



TUDOR COURT PRIMARY SCHOOL

CURRICULUM POLICY STATEMENT

Reviewed – HT	December 2020
Assigned to Committee	FGB
Frequency of Review	Every 3 Years
Agreed by the Governing Body	February 2021
Next Review	September 2023

CURRICULUM POLICY

Intent

Tudor Court Primary School is committed to providing a curriculum with the individual pupil at the heart of everything we do. We provide a broad and balanced, enriched and extended curriculum tailored to individual needs. We provide stimulating activities which help pupils to make a successful transition to adulthood, and to be active and responsible citizens.

Our curriculum is designed to demonstrate the children's creativity through deepening knowledge and enhancing skills that foster lifelong learning and achievement. We want our children to understand the purpose and value of their learning, seeking its relevance to their past, present and future and building clear links between different aspects. We aim to build resilience, encourage a positive mindset and for our children to become independent learners who value their education and always strive to improve.

Throughout the curriculum, we offer all our children a memorable experience that excites, promotes and sustains their interests. We ensure the children have the opportunity to experience the challenge and enjoyment of learning while developing new knowledge and skills within a variety of interesting contexts which involves innovation, problem solving and communication. The 'Innovative' stage of each learning project provides a strong foundation and opportunities for children to work collaboratively, apply skills, knowledge and understanding in real-life contexts.

Dialogue, reflection and making informed choices is an integral part of ensuring our core values are at the heart of establishing a safe community at Tudor Court. We think it is very important that pupils develop a strong set of values and principles, and that they question and understand what it means to grow up in a diverse, modern British society.

The Principles of our Curriculum Design

The curriculum is designed to reflect our aims and to meet the requirements of the National Curriculum and other government guidance. Through our curriculum our pupils are helped to:

- Gain a joy and commitment to learning that will last a lifetime
- Develop the essential English and Maths skills they need to learn
- Develop the attitudes, understanding and skills to become successful, independent learners
- Foster their creativity
- Develop lively enquiring minds
- Develop personal values, qualities and attitudes and be respectful to other people's views and opinions
- Develop appreciation and concern for the environment
- Work cooperatively with others
- Work toward achieving their potential

We strive for consistency across the school and within year groups with agreed approaches, using a range of teaching and learning strategies and styles which develop resilience and independence. At Tudor Court Primary School, we believe in providing learning opportunities that facilitate progression, inclusion and high standards, together with the development of wider personal skills. Our aim is to develop a coherent curriculum that builds on young people's experiences, helps all young people to become successful learners, confident individuals and responsible citizens and inspire them in preparation for the next stage in their learning.

Delivery of our curriculum will involve a range of different adults, from sports coaches and artists to members of the local, religious and business community.

We use quizzes at the start and end of teaching sequences to ensure progression in learning and our curriculum enables children to apply knowledge and skills they have learnt to new situations. We ensure that all children have access to a broad and balanced curriculum, identifying quality first teaching as the biggest key to success.

The Pupil Premium Grant (PPG) is allocated wisely to enable us to ensure pupils entitled to PPG funding make progress in line with their peers. Our curriculum is carefully differentiated and provides excellent skills-based challenge therefore addressing the needs of our children with SEND as well as those who are more able.

We want our children to grow into positive, responsible people who can work and cooperate with others, while at the same time develop their knowledge and skills in order to achieve their true potential. SMSC and British values underpins much of the learning and curriculum. Accordingly, Tudor Court Primary School provides an educational environment which is caring, friendly, well-structured, positive, and academically challenging to each individual pupil.

Tudor Court's curriculum will:

-  Fulfill statutory requirements
-  Meet the needs of young people of all abilities at the school
-  Help children develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
-  Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence
-  Ensure continuity and progression within the academy and between phases of education
-  Foster teaching styles which will offer and encourage a variety of relevant learning opportunities
-  Help children to use language and number effectively
-  Fosters the love for reading to all our pupils
-  Help children develop personal and moral values, respect for religious values and tolerance of other races' beliefs and ways of life
-  Help children understand the world in which they live

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

Teachers will plan lessons so that pupils with SEND 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 SEND policy.

Implementation

We use the National Curriculum to ensure every teacher teaches the knowledge and understanding appropriate to that age group. The framework has been broken down into objectives to ensure there is clarity for the teaching staff on coverage. We value a knowledge led curriculum where we aim to develop children's thinking and reasoning.

We believe in 'Quality First' teaching for all children and have a clear set of phases to identify SEN children and a rigorous clear interventions policy which ensures we address any identified gap in learning at the earliest opportunity through robust assessment.

Subject Leaders receive up to date training to have a clear understanding of their roles and responsibilities in curriculum design and delivery. Subject Leaders lead staff meetings to share their expertise in order to develop the confidence of all teachers.

Subject Leaders produce a 'Curriculum Map' and 'Subject Specific Curriculum Progression Maps' for their subject area to ensure that skills are built upon year on year and children have opportunities to develop their cognitive memory by revisiting knowledge at different points in the year.

Assessment is used daily in the form of Assessment for Learning. This informs the planning for future lessons and identifies where further individual or group support is needed. Foundation Subjects are assessed using low risk quizzes and by following 'The Marking and Feedback Policy'.

Organisation and Planning

Children are organised into mixed ability classes with approximately 30 children in each class. Provision is made for a range of activities and opportunities to enrich the lives of our pupils with visits, visitors, and themed days/weeks.

Cornerstones learning projects are used as a basis for each unit and provide the children with a hook to draw them in and an opportunity to express what they have learnt at the end. Progression is planned for and all Year Group and Subject Leaders use the progression grids for each of the foundation subjects. The school is currently designing assessment materials for the foundation subjects

Our short-term plans are produced on a weekly or daily basis for English, Maths and the foundation subjects using the interactive slides. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Homework is provided for all children and increases as they progress through the school and this links current English, Maths and topic/themes. There are weekly moderation and year group planning opportunities for teachers. We follow a mastery approach in our teaching of mathematics in which our curriculum divides new material into manageable steps lesson by lesson and ensures that opportunities for reasoning and problem solving allow our pupils to make useful connections between identified mathematical ideas.

Our intention is for every child to leave Tudor Court with a love for reading. Children are encouraged to read widely, teachers are knowledgeable in children's literature allowing them to recommend books to the children. Daily DEAR (Drop Everything and Read) time means that children hear a story being read to them by an expert. The new library, which launched in September 2019, has given children a place to read and provided a central place to find books across the school.

Phonics at Tudor Primary School follows the Department of Education approved document “Letters and Sounds”. This allows our phonics teaching and learning to be progressive from Nursery up to Year 2 as well as allowing children’s speaking and listening skills to develop. In Nursery and Reception, Phonics is taught through whole class teaching input and small group activities. As we progress into Year 1 and 2, the teaching of phonics is organised into groups depending on children’s prior phonics knowledge, and looking at where individual’s need challenge or support. Where extra intervention is necessary, this is provided for children throughout Key Stage 1 and Key Stage 2.

In the Early Years Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Early Years Foundation Stage Curriculum and early learning goals. We ensure that there is planned progression in all curriculum areas and this is based on children’s interests.

Early Years Foundation Stage

This provision includes our Nursery class and Reception classes. Children learn basic skills through play activities which are carefully planned to include the prime and specific areas of learning.

PRIME AREAS ~ Personal, Social and Emotional Development; Communication and Language; Physical Development

SPECIFIC AREAS ~ Literacy; Maths; Understanding of the World; Expressive Art and Design

In the Early Years, teachers build on children’s previous experiences and ensure that everyone feels included, secure and valued. The aim of the EYFS curriculum is to ensure equal access to the Early Years Foundation Stage learning objectives whilst also taking account of previous learning experiences and individual rates of development. The curriculum that we teach in our Nursery and Reception classes meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children’s skills and experiences. Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. 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.

Subject Specific Implementation

Subject	Implementation
Reading	Children are exposed to a range of different authors, genres and stories. Our teachers are readers too and they recommend books for children to read. DEAR time has been hugely successful and has meant that children get to hear the experts read aloud daily and as such, they get to experience many different stories by the time they leave Tudor Court. In KS2, reading is taught daily in 45 minute lessons using extracts from fiction and non-fiction texts with questions planned to develop specific reading skills. In EYFS to KS1 decoding is taught through a synthetic phonics programme - Letters and Sounds in EYFS and Year 2 and Read Write Inc. in Year 1 this year. Phonics is taught in other year groups where necessary. Pupils are taught as a whole class, focusing on individual sounds, groups of sounds and common exception words within different 'phases'. We have an agreed progression for the teaching of new sounds using the Letters and Sounds programme and Read, Write Inc. (Year 1).
Writing	In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is often cross circular and linked to our Cornerstone topics. Objectives are taken from the National Curriculum and are outlined per term for each year group. This allows the writing to be progressive and to build on the skills acquired from previous terms enabling children to meet age expectations and beyond. Each week, a Star Writer is awarded for each class and this is celebrated throughout the school.
Phonics	Phonics is taught twice daily in KS1 and Reception following the Letters and Sounds programme with the exception of Year 1 this year who is following the Read, Write Inc. programme.
RE	The principal aim of RE is to engage pupils to learn about and from different religions and world views in local, national and global contexts in order to discover, explore and consider how they belong and contribute to society in order to value others and their beliefs. Pupils should gain and deploy the skills needed to understand the importance of believing, expressing and living through different religions.
Maths	The school uses the National curriculum Programme of study as the basis for the teaching of Mathematics across the whole school. This is then supported by the use of the DFE approved 'Power Maths' scheme, which is fully aligned with the White Rose Maths scheme and Maths Hub Mathematics Guidance. Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics and that a large majority of children progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge through individual support and intervention. Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge. Use of precise questioning in class is used to check conceptual and procedural knowledge and used to identify those requiring intervention, so that all children keep up. Children's explanations and their proficiency in articulating mathematical reasoning, with the precise use of mathematical vocabulary, are supported through the use of stem sentences provided by the teacher.

Science	We have our own curriculum that establishes a clear cycle of lessons that plan for progression and depth. The curriculum has a strong focus on the skills of scientific inquiry through an investigative and exploratory approach that makes learning memorable.
Computing	Computing is taught by class teachers and an outside teaching agency through our PPA sessions from Nursery through to Year 6. Our computing curriculum is delivered through our own scheme of work based on the National Curriculum 2014. Children are taught computing knowledge and skills through discrete computing lessons and through, planned for and purposeful, cross-curricular links. Children have access to a wide range of equipment such as iPads, laptops, Spheroes and Beebots.
Geography	In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. At Tudor Court, we use the National Curriculum as a starting point to create a curriculum plan that develops children's curiosity and fascination about the world and the people who live there. Our Geography topics and progression of skills and knowledge are delivered through Cornerstones Maestro projects.
History	Working alongside Cornerstones Maestro, at Tudor Court Primary School we use the National Curriculum as a foundation to guide teachers in delivering lessons that support the skills and knowledge progression in the pupil's learning journey. Using Cornerstone's Maestro topics as drivers, History is taught in a chronological manner to expose children to some key events of history in Britain and the wider world.
Art	Art and Design is a key element in our curriculum and works hand in hand with the knowledge and skills outlined in the National Curriculum and the topics in Cornerstones Maestro. All children follow a program of progressive skills in art and design taking place in discrete lessons and also as a means of communication in other wider curriculum subjects. Opportunities for using and extending art skills are built into other areas of the curriculum.
DT	The teaching of Design Technology across the school follows the National Curriculum through well-planned, resourced projects and experiences. Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making. The children design and create products that consider function and purpose and which are relevant to a range of sectors (for home, the home, school, leisure, culture, enterprise, industry and wider environment)
MFL	French is taught by the class teachers in KS1 and by an experienced French teacher in KS2. Learning is mostly through an oral approach to develop vocabulary and conversational language. In addition, it also implements listening and writing to further consolidate skills.
PSHE	Jigsaw covers all areas of the PSHE for the primary phase including statutory Relationships and Health Education. Class teachers deliver the lessons weekly/fortnightly. These explicit lessons are reinforced and enhanced in many ways which include, a child-informed Learning Charter, positive relationships child to child, adult to child and adult to adult across the school. During this time we encourage children to be open to discussions in a safe and caring environment. Through the involvement of visitors with specialist skills and backgrounds, careful consideration and planning of trips and real-life experiences, the children are able to build on their knowledge of community and develop the skills they will require for life after education.
Music	Music is taught by the class teacher from Reception to Year 6 using the Charanga Music Scheme. Learning is through 'Listening and Appraising', singing, playing instruments, improvisation and composing.
PE	At Tudor Court, we use the Val Sabin scheme of work across Key Stage 1 and 2. Each year group chooses units from Games, Gymnastics, Dance and Athletics to ensure the breadth of the curriculum. Outdoor Adventurous Activities are taught from the LCP scheme of work.

Impact

We measure the impact of our curriculum through the following methods:

- **In Class Feedback**

We understand that feedback is linked to progress and has to be timely to make an impact. In-class feedback is used to support teacher's workload, ensure it is as immediate and timely and specific as possible, and leaves the teacher time to focus on individual identified needs. (see our Marking and Feedback policy)

- **Corrective Teaching/Summative Assessment**

When a pupil has not met the learning objective there is timely support so they are able to continue on the learning journey with their peers. Teachers adapt their planning for the next lesson to ensure there is time to address these misconceptions. It may be addressed in the next lesson, by a Teaching Assistant, in small groups in the lesson or at Booster Clubs. The misconceptions may also be addressed through in-class marking or verbal feedback.

- **Pre Teaching / Pre Assessment**

All teachers must be aware of the pupil's prior attainment. Through our Pre Learning Assessments (White Rose Maths tests) we aim to pre-empt the difficulties for some pupils. We analyse the information and plan the learning according to individual needs and cohorts. The Pre Learning Assessments provide the starting points for learning. Where possible, the Teaching Assistants support teachers and complete pre-learning activities or activities in lessons will be tailored to address the learning gap. This might be revisiting vocabulary or basic skills needed to access the age related objective.

- **Teaching Assistants and Interventions**

When we identify need, the Teaching Assistants deliver short, focused, interventions. The interventions are repeated over a week, either, daily or a specified number of times per week. The interventions are specific to the need and they are given until the misconceptions are addressed or the gap in learning is reduced.

- **Partnership**

Teachers engage parents through September welcome meetings, Parent Consultations and half termly newsletters.

- **Moderation**

Maths, reading and writing are all moderated internally to ensure we make robust judgements, particularly on transfer between key stages. Teachers also take part in external moderation at a Local Authority level. Every term, teachers meet to moderate writing and ensure that teacher assessments are accurate.

Formal Assessment Cycle

- KS1/KS2 SATs in May
- Year 1 Phonics in June
- Tests in Reading, SPAG and Maths in November, March and June.
- Writing is moderated by all staff and then Teacher Assessment agreed based on the child's performance in class.
- EYFS is assessed and recorded using Tapestry. This is used to add photographs to the learning journeys of each child based on the EYFS objectives.

- Balance is used as an ongoing assessment tool for teachers to ascertain where gaps are in the children's learning.
- Foundation Subjects are assessed in groups of children meeting the expected standard, working below or above the expected standard. This will be based upon 'low risk quizzes' and teacher assessment.

● **School reports**

School reports are issued at the end of the school year. All subjects, including RE, are marked as Working Towards National Expectations, Meeting National Expectations or Exceeding National Expectations. Children are also given a grade for effort within each subject.

Roles and responsibilities

The Head Teacher and Governors will ensure that:

-  All statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual children will be met. This will include how the subject will be taught and assessed.
-  The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' regularly. The procedures for assessment meet all legal requirements and children and their parents receive information to show how much progress the children are making and what is required to help them improve.
-  The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
-  The governing body is advised on statutory targets in order to make informed decisions It contributes to decision making about the curriculum.

The Leadership Team will ensure that:

-  They have an oversight of curriculum structure and delivery within their key stage.
-  Detailed and up-to-date schemes of learning are in place for the delivery of the curriculum within their key stage.
-  Schemes of learning are monitored and reviewed on a regular basis.
-  Levels of attainment and rates of progression are discussed with coordinators on a regular basis and that actions are taken where necessary to improve these.

The role of the Subject Leader(s) 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 the subject area.
-  Provide efficient resource management for the subject.
-  Keep up-to-date with developments in their key area of learning at both national and local levels.
-  Monitor how their subjects are taught through monitoring the medium and short term planning ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National

-  Curriculum and that progression is planned for.
 -  Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
 -  Lead sustainable improvement through supporting colleagues and others.
 -  Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
 -  Evaluate teaching and learning and assessment within their subjects
 -  Have an awareness of the work for EYFS, KS1 and KS2
 -  Report to the Head
- Teacher on the strengths and areas for development of the subject and the strategies for improvement

Each Subject Leader and/or team checks each year group's work against the National Curriculum for coverage in their subject area. If there are gaps, the relevant year group's teachers are informed to ensure comprehensive coverage.

It is the role of each Subject Leader and/or team 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 Co-ordinator reviews the curriculum plans for the subject and sees that progression is planned into schemes of work.

Teaching staff and Learning Support staff will:

-  Ensure that the curriculum is implemented in accordance with this
-  policy Keep up to date with developments in the areas that they teach
-  Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of children
-  Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum
-  Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their children and how best to address those needs and engage them
-  Work in partnership with other agencies to provide an appropriate range of curriculum opportunities

Children will:

-  Be treated as partners in their learning, contributing to the design of the curriculum
-  Have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth support and challenge
-  Be given additional support if they start to fall behind in their learning, helping them get back on track quickly
-  Be informed about the curriculum on offer and understand the rationale behind it

Monitoring & Review

Assessment is carried out across the school. Children are assessed through EYFS Profiles in Nursery and Reception, and through SATs at the end of Key Stage 1 (Y2) and the end of Key Stage 2 (Y6). Teacher assessment is carried out on an ongoing basis using a range of assessment materials, and other relevant assessment and observation toolkits.

Year Group Leaders and Subject Leaders regularly review how well resources are matched to learning needs – in terms of use of time, space and money.

Class Teachers are responsible for the day-to-day organisation of the curriculum. They monitor the weekly lesson plans, ensuring that all classes are taught the full requirements of the National Curriculum and that lessons have appropriate learning intentions.

Subject Leaders/teams and our Leadership Team monitor the way the subjects are delivered throughout the school. They review the relevant progression documents, and ensure that appropriate teaching strategies are used to meet the needs of the children.

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 children, Governor focused days and monthly board meetings.

Subject leaders monitor the way their subject is taught throughout the school by undertaking planning scrutinies, learning walks, book looks, and listening to pupil’s views.

The governing body will receive an annual report on:

-  The standards reached in each subject compared with national and local benchmarks.
-  The standards achieved at the end of each key stage taking into account any important variations between groups of children, subjects, courses and trends over time, compared with national and local benchmarks.

This policy will be reviewed every 3 years by the Head Teacher.

At every review, the policy will be shared with the full governing board for approval.