

Park Schools Federation Policies - CURRICULUM



Record of Policy Amendment/History

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Curriculum Aims

In our school we aim to foster a life-long love of learning. Our Curriculum aims to deliver a broad and balanced education that will provide our children with the knowledge and skills required to be an independent and responsible member of the community. They will become a successful and well-balanced citizen of the future as well as having the opportunity to enjoy their childhood through memorable, fun, and exciting learning opportunities.

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment|
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

We aim to deliver this through:

- Developing a sense of community and belonging, contributing to our community through direct interaction – making links with local organisations, people and parents;
- Equipping children with skills for life, through teaching key knowledge, practical activities and contextual learning;
- Providing opportunities for children to broaden their outlook on life making links between the local community and the wider world;
- Holding a flexible timetabling approach to make space for true depth of study.
- Enabling children to find their passions and talents through providing a broad range of experiences and content.
- A curriculum with clearly defined content, which progresses throughout the year.
- Involving parents in open afternoons and theme days
- Bringing learning to life through visits, visitors and theme days.
- Ensuring progression by building on what children already know through the use of AFL.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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.

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 Headteacher maintains an overview of the curriculum provided by the school and works in partnership with the senior leadership team on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject Leaders ensure, working in partnership with the Headteacher and SLT, that all the aspects of the National Curriculum content are identified within the curriculum overviews. Subject Leaders review assessments and pupils' learning journeys to ensure that learning becomes increasingly more challenging as they move through the year groups, and to maintain an overview of standards within their subject.

Subject Leaders also analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class Teachers have the final responsibility to produce class specific, long-term curriculum overviews and short-term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. A key part of this, is providing support for those pupils with additional needs and an element of challenge to extend and deepen their knowledge of our most able children.

Approaches to Learning and Teaching

All of our teaching is done through use of our RULES for learning methodology (Read it, Use it, Learn it, Embed it, Steach it). This ensures our pupils are given the opportunity to read age and subject specific texts in every lesson. They are then given the opportunity for guided practice before undertaking independent tasks to demonstrate they have grasped the lesson objective.

Following this, pupils will be given chances to apply their new knowledge in different ways before providing opportunities for them to be 'Steachers' (student teachers) and support peers in the class. This will allow them to further embed their learning and demonstrate their depth of understanding.

Early Years

Our foundation stage provision is delivered through a creative curriculum where all taught concepts are delivered in a multi-layered approach which encourages pupils to draw on personal experiences and explore new concepts.

During all taught sessions pupils participate in a *scaffold activity*, where skills and pupils understanding of new concepts are introduced so that every child is equipped with the

essential skills and knowledge to complete the lesson objective. A *main teacher led session* and a linked *independent activity* which provides pupils the opportunity to embed and consolidate the sessions learning intention. Our indoor and outdoor provision lends itself to further opportunities for pupils to demonstrate their understanding of the weeks learning during independent exploration through creative planning linked to all focused learning. (For more information, please refer to our EYFS policy)

Maths

The 'Maths – No Problem' programme is used to deliver maths across the Federation. This is a scheme derived from the Singaporean approach to teaching a mastery style of mathematics and is guided by the huge success in mathematical learning in this country.

The scheme aims to develop children's ability to think 'mathematically' and to provide them with a range of methods to approach mathematical problems. Based on recommendations from notable experts such as Jerome Bruner, Richard Skemp, Jean Piaget, Lev Vygotsky, and Zoltan Deines, Singapore maths is an amalgamation of global ideas delivered as a highly effective programme of teaching methods and resources.

The effectiveness of this approach is demonstrated by Singapore's position at the top of the international benchmarks such as TIMSS and PIRLS and explains why their programme is now used in over 40 countries including the United Kingdom and the United States.

English

In English, our children will follow the programme of study as defined by the National Curriculum. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

As such, teaching will focus on the following key areas:

Reading

Our teaching of reading begins in EYFS with phonics. We use Read Write Inc programme for our synthetic phonics scheme. This is supported by the Rocket Phonics reading scheme that we have adapted to support the development of phonics across the Federation. Children are assessed for their phonics knowledge and then put in groups that meet their needs and we use the Read Write Inc assessments to allocate the children into specific groups and start on the right level of the scheme for their needs. They are reassessed at 3 points across the year, from end of Nursery until they are confident in their phonics, which may continue into the junior school. In Nursery, they begin with listening and attention, but all start the Read Write Inc scheme by the Summer term. They are currently streamed across the year group in EYFS and KS1 to access their phonics teaching using the Read Write Inc scheme. The scheme continues into the junior school with Get writing in Years 3 and 4, and the Fresh Start RWI programme in upper school.

All staff in school have also been training on skills related to reading fluency and reading inference. These skills are included in the daily planning for reading in the junior school, but are also used in the teaching of phonics, as and when appropriate, to start the development of these skills.

Interventions related to all of these areas are also part of the teaching of reading for children across the Federation for those children not meeting age related expectations.

Further details can be found in the Literacy Policy.

Writing

We aim to develop children's ability to compose increasingly complex pieces of written work by providing them with opportunities to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Our aim is for children to write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences.

Wider Curriculum

Our shared curriculum intent is disseminated by leaders, for example, all subjects' leaders (encompassing subject leaders from both schools) ensures the whole school curriculum is founded upon expert sequencing of knowledge, skills, concepts and understanding in every subject. All National Curriculum statutory requirements provide the skeleton of Park Schools Federation schemes of work document created for each of the foundation subjects, with additional information focusing on the key skills which we believe our children need to develop. From this, we developed the curriculum and subject on a page document for each of the foundation subject to show the progression of skills for each subject. Staff have then developed yearly overviews with coverage programmed in to ensure balance throughout the year. Space has been left in each term to allow staff to introduce additional content around an area of study or to allow teachers freedom to study a wider world event such as the Olympic Games, a rocket launch or a focus day/week.

It is important that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. Pupils should be active partners in developing the curriculum. Their questions, interests and ideas are therefore utilised to develop and enhance planned learning experiences.

Throughout Key Stage 1 and Key Stage 2 a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly utilise a range of high-quality resources to encourage independent learning and inspire pupils. The use of the whole school environment, both inside and outside, is also used regularly to enrich the curriculum. This is done through real and virtual experiences that enable pupils to have valuable experiences without physical barriers.

Music

Our music tuition will be delivered in a variety of ways. We will work in collaboration with Derbyshire Music Partnership, who will deliver lessons to children through a range of instruments to develop their ability to express themselves through their voices and using a range of instruments in solo and ensemble contexts.

RE and PSHE

For both subjects, we use the JIGSAW schemes as the main driver for delivering the key objectives. This includes the new statutory guidance related to relationships and sex education (see PSHE policy for specific details).

Remote Education

Although this is no longer being used, this would be our plan if remote learning was to become statutory for schools again.

From October 2020, it became statutory for schools to offer a remote learning solution which is integrated into school curriculum planning. We deliver this through Class Dojo our school communication platform.

All students and parents have access to a ClassDojo account. It is used to provide class updates, homework and home learning when necessary. It's the easiest way for us to provide Home Learning for all ages and see what each child is working on. With their student account, pupils can share what they're learning through photos, videos, and journal entries on their own digital portfolio. This portfolio can only be seen by the pupil, parent, and the class teacher.

Contingency plans for outbreaks due to Covid-19

For individuals or groups of self-isolating pupils, remote education plans are in place. Our remote home learning aligns as closely as possible to the objectives in quality, length and outcome as of that in school. The planning for this was particularly important to support a scenario of logistical challenges of remote provision are greatest, e.g. where large numbers of pupils are required to remain at home. The curriculum sequence includes access to high-quality online and offline resources and teaching videos linked to our school's curriculum expectations, for which we are using Oak academy and BBC bitesize to support this.

Review and Analysis

The Senior Leadership Team and Middle Leaders are responsible for monitoring and reviewing the topics. The Phase Teams will amend the Curriculum on an annual basis, responding to data from learning walks, book scrutiny, portfolio analyses, reports and discussions with their Phase Team Leads.

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
- 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.