teachers will begin teaching new content by asking the children what they already know and would like to find out. This can be represented as a class mind map or similar and a copy retained.
- Progress will be judged by evidencing that children know, can remember and can do more after the given period of time. We monitor the progress and achievements of pupils throughout their time at our school and share this information with parents on a regular basis. See Assessment Policy.
- Learning in any subject may be celebrated through the sharing of 'work' with a variety of audiences including assemblies, parents, visitors and through displays.

In addition to the taught national curriculum, we offer –

- Outdoor learning** – all children take part in a series of 6 weeks (one half term) of one afternoon per week, each term. Outdoor learning sessions began in Autumn 2018. The activities enjoyed each week may link to the curriculum being covered by the class (for example studying habitats in science, orienteering skills linked to geography), provide opportunities for SMSC, personal development, teamwork, inquiry and appreciation of the arts. The sessions are captured through photographs which are compiled into a single page learning journey at the end of the half term.
- COMPASS (nurture)** – children identified through the COMPASS screening as requiring additional support in their personal and behavioural development will have planned time with the nurture lead. COMPASS stands for Creating Opportunities to Maximise Personal and Social Skills. It involves listening and responding. In a COMPASS group, children may talk, play a game or make something, while the adult listens, engages in conversation about events and feelings. Children respond to feeling valued, in most, praise of their small achievements and in having a consistent and reliable member of staff to go to. Groups for **SEMH**, give positive reinforcement so the child can self-regulate positively and try to stop the feeling of being 'useless/bad/naughty'. Social skills, turn taking, Lego therapy are key activities. In our **Bereavement** group the children can chat freely with each other about their experiences while nurturing and cultivating an amazing garden space. Each morning a group of children attend **sensory circuits**. See COMPASS newsletter.
- Activity passport experiences** – newly introduced in September 2019, each class has agreed a list of experiences and activities which the class will participate in during the year. Some may be covered through outdoor learning or within the taught NC coverage but many will be incorporated into the year via trips, visits and events. At the point when an activity has been completed, the class and teacher will take time to celebrate the learning and in particular, highlight how the children have worked on one of the school's 4R's. These are a further opportunity to provide personal character development. See activity passports in inquiry books.

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Roles and Responsibilities

- The Headteacher has the responsibility for the leadership of the curriculum and supports the work of the curriculum leaders to ensure that the curriculum has progression and appropriate coverage;
- Subject/Curriculum leaders are responsible for evaluating and monitoring standards in their subject, completing Health Checks, liaising with governors and ensuring that the resources are maintained (see Subject Leader Handbook)
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure progression across the key stages and between the schools;
- The Headteacher and SENCo ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention;
- The Governors and SET monitor the curriculum through the termly Headteacher's report.

Summary of subjects, relevant policies and resources –

Subject	Policy	Specific schemes (where appropriate)
Maths	Calculation Policy Maths Policy	Power Maths – which aligns with White Rose mastery planning Manipulatives
English	English Policy	Letters & Sounds Talk for Write
Science	Science Policy	Progression maps. Inquiry led.
Geography		Progression maps. Inquiry led
History		Progression maps. Inquiry led
RE		Progression maps Discovery RE
PSHE	PSHE Policy	Jigsaw scheme
PE	PE and PA Policy	Progression maps
Music		Sing Up
ICT/Computing	AU ICT and Social Media Policy	Progression maps
Art / DT		Progression maps.

Other Policy links

Assessment Policy

Feedback and Marking Policy