



## **Our Curriculum Policy**

(This document should be considered alongside our Curriculum Statement)

At Sibford Gower Endowed Primary School we follow a creative approach to the curriculum, with cross-curricular links clearly mapped where this enhances learning and pupil engagement. The children's learning covers the statutory requirements in the new national curriculum 2014 and reflects our ambition to...

**“...prepare our children for the future by promoting a love of learning, encouraging aspiration, valuing the individual, developing self-confidence and supporting contribution through participation.”**

Sibford Gower Endowed Primary aspires to be an excellent school, where outstanding practice, equality, well-being and the needs of our children are at the centre of all that we do.

We aim to provide a happy, safe and nurturing environment, where everyone is valued and respected for their individuality and contribution. We promote a love of learning and encourage our children to achieve and grow through the provision of a rich and inspiring curriculum provided by our dedicated staff and supported by governors, parents and carers, and the local community.

**"From little acorns....mighty oaks do grow"**

### **Our vision for learning**

At Sibford Gower Endowed Primary School, we want our children to become high attaining, lifelong learners.

We aim to achieve this by ensuring that pupils;

- are supported to develop effective learning strategies, including the 4Rs: Reflectiveness, Reciprocity, Resourcefulness, Resilience.
- have opportunities to consider and explore life's big questions.
- Have access to a broad and rich curriculum through which they engage in purposeful learning in contexts which are relevant to them.
- have opportunities to develop transferable skills.
- take increasing responsibility for their own learning journey.
- are able to make full use of the school and local environment, indoors and outside, to enhance and enrich their learning across the wider curriculum.
- develop a love of learning.

## **Aims:**

The curriculum offered by our school promotes:

- the highest standards of achievement by all pupils, regardless of ability, ethnic origin, gender, disability or social background
- pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens with British values and able to respond positively to the opportunities and challenges of a rapidly changing world

## **Structure**

In order to achieve these aims, our school works in collaboration with pupils, parents and others, to provide a curriculum which is sufficiently broad, balanced and flexible to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural (skills) and semantic (content) knowledge.

### **Foundation Stage (EYFS)**

The curriculum provides children in the Foundation Stage with a wide range of planned activities and experiences which help them to develop and make progress towards meeting the Early Learning Goals. The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage.

Children in the Foundation Stage need a well-planned and resourced curriculum to take their learning forward and to provide opportunities for all children to succeed in an atmosphere of care and feeling valued. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.

The curriculum for the Foundation Stage is organised into seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy;
- mathematics
- understanding the world
- expressive arts and design.

At Key Stages 1 and 2 all pupils study the following subjects as part of the new National Curriculum:

Key Stage		<b>Key stage 1</b>	<b>Key stage 2</b>
	Age	5-7	7-11
	Year groups	1-2	3-6

SUBJECTS	English	✓	✓
	Mathematics	✓	✓
	Science	✓	✓
	Art and design	✓	✓
	PSHCE	✓	✓
	Computing	✓	✓
	Design and technology	✓	✓
	Languages		✓
	Geography	✓	✓
	History	✓	✓
	Music	✓	✓
	Physical education	✓	✓
	Religious education	✓	✓

Parents have a right to withdraw their children from sex education and /or R.E..

Where parents choose to exercise this right, the school will discuss with them alternative work for the pupil. Such arrangements should not require the school to deploy additional resources. The school will take account of the non-statutory guidance material on PSHE and citizenship when planning the curriculum.

### **Organisation and Planning**

Teachers recognise that planning is one of their professional responsibilities because:

- it provides a map to ensure full curriculum coverage and progression in learning.
- provides evidence of the above, outlining learning that is to take place.
- it enables teachers, HLTAs and TAs to be fully prepared
- it identifies clear learning intentions and the success criteria to achieve the learning
- it gives a clear focus for teaching and assessment
- it identifies differentiated learning opportunities including challenge and/or support for children at all levels of attainment and across the spectrum of need.
- it provides a format for notes for assessment/next steps/reflection following the lesson which can be used as a reference for future planning.

## Why is planning needed?

- To give clarity regarding...
  - **what** the pupils will learn
  - **how** the pupils will learn
  - **how** we will know what the pupils have learned
- To ensure that other adults working with children are clear about the above.
- To ensure continuity in learning for pupils in the event of teacher absence, either long or short term.

At Sibford Gower Endowed Primary School, planning takes place at 3 levels: **long term, medium term and short term.**

### Long Term Plan

This is a learning overview which forms part of our 2 year rolling programmes in EYFS and Years 1 & 2 (Key Stage One), Years 3 & 4 ( Lower Key Stage Two) and Years 5& 6 (Upper Key Stage Two). This map details the broad framework of curricular provision for each phase. Much of our curriculum is structured, though not exclusively, around the Cornerstones curriculum with clear, cross-curricular links between different subject disciplines. We also use White Rose, Purple Mash, Access Art, and Stem Science resources to support learning in maths, computing, art & design & science respectively as well as a locally developed R.E curriculum incorporating the local agreed syllabus for R.E. All elements of this overarching curriculum map combine to reflect and promote the school's curriculum statement and intent and the identified *drivers* that underpin our school ethos and educational practice. This long term map;

- specifies the breadth and balance of the curriculum
- specifies the content to be taught
- identifies the key learning foci
- allocates time to teach and assess
- sequences the units of learning into manageable time frames
- ensures a clear progression in learning which builds systematically on pupils' prior knowledge

### Medium Term Plan

This is a termly overview (5/6 or more times a year as needed), giving a detailed outline for each teaching sequence.

- It organises content into manageable, coherent and progressive units of work, each with a clear focus for learning.
- It further identifies links between different aspects of the curricular provision
- It identifies key concepts, procedural knowledge and vocabulary to be developed

## **Short Term Plan**

This is a weekly plan to ensure effective day to day teaching, learning and assessment.

- The length of any plans is not an indication of their quality.
- The detail and level of planning required may vary from teacher to teacher. For example newly-qualified teachers may draft more detailed plans than their experienced colleagues.
- The plans should be practical and purposeful and the format adopted is user-friendly.

## **Format and Content**

At Sibford Gower Endowed Primary School, we have agreed to use a **similar format for all** teachers to ensure consistency and coherence of approach.

- It organises details of the different 'units' of the teaching sequence
- It identifies learning intentions and success criteria
- It includes the main learning activity
- It includes key vocabulary
- It could include key questions, resources and plenary
- It includes differentiation for all levels of attainment as necessary, and identifies key 'groups'.
- It includes assessment opportunities
- It identifies teacher and TA involvement

All plans are working documents and, as such, are annotated and adapted in the light of ongoing formative assessment of the effectiveness of teaching and learning.

## **Roles and Responsibilities**

- The headteacher ensures all statutory elements of the curriculum have aims and objectives which reflect the aims of the school and that procedures for assessment meet all legal requirements
- The senior leadership team has the responsibility for the leadership of the curriculum. It coordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage
- The senior leadership team track the progress of pupils in the school, looking for trends
- The senior leadership team ensures that monitoring procedures in relation to performance and standards are rigorous and that sufficient time is allocated for monitoring and moderation.
- The senior leadership team and subject coordinators ensure the teachers have the support they need in order to deliver the curriculum and ensure each teacher is tracking their pupils and giving appropriate challenge, support and intervention
- Subject coordinators are responsible for keeping up to date with developments in their subject area, and liaising with class teachers over the content and delivery of the units of work as needed.

- Class teachers ensure that the curriculum is taught and that the appropriate aims are achieved for their class. Where appropriate, they plan collaboratively to ensure consistency across the year group and that there is clear progression across phases and/or key stages.
- The governors monitor the success of the curriculum at whole governing body meetings where the school is held to account