

(Revised and Adopted Spring 2020)

Curriculum Policy and Curriculum in Practice Policy

The School Curriculum consists of:

- The formal programme of lessons.
- The informal programme of cross-curricular activities.
- The ethos of the school, which centres around a concern for the quality of relationships within the school and equality of opportunity for children and adults involved in school life.

The Formal Programme

The school follows two, age-related curriculums focusing on different skills and lessons, which are:

- **The Curriculum for the Foundation Stage (statutory changes are due to be implemented in September 2020):**
 - Personal, Social and Emotional Development
 - Communication in Language and Literacy
 - Problem Solving, Reasoning and Numeracy
 - Knowledge and Understanding of the World
 - Physical Development
 - Creative Development
- **The National Curriculum:**
 - The Core subjects of Literacy, Numeracy, Science and R.E.
 - The Non-Core (Foundation) subjects of History, Geography, Design and Technology, Music, Art and Design, Citizenship, Computing, Modern Foreign Languages and Physical Education.
 - Cross-curricular themes of Personal, Social and Health Education and Citizenship (RSE); and Social, Moral Spiritual and Cultural understanding (SMSC).

The Informal Programme

The school offers, without prejudice to race, nationality or national or ethnic origin, many opportunities for children to live, work and play together. Frequent visits are made off the school site to enhance the curriculum, and the children are involved in supporting the local community in many ways, such as entertaining elderly residents and raising funds for local charities. In school, opportunities are given to develop musical and dramatic skills through productions put on for parents, whilst many sporting activities are offered to children as “after school clubs” or “lunchtime clubs”.

Special days such as Healthy Day, Safety Day, Whole School Picnic, School Council Fun Afternoon, Grandparents Day and Parents’ Afternoon along with Experiences Day, further enhance the curriculum.

The school is split into “Houses” to build up team-spirit, and Houses compete for the House Cup which is awarded weekly for children’s efforts in class. Badges and certificates are awarded to children for achieving a number of “targets” set by their teacher, showing commendable behaviour, making great effort or progress or executing exemplary **work**.

Relationships and Opportunities

The staff and governors see the importance of good relationships between all people involved in the child’s education, as such:

- School/parent relationships are enhanced and developed through:
 - Open evenings
 - Writing in the Reading Record/Homework Book
 - Encouraging parents to work within the class and school
 - The Parent and Teacher Association (PTA), that is encouraged to develop the resources of the school through money-raising ventures and to develop a social element to the involvement of parents
 - Educational evenings for parent to discuss curriculum matters
- School/child relationships are encouraged through measures such as:
 - Being positive
 - Being enthusiastic
 - Providing a challenging and stimulating learning environment
 - Encouraging children to work both individually and as part of a group
- Child/child relationships are encouraged to portray many characteristics, such as being:
 - Positive
 - Friendly
 - Supportive

- It is to be noted that stern action is taken with children who bully, fight or steal and the effects of their actions on others are made clear

Staff are particularly aware of gender and allow equal opportunities to all.

Best Value

The curriculum is delivered using the principles of “Best Value” to maximise the resources of materials and equipment, as well as teachers and teaching assistants, within the constraints of the school’s annual budget, in ensuring continuous improvement in the school.

The Curriculum in Practice

The school curriculum policy is translated into practice by linking teaching and learning styles to the needs of the class, group and individual child. Each child should have progression and continuity in their educational development.

Within the work of every class, there should be opportunities for children to experience a range of learning activities to give breadth, balance, differentiation and relevance to work. A broad curriculum means that all the areas of learning are being covered. Teachers ensure that each area of the curriculum is covered by careful planning of the work in conjunction with the school guidelines. A balanced curriculum means that the areas of learning receive adequate time and the type of activity undertaken by the children is varied from lesson to lesson. A relevant curriculum allows the children to draw from their own experiences, and thereby enhance their development. Teachers select work that interests the children and which takes into account their age and aptitude. A differentiated curriculum allows for the development of children at different rates. By careful planning of the work, the teacher is able to set tasks of different complexity for the range of ability and development in the class, therefore including everyone in the learning process.

Our Curriculum Intent

The ability to learn is underpinned in curriculum subject areas by the teaching of basic skills, knowledge, concepts and vocabulary. There are clear, identified end points in each phase of learning which build upon what has been taught before and gives pupils the required knowledge and skills for their next stage of learning. Our curriculum at Cranwell Primary School is not solely focused on academic subjects and achievement. We provide pupils with rich learning experiences, educational visits, residential trips, extra-curricular activities and enrichment opportunities. We want children to have fun at school and talk about their primary school years as being full of great memories.

Our vision is to provide an overall education which prepares each pupil with the tools and strategies needed to cope with the challenges currently posed in modern day Britain e.g. social media, health and relationships and finance. We also aim to ensure that our pupils know how to make a positive contribution to their community and wider society.

Alongside the teaching of knowledge, skills and vocabulary, we aim to promote positive mental health for every member of our school community including, staff, pupils and families. We pursue this aim using both universal and whole school approaches as well as specialised, targeted approaches aimed at vulnerable pupils. A bespoke emotional health, well-being and resilience programme is embedded in our curriculum alongside the teaching of knowledge, skills and understanding in all other curriculum subjects. We have a dedicated full-time SENDCO and part time SENDTA that deal with, amongst other things, the emotional well-being of all our school community. Pupils are encouraged to talk openly about their mental well-being and access support as and when required. We aim to provide pupils with the tools and strategies needed to cope when faced with challenges within school or home life.

Our Curriculum Implementation (how our curriculum is taught at a subject and classroom level):

- **Subject Leadership**

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors, regularly review and quality assure the subject areas to ensure that it is being implemented well and coverage and breadth and balance is adequate.

- **CPD**

In order for us to be able to deliver the best and most up-to-date curriculum, we provide staff with high quality CPD in their subject specific areas of leadership or teaching role. This may include attending courses relevant to their curriculum areas; and giving dedicated curriculum release time from their teaching duties to allow for research and development of their own subject knowledge. Following CPD, staff feedback to each other about what they have learnt and we then discuss the impact of this on a class teacher, subject leader and whole school strategic level. We aim to

give staff the expert knowledge required to deliver the subjects that they teach. Ongoing professional development and training is available for staff to ensure that our challenging curriculum requirements can be met.

Leaders enable curriculum expertise to develop across the school and teaching staff. Newly qualified teachers shadow a subject leader in their first year of teaching as part of their CPD to ensure that when they take on a curriculum leader role in school they fully understand the expectations and roles and responsibilities of the job.

- **Planning**

The curriculum at Cranwell Primary School has been carefully mapped out to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought-out and progressive manner in every curriculum subject, ensuring sufficient coverage across each subject over time. New learning is based upon what has been taught before and prepares pupils for what they will learn next. There are clear end points which pupils work towards on their learning journey. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey.

Alongside the teaching of knowledge and skills we also teach pupils a range of Tier 3 vocabulary associated with their curriculum subjects and learning areas.

- **Assessment**

Assessment at Cranwell Primary School is designed thoughtfully to shape future learning. It is not excessive or onerous as it is part of the day to day working practices of the classroom. Teachers ensure that pupils embed key concepts in their long term memory. Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts. Pupils revisit prior learning in their work books as an introduction to their new learning and this provides a context upon which pupils can integrate their 'new knowledge' into a wider context. Assessments are reliable and are moderated to ensure that expected outcomes are fully understood by all staff.

The Impact of our Curriculum:

- **Monitoring and Evaluation**

Curriculum subject leaders are responsible for the monitoring and evaluation of their own subject area. Additional curriculum release time is given to subject leaders on an ad hoc basis to enable them to successfully carry out their roles and responsibilities, without adding to workloads. The information from the monitoring and evaluation then forms the basis of the impact assessment for that curriculum area.

In reporting to and in collaboration with SLT and governors, an Assessment Coordinator holds overall responsibility for the monitoring and evaluation of learning; and a Curriculum Design Coordinator evaluates the effectiveness of our whole school curriculum design.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

- **Outcomes for Pupils**

Our curriculum consistently leads to good outcomes and results for our pupils. We are proud of the life-skills curriculum that we provide for our pupils. Essential skills such as first aid, money awareness, internet safety, healthy eating and basic life skills such as tying shoe laces, using knives and forks correctly, telling the time are all part of what we consider to be necessary skills for our pupils to succeed in life and are key parts of our teaching in school. There is a bespoke plan for life-skills teaching and emotional health awareness. Although these skills may not be assessed numerically or with a grade, we still feel that being able to achieve these life-skills will enable pupils to fully access life in modern day Britain.

*Please note: this policy is correct as of Spring 2020. Changes may have occurred since, via work sampling outcomes and governor/staff/children recommendations. Please also note that the Foundation Stage curriculum is changing in September 2020 and elements of the PSHE curriculum, namely RSE, will become statutory in September 2020 – please see the PSHE policy for further details of the changes.