

St. David's C of E Primary School

Enquiring minds, caring hearts, creative hands



Curriculum Policy

March 2021

At St. David's we have our vision at the core of everything we do for pupils and for all staff members; Our school's Christian foundation guides, challenges and inspires every child to reach their full potential as they become life-long learners and confident citizens, equipped to lead and serve. As a school we look to the teachings of the Bible to underpin our ethos:

Love the Lord your God with all your heart, soul, mind and strength; and your neighbour as yourself.

Mark 12:30-31

Headteacher/ school staff signature	<i>Jenny Walker</i>
Governor signature	<i>Yvonne Webster</i>
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St. David's C of E Primary School

Curriculum Policy

Our vision

Our school's Christian foundation guides, challenges and inspires every child to reach their full potential as they become life-long learners and confident citizens, equipped to lead and serve.

The school curriculum comprises all learning and experiences that we plan for our children. The national curriculum forms one part of the school curriculum. There is time and space in the school day and in each week, term and year to work beyond it. 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

St. David's curriculum is an integrated framework for learning, designed to draw upon the many different learning experiences open to children, harvesting every opportunity to make learning fun, exciting and meaningful. It relies on making connections between subject areas, enabling learning to be synthesised and mutually reinforced, helping develop the child's ability to transfer their learning to other settings. Research has shown that,

"The brain learns best in real-life, immersion-style multi-path learning...fragmented, piecemeal presenting can forever kill the joy and love of learning" (Jensen, 1996)

and this is as every bit relevant now, as it was then.

Our vision for learning extends way beyond what can be conveniently measured and marked, acknowledging that every day is a 'learning day' for children which exceeds the boundaries of subject areas. We aim to draw upon each child's cultural and community experience to bring context and meaning to their learning and we work hard to ensure parents play a full-time role in supporting the education of their children.

Our curriculum provides breadth, balance and relevance to the modern world, as well as securing the fundamentals of literacy, numeracy and computing capability. There is a strong emphasis on children's personal development, including the development of learning and thinking skills, and personal, social and emotional skills. The curriculum offers the flexibility to tailor learning to children's needs, interests and aspirations. It recognises the importance of active learning in engaging children, helping them achieve a wide range of outcomes and make the best possible progress.

We aim to improve the life chances of all children by ensuring each child becomes:

- A successful learner, who enjoys learning, makes good progress and achieves well.
- A confident individual, able to live a safe, healthy and fulfilling life.
- A responsible citizen, able to make a positive contribution to society.

In achieving this, our children will long remember us not simply because of what we taught them, but how we taught them and how they learned.

Curriculum Policy: Last reviewed March 2021

Aims

- To provide all children with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and special needs.
- To overcome the barriers to learning that have been identified; Life Experiences, Poor Speech and Communication Skills, Poor Social Skills, being Ready to Learn.
- To increase children's knowledge, skills and understanding as they grow and develop and increase their connections with the world around them.
- The curriculum will be carefully planned and sequenced to ensure that learning is continuous and that pupils make good progress with the development of their skills and knowledge.
- To engage the children's interest and to encourage and motivate them to want to learn.
- To be exciting and to offer pupils lots of first-hand experiences to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world.
- To develop cultural capital - to open their eyes to awe and wonder and cause them to marvel at the incredible and fantastic world in which they live
- Support children's spiritual, moral, social and cultural development
- Promote a positive attitude towards learning

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and responsibilities

The governing board:

- The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- The governing board will also ensure that:
- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

Headteacher:

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff:

- Other staff will ensure that the school curriculum is implemented in accordance with this policy.
- Key Stage Leaders are responsible to ensure that their team teaches the curriculum as agreed by St. David's school
- Subject leaders are responsible for the monitoring of their curriculum subject ensuring it shows progression of both knowledge and skills whilst following the NC.

Organisation and planning

- The National Curriculum will be taught to all children. The main driver behind the curriculum will be quality texts. Each topic will have at least one quality text which the children will study to develop their understanding of the topic being taught. There will be further supplementary texts that will further develop the children's understanding.
- Medium term planning will map out the vocabulary, skills and activities that the children will cover.
- Skills, knowledge and vocabulary have been mapped out progressively for all subjects from EYFS to Year 6.
- Short-term planning will be brief. It will set out clear learning objectives, a strategy for differentiating the work and it will show how resources are to be deployed efficiently and effectively to personalise learning for each of the children.
- Members of staff will be given responsibility for leading, managing, monitoring, evaluating and reviewing the curriculum. Teachers will be given good opportunities to use their subject expertise to enhance the curriculum.
- The Gloucestershire Dioceses Syllabus will be used as the basis for the planning and teaching of RE.
- Cross-curricular links will be made between subjects where appropriate and the cross curricular themes including PSHE, Citizenship will be planned for within the curriculum.
- Opportunities will be taken to enliven the curriculum through the use of educational visits out of school, parents, visitors, artists, crafts people, actors, and musicians and through the use of the school grounds, the locality and the wider environment.

- An extensive range of high-quality resources including ICT will be used to underpin the curriculum.
- Homework will be set where appropriate to link the curriculum with learning at home.

See our EYFS policy for information on how our early years curriculum is delivered.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN or disabilities
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Curriculum implementation

English

English objectives are based on the National Curriculum (2014). A reading and writing overview is written at the beginning of each half term with the coming half term's objectives, this will provide a sequence of learning and a build-up of skills that clearly shows the work towards a written outcome. Teachers will use their English working walls to display how the skills built up through the term. Teachers also include the objectives from the progression of skills document to ensure key objectives are the focus of each specific year group.

The teaching of reading must be included daily within the weekly plans, both from the quality text and during discrete 'guided reading' sessions. VIPERS is used to teach discrete reading skills. In EYFS and Year 1 children have individual reading sessions with the class teacher or TA. By the end of Year 1 children are taking part in whole class guided reading sessions ready for Year 2.

It is expected that teachers will produce one or two pieces of extended writing in English and one within one of the foundation subjects per term in their Topic book. This should be a piece in which the children demonstrate a purpose for writing and that demonstrates the taught skills from the term. These extended pieces of writing are assessed against the writing criteria by dating and highlighting where the writing has met the KPI's. These pieces of work will also be moderated every half term.

SPaG is taught both through a discrete weekly session and through context of the class text. Handwriting will be taught following Pen Pals for handwriting. Spellings and key words will be sent home weekly in order to be learnt for a test the following week.

Phonics

Our children are provided with a variety of opportunities to develop and extend their phonic skills in and across the Foundation Stage and Key Stage 1. It will also be continued into Key Stage 2, where necessary to support those children who do not yet have the phonic knowledge and skills they need.

Planning: The school follow the systematic approach laid out in Letters and Sounds programme (2007) - this is supported by teachers using the RWI mnemonics (as suggested in the Letters and sounds publication) and the RWI patter to help the children remember how each letter is formed correctly. Other materials and games are used but these are assessed against the expectations of the Letters and Sounds principals and practise. They support the effective delivery of phonics particularly for those children who are behind their peers.

Lessons: Discrete phonic lessons take place daily for a minimum of 20 minutes across EYFS and Key Stage 1 until children have mastered Phase 5 and move to a longer focused phase 6/SPAG lesson which then feeds into the subsequent literacy lessons. They follow the structure of 'Review, Teach, Practise and Apply to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive activities to engage the children.

Classes: Children are taught within a whole class setting so that the class teacher knows what has been covered, can use this knowledge throughout the day in all teaching and reduced transition time increases learning time. Children undertake rigorous assessment at set points throughout the year but daily feedback of interventions and booster children/groups means that children are reassessed and learn according to their phonic knowledge and gaps are closed. As children progress at different rates, these groups are changed regularly.

Maths

At St. David's, Children explore concepts through concrete apparatus, pictorial imagery and link this to abstract ideas and calculations. We believe that all children are capable of understanding and succeeding in Mathematics. Learning best happens when children's misconceptions are understood, addressed and supported through challenging work. Mistakes are expected, reflected upon and treated as a learning opportunity.

In each lesson we would expect to see the following:

- manageable steps for each lesson

- progression of skills
- manipulatives being used
- different representations to support calculations
- mistakes being celebrated
- reasoning and application of skills
- children using correct vocabulary in complete sentences (Larry Llama vocabulary)
- all children and staff have a can-do attitude

We teach a daily Maths lesson which includes:

- a starter to engage the children
- teaching linked to the Do It style questions which practise fluency
- twist it style questions which allow the children to see the questions presented differently
- solve it questions which allow the children to apply their knowledge

The lessons may also include reasoning bubbles to explicitly teach reasoning and challenges to engage our GD learners.

Alongside our daily lessons, we also have at least 3 separate mental arithmetic sessions based on arithmetic style questions or number facts including number bonds and multiplication tables.

There is also opportunity throughout the week to mop up on any misconceptions and provide more support for those that need it.

Pre-teach is also used, in some cases, to give children the confidence to engage in the upcoming lessons.

Teachers use working walls in class to display the Larry Llama language and work relating to topic being taught. Teachers will often add models of representations and manipulatives that are being used.

The children understand their learning journey through the use of Learning Ladders (sequence of lesson) for each area of Maths taught. This is shared with them and parents and it is also stuck into the children's books at the beginning of a new topic.

Homework is set to support and consolidate learning achieved in class.

We use Times table Rockstars and Numbots to support the learning of number facts and multiplication tables.

We use end of topic tests from White Rose Maths to assess the children. The misconceptions are then taught in the starter sessions or mop up sessions. Data is entered into Target Tracker 3 times a year to show the progress of pupils across the school.

Science

We will follow the National Curriculum for science which ensures coverage and progression from Nursery to Year 6 in both knowledge and scientific enquiry skills. Science topics link to the termly topic being studied where possible and additional texts could be used to support the children's learning. Where possible children should be taught to apply knowledge to real life situations. Science front covers should be stuck in books before the unit of learning begins along with the learning pathway and key vocabulary for the unit of work. The science unit of work will also begin with a review of what children already know and what they would like to learn. Children should also have evidence of reasoning in their books to show their understanding of the knowledge that they have learned.

Physical Education

At St. David's we follow the Real P.E scheme of work. This is linked to the National Curriculum and ensures that the coverage is being taught in every year. There is a clear progression of knowledge and skills, and identifies the lesson objectives that are linked to the Cog the class are working on in that term. The cogs that the children work on during the year are from personal, health and fitness to cognitive and allow the children to compete against each other and themselves. This allows the children to become rounded individuals being able to complement and evaluate themselves and each other. Assessment is crucial during the session both from the teacher and the children in order for them to challenge themselves and get the best outcome they can.

Non – core Subjects

At St. David's a half termly, curriculum overview that links objectives to the National Curriculum has been produced, this includes a clear progression of knowledge and skills and outlines the key vocabulary taught for each unit. At the start of the unit a front cover will be shared reflecting the skills and knowledge to be taught, this will be stuck in books before the beginning of a topic. Furthermore, units of work will also begin with a review of what children already know and what they would like to learn alongside a vocabulary focused lesson whereby children will learn and explore new vocabulary.

History/Geography

At St. David's, we aim to stimulate the children's interests, curiosity and understanding about the past and the world around them. Through our progressive history curriculum, children will gain knowledge and understanding of events that have shaped Britain and beyond. Our Geography curriculum will teach an understanding of places and environments which will enable children to become independent, geographical enquirers.

Where appropriate, the Geography and History curriculum promotes key British Values so our children have exposure to a wide experience of local and global learning where there are opportunities for respect and tolerance when embracing differences within the world we live.

Educational visit and visitors are planned for each topic to enthuse and engage the children with the topic. Educational visits are planned across school to provide the children with as many different opportunities to experience the world outside of Moreton-in-Marsh.

KWL lessons (What I Know, What I Want to Know, and What I have learnt) are planned at the beginning of the topic/unit of work to consolidate the learning that has already happened and act as an opportunity for children to think about pertinent questions they would like answering.

Texts linked to the topic are explored in guided reading sessions and are planned into the history and geography sequence of learning to promote research skills and enquiry. Children are exposed to a range of non-fiction texts, which help to further their understanding of the topic and provide opportunities to be re-exposed to new vocabulary and key facts. High quality supplementary texts are used to further expose children the English language.

We assess the children's work in geography and history by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment, providing next steps as necessary. This is also to inform future planning and provision. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Expectations and levels of progress made. Alongside this, teachers will embed retrieval activities into the lesson sequence to support the recall of key knowledge and facts around the topics studied, e.g. topic quizzes.

We record the attainment Target Tracker and we use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year with their achieved level, if they have made less than, expected or exceeded age related expectations for their year group.

MFL

At St. David's, we recognise that learning a modern foreign language is a statutory entitlement for all study pupils during their time in Key Stage 2 and we are committed to the principle that learning another language helps foster a curiosity and deeper understanding of other cultures and the world in general. We believe that learning to understand, speak, read and write another language during Key Stage 2 will provide the basis for learning other languages, which in turn will provide important opportunities for future and work in other countries. In our school we teach French.

The Curriculum: Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

Teaching and Learning: To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Organisation: Children in KS2 learn French. In KS2 children are taught by their class teacher directly for 30 minutes per week. In addition, class teachers are expected to take opportunities throughout the teaching day to embed the language by using it at incidental times such as taking the register or playing simple games and songs.

Computing

At St. David's, we recognise the importance of Computing and how a secure understanding of the subject positively impacts pupils. It prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Computing skills are a major factor in enabling children to be confident, creative and independent learners. We aim to provide a fun, motivating computing environment, which exposes children to a wide range of learning opportunities. As the school develops its resources and expertise to deliver the Computing curriculum, lessons will be planned in line with the National Curriculum and will allow for clear progression through the three main strands of Digital Literacy, Information Technology and Computer Science. The Computing curriculum has been developed to incorporate activities from various sources, making the most of the technology available whilst also using 'unplugged' activities to develop the pupils' computational thinking skills and understanding of key concepts. A skills progression document has been designed that shows the intended progression of skills in each year group and assessment documents sit alongside this which allow teachers to accurately measure each child's progress.

DT

Our DT curriculum intends to provide our children with the skills needed to design and make products that solve real and relevant problems, within a variety of contexts. Following a progressive framework, lessons are structured to include a broad range of practical experiences. Children's interests are captured through a themed-based approach, ensuring that learning is meaningful and links are made across the curriculum. Time is built in to reflect, evaluate and improve, using design criteria throughout to support this process. Assessments take place on a termly basis and attainment is tracked against National Curriculum expectations.

Art

Through a broad and inspiring Art curriculum, we aim to foster a love of learning, enabling children to explore their ideas and express their creativity. Lessons are progressively sequenced and innovatively designed, promoting the development of a range of transferable skills. Throughout the year, the provision of a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage are planned for. The children also learn about great artists, craft makers and designers, and are taught to understand the historical and cultural development of their art forms. Children are assessed every term in line with the expectations of the National Curriculum. Artbooks are also provided for each child and these will follow them through the school as an evidence base for their skills progression in Art.

Music

Music lessons will follow a two-year rolling programme making use of the Charanga scheme and BBC Ten Pieces. Units include children listening and appraising different pieces of music and learning about the history of music whilst studying a variety of genres and a wide base of classical and contemporary composers. They will then complete a range of musical activities, and play games teaching the Interrelated Dimensions of Music. Children will explore and have the opportunity to compose pieces of music digitally and using tuned and untuned instruments. Every child is given

many opportunities to improvise and perform in a variety of ways. Children throughout the school will be able to play tuned and untuned instruments with the emphasis being on year one and two playing recorder and year three and four learning the glockenspiel. All children by year six should be able to read music notation and play untuned instruments, recorders and glockenspiels to a good standard.

RE

RE lessons will follow the Gloucestershire agreed syllabus and in partnership with the Understanding Christianity resource. The lessons are mapped out on a two-year rolling programme. In RE we aim to introduce a range of religions to children allowing them to make links across different religions, faiths and world views. In lessons we embed talk, discussion and collaborative learning activities. We encourage children to share and reflect upon their own beliefs and how they are similar or different to other religions.

SRE / PHSE

Our PSHE and SRE curriculum is currently being reviewed alongside the Parent Steering Group. This process has been delayed due to

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At St David's C of E Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

At our school we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

We allocate one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- praise and reward system
- Learning Charter
- through relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers and HLTA's are responsible for the delivery of Jigsaw.

Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- school visits
- meetings with the school council
- Curriculum coverage

All schools continue with:

SLT and subject leaders monitor the way their subject is taught throughout the school by:

- planning scrutinies
- learning walks
- book scrutinies
- pupil voice

SLT and subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Links with other policies

This policy links to the following policies and procedures:

- Schools with early years provision only: EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- PHSE policy

Status and Review Cycle: Statutory, Every 2 years

Responsible group: Headteacher

Date: March 2021

Next Review Date: March 2023