

# Middleton Primary School



## Curriculum Policy

**ADOPTION AND AMENDMENTS TO CURRICULUM POLICY**

<b>Section</b>	<b>Governors' Meeting or Committee</b>	<b>Page and Year of Minute</b>
Whole Document	Curriculum Meeting 16th January 2015	Curriculum Committee Page 3 16 January 2015
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Whole Document	PPC Committee 29 <sup>th</sup> January 2019	PPC 29 <sup>th</sup> January 2019 Page 2/4
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	Next Review: 2022/2023	

## Introduction

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school will be designed to meet the requirements of the National Curriculum and Early Years Foundation Stage. Where appropriate we go beyond those requirements enriching our children through extra-curricular activities, clubs and exciting school events.

### Key aims for our curriculum

- \*Embed - knowledge & skills in to long term memory
- \*Enrich - children's cultural capital
- \*Excite - through engaging experiences

### Basic principles for our curriculum

- 1) Learning is a **change to long-term memory**.
- 2) Our aims are to ensure that our pupils experience **a rich and wide breadth of study** and have, by the end of each key stage, embedded in to their long term memory the **knowledge, skills and the deeper cultural capital** needed for them to excel in the next stage of their education and beyond - truly *'learning for life'*!

### **We will achieve these aims by facilitating the outcomes below, that children will:**

- learn to be adaptable, know how to solve problems in a variety of situations, know how to work independently and as members of a team
- be developing the ability to make reasoned judgements and choices, based on research, interpretation and evaluation of relevant information from a variety of sources
- be encouraged to be enthusiastic and eager to put their best into all activities
- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- be taught the importance of good manners
- expected to care for and take pride in their school
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- be developing non-sexist and non-racist attitudes
- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- be introduced to the basics of computer science including the use of computers, computer coding and computer animations

- be developing an enquiring mind and scientific approach to problems, including research
- have an opportunity to solve problems using technological skills
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events
- have some knowledge of the beliefs of the major world religions;
- be able to summarise and record key essentials of their learning so that it can be readily assessed at a later date
- be developing agility, physical co-ordination and confidence in and through sport and movement
- know how to apply the basic principles of health, hygiene and safety

**In order to achieve the outcomes above Middleton Primary School will:**

- cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties or who may have a disability
- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, curious, responsible, useful, thinking, confident and considerate members of the community
- create and maintain an exciting and stimulating learning environment
- ensure that each child's education is integrated across subjects and activities and has continuity and progression
- ensure that there is a match between the child and the tasks he/she is asked to perform
- provide an appropriate curricular balance
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- treat children with respect

**Organisation and Planning**

Our curriculum is planned on a yearly basis. The content for each subject is carefully mapped out and it is clear what will be taught in each term, and to which groups of children. We review our long term plans on a regular basis.

Medium term plans give clear guidance on the objectives, knowledge and skills that will be covered when teaching each subject per half term.

When teaching each subject, we use an interleaving approach. This means that individual topics in each subject are not taught in one block, in isolation. Children will return to prior learning throughout the year and will then build on their prior learning.

Short term plans are those that the teachers write/amend on a weekly or daily basis. These set out the learning objectives, success criteria, and opportunities for Assessment

for Learning, previous and next steps in learning, differentiation and focus children for each session.

### **The Foundation Stage**

The curriculum that we teach in our Foundation classes meet the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Years Outcomes and the Early Learning Goals, developing children's skills and experiences, as set out in these documents.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years classes builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teachers to the children's homes, feeder nurseries and through other professional liaison.

During the Foundation Stage, the class teachers and Teaching Assistants make continual observations to record the children's progress. These assessments form an important part of the future curriculum, planning for each child and are available for staff, parents and carers and the Governing Body to see.

We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through their observations in their digital learning journey, parent's evenings. Stay and Share sessions and informal meetings.

### **The role of the subject leader**

The role of the subject leader is to:

- play a leading role in preparing and reviewing policy for the teaching of their subject
- plan and organise the curriculum for their subject throughout the school, establishing how good standards, continuity and progression can be achieved and sustained;
- monitor and evaluate the implementation of policy and planning;
- regularly and systematically provide guidance to colleagues on content, methodology and resources;
- oversee the assessment and recording of pupils' progress.

(Appendix 1)

### **Monitoring and review**

Our Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each core subject area in its annual cycle of review and development, as well as reviewing the whole curriculum through assigned year group Governors.

We have named *Governors* for the core subjects: English, maths and science. The *Governors* liaise and meet with the subject leaders of these areas, and monitor closely the way the school teaches these subjects and the levels of attainment and progress within each subject. These meetings are scheduled twice annually - once in the Autumn term and again in the Summer term. Subject Leaders (to the Curriculum Faculty meetings) and *Governors* (to PPC) report with their findings from their monitoring and evaluation. All monitoring and evaluation is built around the OFSTED Subject Specific Guidance. The cycle for reporting to the termly faculty meeting can be found at Appendix 2.

The class teacher is responsible for the day to day organisation of the curriculum.

**Related policies**

This policy should be read with reference to the following related policies:

- Assessment
- Homework
- Health and Safety
- Equal Opportunities

Our Curriculum Intent Statement sets out in further detail how our curriculum has been designed and how it is implemented (see Appendix 3).

This policy will be reviewed every 2 years or revised in the light of any new legislation.

Middleton Primary School

January 2021

## (Appendix 1) Role of Subject Lead Teacher

To provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

A subject lead teacher provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject.

While the headteacher and governors carry overall responsibility for school improvement, a subject lead teacher has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice.

Throughout their work, a subject lead teacher ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in school.

A subject lead teacher plays a key role in supporting, guiding and motivating teachers and other adults in the subject. Subject lead teachers evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject. The subject lead teacher is involved in monitoring to provide the range of information for evaluation including direct classroom observations of teaching and learning.

A subject lead teacher identifies needs in their own subject and recognises that these must be considered in relation to the overall needs of the school. It is important that a subject lead teacher has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

The subject lead teachers;

- play a leading role in preparing and reviewing policy for the teaching of their subject;
- plan and organise the curriculum for their subject throughout the school, establishing how good standards, continuity and progression can be achieved and sustained;
- monitor and evaluate the implementation of policy and planning;
- regularly and systematically provide guidance to colleagues on content, methodology and resources;
- oversee the assessment and recording of pupils' progress.

Monitoring and evaluation activities will identify the areas the subject lead teacher needs to address to develop and improve. Subject Leaders liaise with governors in accordance with the process. Subject targets are more effective when they:

- Focus on the quality of teaching and learning
- Focus on attainment
- Focus on issues that have been identified through professional judgement
- Use evidence from monitoring, evaluation and data analysis

Improvement plans should:

- Be responsive, working documents
- Be annual with vision for future years
- Provide direction
- Promote effective teaching and learning
- Be targeted to raise attainment
- Raise the profile of the subject within the school
- Identify training needs



## (Appendix 2) Subject Leaders reporting to Termly Curriculum Meeting

Subject Leaders will report to the Curriculum Faculty Meetings. Subject leaders reporting in a given term (see schedule below) will need to write just 1 report: a **Subject Leader Impact Report** which will focus on the impact subject leaders have had in their subject in the form of WWW's/EBI's, linked to the schools priority areas (Quality of education, Behaviour & Attitudes, Effectiveness of Leadership & Management and EYFS).

Autumn	Spring	Summer
English	English	English
Maths	Maths	Maths
Science	Science	Science
History	Geography	Music
PSHE	Global Education	DT
Outdoor Education	PE	Art
MFL	RE	More Able
Computing		

Core subject leaders will still need to arrange meetings with their governors twice a year, once in Autumn and once in the Summer. However, instead of writing a separate report, core subject leaders can use their Subject Leader Impact Reports to share with Governors at these meetings. There will just be an additional box at the bottom to record any Governor feedback/questions, which can then be shared by Governors at the termly PPC meetings.

## (Appendix 3) Curriculum Intent Statement

### Our key aims

- \*Embed - knowledge & skills in to long term memory
- \*Enrich - children's cultural capital
- \*Excite - through engaging experiences

### Basic principles

- 3) Learning is a **change to long-term memory**.
- 4) Our aims are to ensure that our pupils experience **a rich and wide breadth of study** and have, by the end of each key stage, embedded in to their long term memory the **knowledge, skills and the deeper cultural capital** needed for them to excel in the next stage of their education and beyond - truly '*learning for life!*'

### Curriculum Intent model

- 1) **Our curriculum drivers** shape our curriculum breadth. They are derived from the backgrounds of our pupils and from our beliefs around high expectations for all and our values.
- 2) **Cultural capital** gives our pupils key knowledge that they need to become successful students and then later in life, valued members of our community.
- 3) **Curriculum breadth** is shaped by our curriculum drivers, cultural capital, subject topics and key concepts.
- 4) **Subject topics** are the specific aspects of subjects that are studied, *i.e. 'The Romans' in history*.
- 5) **Knowledge categories** tie together the subject topics and are explored in a wide breadth of topics. Students return to these same knowledge categories over and over and gradually build understanding of them. An example: *studying 'Settlements' throughout different topics*.
- 6) **Cognitive Science** tells us that in order for students to become creative thinkers, or have a greater depth of understanding, they must first master the basics.
- 7) There is a clear **Model of Progression in knowledge categories** as children move up through the school.
- 8) These knowledge categories are further broken down in each year group, with students gradually progressing from a '**basic**' understanding, to an '**advancing**' understanding and then finally to a '**deep**' understanding.
- 9) As part of this progression model, we use a **different pedagogical style** for basic, advancing and deep stages. At the basic stage, direct instruction is often used. By the deep stage, a problem based 'discovery' style is more appropriate.
- 10) To track this, we use a range of different **Proof of Progress (POP) tasks** in each year group to assess our pupils at basic, advancing and deep stages of their learning.

### Implementation

- 11) Our curriculum design is based on evidence from cognitive science; three main principles underline it:
  - 13.1 Learning is most effective with **spaced repetition**.
  - 13.2 **Interleaving** helps pupils to discriminate between topics and aids long term retention.
  - 13.3 **Retrieval** of previously learnt content is frequent and regular.

- 11) Our content is **subject specific**. We make explicit intra-curricular links between, for example, different history topics in our history lessons.
- 12) **Cross-curricular links** occur in English and maths lessons, *i.e. children can write non-chronological reports about the volcanoes they have learnt about in their geography lesson or can formulate graphs based on results taken in a science lesson.*
- 13) **Continuous provision**, in the form of daily routines, replaces the teaching of some aspects of the curriculum (*i.e. observing the growth of a plant*) and in other cases, provides retrieval practice for previously learned content.

### Impact

- 14) Aside from English and maths which are taught on a daily basis, the other subjects are taught on a weekly (Science/PE/French) or fortnightly (all other subjects) basis. Therefore, **attainment and progress** are assessed over the course of a whole school year.
- 15) However, during the course of the year, we use **comparative judgement** in 2 ways:
  - 15.1 In the tasks we set pupils (see point 10 - POP tasks) and whether they are working at a basic, advancing or deep stage of learning
  - 15.2 Comparing a student's work over time.
- 16) **Lesson observations, learning walks and book scrutinies** are used to see if the pedagogical style matches our expectations for each stage of learning (see point 9).