



Manor Primary School Policy Document

Curriculum Policy

October 2023

Introduction

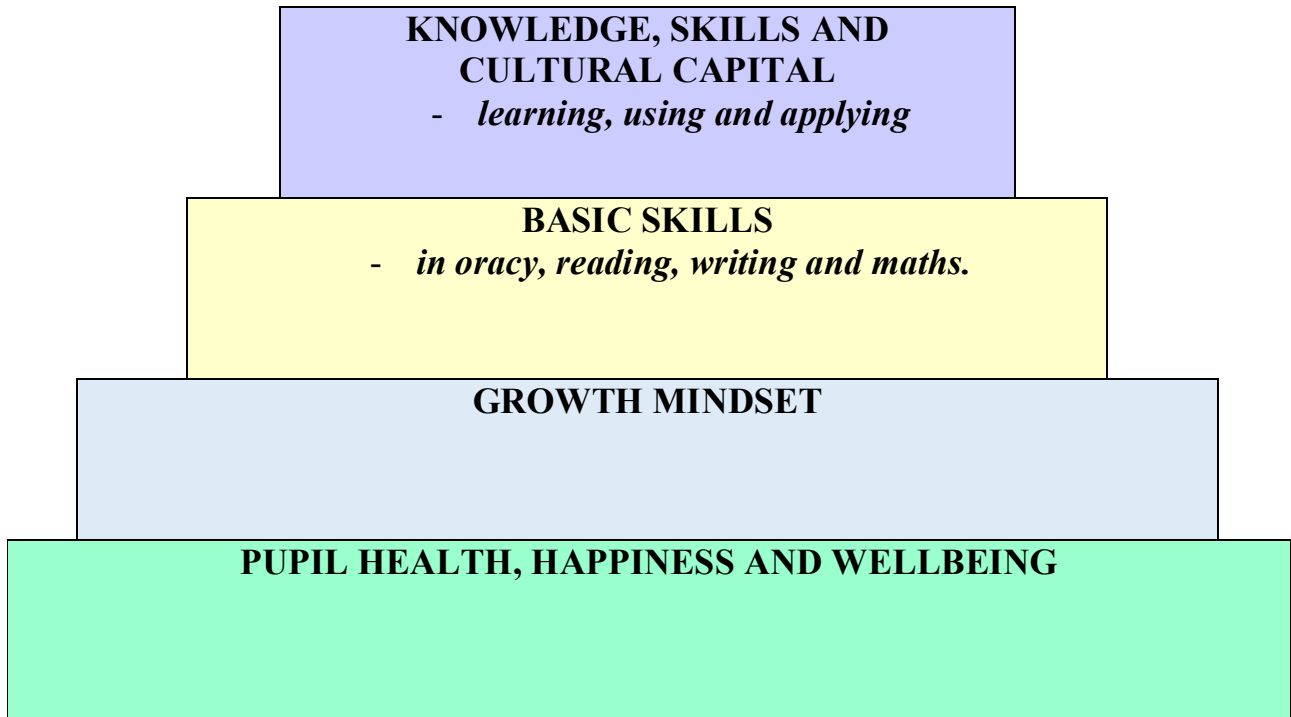
We have developed a curriculum which is broad, balanced and focused. It is the basis for a wide and varied learning experience which prepares children for their lives ahead. Our curriculum meets the needs of all children whatever their ability or background, promoting both knowledge and skills, as well as a love of learning, exploration and discovery. It meets all statutory requirements and uses The National Curriculum (2014) as its starting point.

Our Curriculum Aims

- To promote the highest level of achievement for all individual pupils, across all subjects, regardless of age, gender, background or ability.
- To provide a progressive curriculum which enables pupils to develop and continually build on their knowledge, skills, understanding of the world in which they live, and passion for learning.
- To teach, support and embed a ‘growth mindset’ for all children - a ‘can-do’ attitude which recognises that motivation, hard work and resilience are the tools for success, and that challenge should be welcomed and mistakes valued for the contribution that they make towards learning.
- To ensure that all learning is secured according to the principles of ‘mastery’ – i.e. that knowledge, understanding and skills, and the ability to use and apply these, are securely and firmly in place before the next steps of learning take place.
- To teach, promote and support sustainably healthy lifestyles (both physical and emotional), healthy relationships, and long-term economic wellbeing.
- To teach, promote and support social, moral, spiritual and cultural awareness so that children are well equipped to be active, respectful and responsible citizens.
- To provide children with knowledge and understanding of British Values and their social heritage, and to celebrate the diversity of communities within the UK.
- To enrich classroom learning with a wide range of additional activities, including outdoor learning, local walks and visits, day trips, residential trips, input from visitors and outside providers, theme days, after-school clubs, fundraising activities etc.
- To regularly review our curriculum provision in order to ensure that this responds to the circumstances of the world around us and continues to promote excellence.

Our Curriculum Pyramid

This is a visual representation of our school's curriculum offer. Each aspect relies on the fundamental establishment of those below. They are taught and developed alongside each other throughout each child's time at the school. More specific detail on each layer is explained in subsequent sections of this policy.



Planning the Curriculum – Intent, Implementation and Impact

Intent Strategic planning of <i>what</i> we want the children to learn	1	Curriculum Policy	Senior Leadership Team and Subject Leaders
	2	Subject Policies	
	3	Subject learning maps or schemes of work – for each curriculum subject	
	5	Termly planning	
Implementation & Impact Operational planning - <i>how</i> material will be taught, and what the <i>impact</i> will be.	6	Teaching and Learning Policy	SLT
	7	Assessment Policy	
	8	Feedback Policy	
	9	Presentation and Layout Policy	
	10	Teachers’ short term planning	Individual teachers/ teams

Documents Specifying Curriculum Intent

(1) Curriculum Policy (i.e. this document)

This Curriculum Policy covers all aspects of our curriculum offer, establishing the overall picture of experience, knowledge and skills to which our children are entitled. This is an umbrella policy, and greater detail for individual aspects is contained in subsequent documents.

(2) Individual Subject Policies

These policies give more specific detail about the teaching and learning that we provide in individual subject areas in order to guide and support teachers and to inform other stakeholders.

(3) Subject Learning Maps or Schemes of Work

These specify the exact skills and knowledge that need to be taught in each subject, in each year group. They incorporate and go beyond the statutory requirements of the National Curriculum. They allow teachers to see not only their own year group’s objectives, but those that have gone before and will come afterwards so that teaching can happen seamlessly, progressively, and without leaving gaps.

(4) Termly Planning

Termly plans for each year group give detail for learning in all areas of the curriculum. These documents are the starting point for teachers' weekly planning, and are also shared with parents at the beginning of each term.

Documents Specifying Curriculum Implementation and Impact

(1) Teaching and Learning Policy

Focuses on *how* the curriculum will be delivered and provides a framework for quality first teaching. It specifies the pedagogy that teachers and other adults will employ and how best practice will be consistent across all schools, in all classes and for all children.

(2) Assessment Policy

Specifies *how* assessment will be used as an integral part of teaching and learning – it is, as such, paired with the Teaching and Learning Policy.

(3) Feedback Policy

Specifies how both verbal and written feedback to children will support their learning and progress.

(4) Presentation and Layout Policy

Focuses on the requirements for children's workbooks in order to ensure that these are of a consistently high quality and provide evidence of successful learning.

(5) Teachers' Planning

Teachers are not normally required to produce weekly planning. Standard formats are available should they wish to use them. They are expected, however, to demonstrate practice that supports excellent quality first teaching to meet children's diverse and changing needs on a day to day basis. Lesson observations, discussions with children, and scrutiny of children's work should provide evidence that teaching and learning has been effectively planned and that clear success criteria have supported excellent progress and the acquisition of knowledge and understanding.

Early Years Foundation Stage

The curriculum that we teach at the Foundation Stage (from age 2-4) meets the requirements set out in the EYFS Statutory Framework. Our planning focuses on the 7 areas of learning: personal, social and emotional development; communication and language; literacy; mathematical development; understanding the world; physical development; and expressive arts and design. We fully support the principle that young children learn through play and by engaging in well-planned structured activities. Please see the separate Foundation Stage Policy for further detail.

Special Needs

We comply with the requirements in the SEN Code of Practice and our curriculum is designed to provide access and opportunity for all children. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.

If it is necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the parents of the child and appropriate professional partners. Detailed additional learning opportunities and necessary interventions will be evident in the child's own planning and provision mapping. Please see the separate SEN Policy for further details.

Inclusion and Adaptive Teaching

Our curriculum is designed to enable children to keep up, not catch up, and we have high expectations for all children. Where children need additional support, suitable adaptations are planned by the teacher, either in advance or 'in the moment' in response to AfL. This is likely to include:

- Flexible groupings;
- Additional and targeted adult support;
- Adapting language to ensure all pupils understand the content of the learning;
- Rephrasing questions or content;
- Very explicit, step-by-step instructions;
- Modelling, and providing examples of 'what a good one looks like';
- Providing resources that will support understanding, such as manipulatives in maths or vocabulary lists or writing frames in literacy.

Leadership, Monitoring and Review

Curriculum Leaders

Each subject is led by a member of the teaching staff. These leaders are responsible for:

- Maintaining an up to date knowledge and understanding of developments in their subject(s).
- Compiling, monitoring and evaluating schemes of work.
- Compiling, monitoring and evaluating termly Action Plans in line with the School Development Plan (which may prioritise certain subjects).
- Evaluating teaching and learning in their subject(s) across the school and putting improvement plans in place where necessary.
- Maintaining adequate and good quality resources, and sharing and creating awareness of these as well as of websites, publications etc.
- Supporting fellow staff, including HLTAs and newly qualified teachers, in delivering the curriculum, through guidance meetings, observations and coaching, team-teaching or in-house training, or arranging for further outside training if necessary.

- Liaising with and reporting back to the senior leadership team and governors.

Headteacher and SLT

The Headteacher and SLT are responsible for the day to day organisation of the curriculum and monitoring its effectiveness through classroom observations, work scrutiny, discussions with children and liaison with the subject leaders and teachers.

Pupil Health and Wellbeing

We want all children to develop an increasingly secure understanding of the knowledge, skills and habits that will enable them to lead a long, healthy and happy life, as responsible, respectful and active citizens. (Also See Pupil Health & Wellbeing Policy)

Implementation	Impact	Inclusion	Evidence
<p><u>Assemblies and Weekly Themes</u> Weekly themes form the basis for assemblies and class discussion to support children's health, happiness and wellbeing. These themes also include: Spiritual, moral, social and cultural education; British values; Equality and diversity; Citizenship</p> <p><u>Behaviour Policy</u> This focuses on the importance and expectations of good behaviour and the various way in which this is supported. Our very high standards in this respect makes a significant contribution to pupil wellbeing.</p> <p><u>Personal Development Lessons</u> We follow the Jigsaw scheme of work, which integrates PSHE and SRE within weekly 'Personal Development' lessons and assemblies. This includes 6 topics covering the statutory PSHE/RSE curriculum objectives.</p> <p><u>ICT Curriculum</u> Age appropriate learning for all children on safe internet use and gaming.</p> <p><u>PE Curriculum</u> Twice-weekly PE lessons, a range of extra-curricular sports and sporting competitions, and opportunities for outdoor learning enable children to develop skills and physical fitness and a connection with the environment.</p> <p><u>Pastoral Care</u> All our staff offer pastoral care to children throughout each and every day, from the Headteacher through to the Mealtime Assistants. In addition, we have:</p> <ul style="list-style-type: none"> - Daily meet and greet from the Headteacher and the class teachers for every child. - A Thrive trained TA who runs a programme of small group support sessions focused on outdoor learning for children with SEMH needs. - Specialist weekly Art therapy for identified children. - A lunchtime Nurture Group for children who face challenges with behaviour and / or their personal and social skills. - An Early Help Co-ordinator who works with families in need of support to ensure that appropriate services are accessed. 	<p>Children will have the knowledge and skills that they need across a broad range of topics, in order to be safe, healthy, happy and successful – both now and in their future lives.</p> <p>They will be equipped with the social and emotional skills required to move smoothly and successfully into the next phase of their education.</p> <p>They will be kind, honest and responsible citizens who play an active and valuable role within society.</p>	<p>Teachers provide quality first teaching, differentiating appropriately and including all children in all aspects of learning, regardless of background or ability.</p> <p>We involve parents / carers if we feel that a child needs additional support, and we work with them to establish a co-ordinated and effective approach.</p> <p>We use PE Funding to provide targeted interventions in physical literacy which enable all children to participate in physical activity, exercise and sport.</p>	<p>Curriculum Policies for Personal Development; ICT; PE</p> <p>PE and Sport Funding Reports</p> <p>Lesson observations</p> <p>Pupil voice</p> <p>Children's workbooks</p> <p>Corridor displays</p>

Growth Mindset & Learning Skills

We want all pupils to develop a range of learning strategies which can be applied to different situations, equipping them with essential life-long learning skills (Also See Growth Mindset Policy)

Implementation	Impact	Inclusion	Evidence
<ul style="list-style-type: none"> ➤ Through explicit ‘Growth Mindset’ teaching, particularly in the first week of each term - teaching children how their brains work and why intelligence is not finite, and analysing the skills that they have and will continue to be developing. ➤ On a daily basis, encouraging pupils to seek and enjoy challenge, to be resilient in the face of challenge, and to learn from their mistakes. ➤ Explicitly valuing and celebrating effort, perseverance, determination and resilience throughout each and every day, and recognising this with the half-termly Growth Mindset award. ➤ Through the modelling of all the above by all adults in all situations – avoiding negative language or implication and remaining positive and optimistic at all times. 	<p>Children will know that they stand the best chance of succeeding and achieving their goals if they apply key learning skills to all aspects of life</p>	<p>School leaders, teachers and teaching assistants will know each child individually and quickly establish where they may lack key learning skills. These children will be given appropriate individual support at the point of need.</p> <p>Parents will be invited to discuss this where needed, and given ways to support their child at home.</p>	<p>Lesson observations.</p> <p>Pupil voice</p> <p>Children’s workbooks</p> <p>Learning environments and corridor displays</p>

Basic Skills : Reading, Oracy and Basic Skills in English & Maths

We believe it is the right of all children to be equipped with a toolkit of basic skills which form the basis for further learning. These tools for learning enable the acquisition and application of knowledge to flourish without handicap.

(Also see policies for Maths, Literacy, Teaching and Learning, Assessment, and Basic Skills Maps)

Implementation	Impact	Inclusion	Evidence
<p>This will be taught through:</p> <ul style="list-style-type: none"> ➤ High quality teaching that is sequenced, clear and direct and which responds to individual children’s needs and progress. ➤ Using Assessment for Learning systematically and effectively, with clear, direct and effective feedback at the point of need. ➤ The consistent use of a wide and ambitious vocabulary by all adults in daily interaction, explained to children where necessary. ➤ Creating learning environments which both support and reflect children’s vocabulary, language, reading and other basic skills. ➤ Providing the resources that children need in order to make good progress. ➤ Assessing children on a regular basis through marking and low-level testing, keeping records of progress, and intervening effectively when children are falling behind or failing to improve in any one area. 	<p>Oracy – children will understand and talk confidently and competently across a range of topics, using a rich and varied vocabulary and asking for clarification when they don’t understand.</p> <p>Reading - children will quickly master the skill of reading, becoming confident, competent and enthusiastic, and able to use their reading skills to support them in all areas of the curriculum and beyond.</p> <p>Basic Skills in writing – children will master neat, legible handwriting and fluently secure spelling and grammar, enabling them to be unimpeded in the fluency and creativity of their composition.</p> <p>Basic Skills in maths – children will master and deploy a secure understanding of number and algorithms, allowing them to reason and problem-solve fluently and creatively.</p>	<p>Quality First Teaching, with an emphasis on Assessment for Learning and personalisation, will ensure that all children benefit at the point of need throughout each day.</p> <p>Additional interventions will be put in place as required, e.g. Speech and Language therapy, and Speechlink.</p> <p>We will liaise with parents where required, support them in supporting their child at home and provide additional work if necessary.</p>	<p>Lesson observations</p> <p>Pupil voice</p> <p>Children’s workbooks</p> <p>Results of national tests</p> <p>Basic Skills Map records</p>

Learning and application of knowledge & skills, and development of cultural capital

We believe that children should acquire a fundamental basis of knowledge about the world around them, enriched by a comprehensive vocabulary, which they remember and build upon throughout their lives. This knowledge and understanding is embedded through opportunities to examine and analyse, describe and explain, discuss and evaluate.

(Also see policies in Teaching and Learning, Assessment, Feedback, various Subject Policies, Skills & Knowledge Maps, Topic Rolling Programme)

Implementation	Impact	Inclusion	Evidence
<ul style="list-style-type: none"> ➤ Provide a broad, balanced curriculum which is coherently planned and sequenced towards the cumulative establishment and mastery of knowledge and skills both within and across year groups, with links explicit and clear. ➤ Plan interesting and exciting topics which respond to local, national and global events, issues and concerns. ➤ Quality First Teaching: presenting material clearly and methodically; separating material into constituent parts so learners can master each separately before rebuilding into a whole; adapting these methods in order to personalise learning for different pupils; and using assessment for learning to respond effectively at the point of need. (See Teaching and Learning and Assessment Policies) ➤ Provide a wide range of learning activities which engage and enthuse children; enable them to work independently or as part of a team; require them to think creatively and solve problems; enable them to learn and remember key knowledge; and develop resilience, perseverance, and a pride in good quality work. ➤ Ensure that learning is routinely taken beyond the classroom, utilising the outdoor school environment, the local environment and beyond in the form of regular school trips which bring learning to life. 	<p>Children master a wide range of skills and knowledge that go beyond the NC. They remember key knowledge, talk about their learning authoritatively and enthusiastically, making links over time and between subjects.</p> <p>Children develop strong cultural capital – a knowledge and awareness of the world around them and their place in it, demonstrated using a rich and varied vocabulary.</p> <p>Children produce work of very high quality, taking pride in their presentation, and demonstrating that they can use and apply their knowledge and understanding effectively.</p> <p>Children achieve well in national tests both in their attainment and progress.</p> <p>Children are well prepared for the next phase in their learning journey.</p>	<p>The planned curriculum will take into account the needs of all learners, including those with special needs and those from disadvantaged backgrounds.</p> <p>Teachers will support children at the point of need through employing the routine techniques of quality first teaching, including discussion, questioning, marking and low-level testing. This will inform their teaching in a dynamic and on-going way and allow them to make adjustments at the point of need.</p> <p>More formal interventions will be put in place as and when needed where children require these in order to keep pace and make good progress.</p>	<p>Lesson observations</p> <p>Pupil voice</p> <p>Children’s workbooks</p> <p>Learning environments</p> <p>Results of national tests</p> <p>Sharing of learning through assemblies and events</p>

