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Quadring Cowley and Brown's Primary School Curriculum Policy

*At Quadring Cowley & Brown's Primary School we strive
'to nurture and inspire all children to be well-rounded, confident and
resilient individuals who love learning and are ready for life beyond
school.'*

Article 3- The best interests of the child must be top priority in all actions regarding children.

*Article 29- Children's education should develop each child's personality, talents and abilities to
the full.*

Curriculum Intent

At Quadring Primary every child's uniqueness is recognised and valued. As such, our curriculum embraces the community from which it exists, as we strive to recognise, embrace and celebrate each individual child and their diverse children's backgrounds and experiences.

We constantly adapt our learning journey to meet the needs and interests of our children, offering an excellent education underpinned by a broad, culturally rich and powerful curriculum to ensure that all pupils are well equipped for the next stages in their education.

Our curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values however, creativity is pivotal at Quadring Primary. We constantly provide enhancement opportunities and WOW moments to engage learning and to celebrate and develop the individual talents of our pupils, recognising everyone as unique with their own ambitions, skills and dreams. We aim to provide an environment that encourages lifelong learning which is reflected in our whole school ethos and core values.

Community involvement is also an essential part of our curriculum as we provide opportunities for the children to take an active part in their local and wider community, embracing new knowledge and skills throughout the year.

The children at Quadring Primary work and grow together as part of a caring and motivated family team, and children leave Quadring Primary with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learner on their life journeys.

Aims and Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- To create a safe, caring, friendly, stable, stimulating and disciplined environment where everyone can learn and develop to the best of their potential.
- To create an environment where everyone is respected and valued and where cooperation and tolerance are promoted.
- To create an atmosphere where positive and enthusiastic attitudes are encouraged.
- Equal opportunities will be provided for all.
- Work hard and play hard are expectations of all learners in our school where all efforts and achievements are recognised and celebrated.
- To create a dynamic, broad and balanced curriculum which caters for every learner whatever their preferred learning style.
- To foster a close school/home partnership where parents are actively involved in their child's learning.
- To maintain close links with the church and the community.
- To foster positive relationships between all members of the school community through communication and teamwork .

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The staff at the school are committed to providing the very best in primary education for the children of the school.

They will provide an education for all which is unbiased and accessible whatever the child's protected characteristics are and will strive to provide a curriculum which is broadly balanced, ambitious, creative and promotes spiritual, moral, cultural, emotional, academic and physical education of the highest quality.

The Governors and staff aim to work together to support and encourage each other in order to expand their skills and knowledge to meet the many developments taking place in Primary Education.

Aims of the Curriculum

- To create a stimulating environment where pupils work together, respecting and tolerating the views and work of others.
- To ensure that all pupils receive a broad, balanced and ambitious curriculum based on the National Curriculum and the Lincolnshire Agreed Syllabus for Religious Education.
- To encourage every child to develop their knowledge and skills and to achieve their full potential.
- To develop lively, enquiring minds with the children.
- To encourage children to develop a code of morals that includes respect and tolerance of all people.
- To help children understand their responsibilities to themselves and others.
- To develop independent and ambitious learners who demonstrate high standards of behaviour which will prepare them for adult life.

High Quality Teaching

At Quadring Primary School, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress

- Staff have high expectations of themselves and all of the children.
- Staff provide high quality teaching and learning at all times.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with sharp objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

Roles and Responsibilities

Governing Board

The Governing Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

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The Governing Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate, and ensure that this is in the best interests of the child.
- The school's procedures for assessment meet all legal requirements.
- The Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Governing Board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND and vulnerable children.

All staff

All staff will ensure that the school curriculum is implemented in accordance with this policy.

Implementation

Through clear strategic planning, our curriculum provides not only memorable experiences (BLP (Building Learning Power Days and Wow events) but is rich in opportunities from which the children can learn and develop transferrable skills. The acquisition of knowledge and the development of skills is carefully planned to create a coherent, purposeful and exciting 'Journey of Discovery' for every child, not only through discrete teaching, but also through cross curricular links within the topics chosen. In order to ensure that progression and balance is maintained, the curriculum plans are developed into medium term plans which clearly highlight the learning objectives and assessment opportunities. Weekly planning is then differentiated to the needs of each class, linking to prior learning, resourced and includes questioning prompts to promote challenge as well as to scaffold. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point. High quality teaching is provided to ensure that accelerated progress is promoted in each lesson. Our marking policy is implemented consistently and provides opportunities for children to reflect on their learning and think deeply and carefully about their feedback.

Organisation and Planning

Staff in year groups, and subject leaders, have created a cross curricular approach to learning. Our curriculum is planned bi-annually to ensure coverage and depth due to having mixed aged classes. Teachers translate these plans into smaller units - medium term and then weekly plans where the specific needs of the learners are addressed.

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We plan our curriculum in three phases. We agree a long-term plan for each class. This indicates what topics, knowledge and skills are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Work is planned with a cross curricular and creative view in order to make links across subject areas and make learning more relevant. Foundation subjects are based on skills development and many lessons will involve planning across more than one subject. National schemes of work may be used as a resource for our medium-term planning.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson. Ongoing teacher assessment informs next steps in children's learning and therefore, short term plans are likely to be modified on a daily basis.

Teaching is carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school.

Subject leaders quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed. Subject leaders ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible.

Characteristics of our curriculum

We believe that it is our duty to help all children reach their full potential.

Therefore, our teachers provide a wide range of curriculum experiences and activities to ensure all children have equal opportunities to access all areas of the curriculum.

Children are encouraged to learn from first hand experience wherever possible and to acquire skills from practical activities.

Staff plan collectively to ensure coherence, progression and continuity throughout the whole school.

Learning environment

Organisation of the classroom/learning environment is adapted to the children's learning needs;

- The use of learning resources and ICT is developed to allow children to work independently and successfully;
- Effective use of other spaces is made: 'the outdoor classroom', hall space;
- Displays are used to celebrate children's work, supportive learning (Learning Walls) and the knowledge the pupils have gained.

Entitlement, Equality and Diversity

Our curriculum secures for all pupils, irrespective of social background, culture, race, gender, difference in ability and disabilities an entitlement to develop knowledge, understanding, skills and attitudes necessary to equip them to become responsible and active citizens.

All pupils will have equal access to all areas of the curriculum. We recognise that all individuals are different and we celebrate those differences. Any discrimination, for whatever reason is unacceptable at this school.

Inclusion

Teachers set high expectations for all pupils. They 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 SEND
- Pupils with English as an additional language (EAL)

Teachers 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 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' access in all subjects.

Standards

We always set the highest standards for learning, attainment and behaviour. These standards are used to:

- Set targets for improvement
- Measure progress towards these targets
- Monitor and compare performance between individuals and groups of children
- Monitor and compare our performance with other schools locally and nationally
- Evaluate our performance to identify action towards improving that performance

Assessment

Ongoing assessment of each child's progress is made by the class teacher in order to plan work carefully matched to the child's needs. Teachers will use National Curriculum Objectives and Target Tracker to assess pupil progress in English (reading, writing, SPAG), Maths and Science in order to assess whether they are working below, at or above expected levels.

Pre and post assessments are used in non-core subjects to enable children to demonstrate the knowledge they have embedded and retained, and teachers to be able to review and plan next steps.

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Parents are given annual reports on their child's progress. Parents are invited to attend parents' evenings and are welcome to discuss curriculum issues with the Headteacher.

Parents are welcome to make an appointment to see the class teacher if they have any concerns about their child's progress, and similarly if the class teacher becomes concerned, the parents will be invited to discuss the matter with both the class teacher and the Headteacher.

All children are assessed in elements of English and Mathematics at the end of Year 2 and Year 6 by a combination of teacher assessments and standardised tests set by the Department for Education.

Children in the Reception Year (Early Years Foundation Stage) undertake a baseline assessment in the first weeks of starting school. Regular, ongoing observations and assessments are made by the Early Years staff to monitor progress and inform planning.

Children in Years 1 to 6 undertake standardised assessments at regular intervals during their time at our school.

Children in Y1 undertake the Phonics Screening Test in the Summer Term. Results are used by the teachers to support their work and to report progress made. Any child who does not achieve the phonics screening by the end of year 1 will be reassessed this in year 2.

Children in year 4 undertake the standardised Multiplication Check in the summer term.

Ongoing formative assessments are made to inform next steps in learning.

Children with Special Needs or Disabilities

Our school is committed to meeting the needs of all children. There will be occasions when a child needs additional support in a specific area. This may be because of a barrier to a child's learning or equally because a child is gifted in an area of their learning. We comply with the requirements set out in the SEND Code of Practice

As far as possible, these needs will be met by the class teacher with support from the Special Needs Coordinator, and Headteacher.

If a child needs to be referred to an outside agency, this will always be discussed fully with the parent.

The school provides a SEN Support Plan or Education and Health Care Plan for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Intervention

Individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need
- Plans are put into place
- All interventions are time bonded and use data to identify impact

Interventions are evaluated and relevant adjustments are made;

- Pupil Progress meetings take place termly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

The role of the subject leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

Monitoring and review

Monitoring arrangements

Governors monitor whether the school is delivering an effective and high quality curriculum which is "broad and balanced curriculum" and includes the required subjects, through:

- Governor Focused Visits and drop ins
- Learning walks
- Link champion governor to curriculum
- Governor meetings

Subject leaders provide a strategic lead and direction for the subject. Subject leaders plan and monitor the way their subject is taught throughout the school to plan improvement by:

- Monitoring curriculum planning through triangulated monitoring activities e.g book looks, pupil interviews, learning walks
- Engagement in Pupil progress
- CPD/ Staff updates

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. They ensure that skills and knowledge are identified in planning, suiting the needs of all children and developmental feedback is provided in line with the school's marking policy.

The leadership team and subject leader's feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

We have a curriculum governor champion who liaises with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

The Head teacher is responsible for the day to day organisation of the curriculum. The Head teacher and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Reports to parents

Two parent consultation evenings are held throughout the year where parents have the opportunity to view work and discuss the progress and targets of their child with the class teacher. Each child will be given an annual report during the Summer Term and are given the opportunity to discuss the report with the school if they so wish.

Homework

We believe that homework is a vital part of the learning process. Expectations for homework will vary according to the age and ability of the child. Please refer to the schools Homework policy for further guidance and directive.

The aims of homework are:

- To develop independence and responsibility
- To provide opportunities to improve the quality of learning
- To practise skills and develop knowledge
- To extend and support learning through reinforcement and revision
- To provide opportunities for parents, children and the school to work in partnership
- To provide opportunity for parents and children to work together and to enjoy learning experiences
- In Y6 to prepare children for secondary transfer.

Impact

Children will leave Quadring Primary School ready for the next stage in their learning at secondary school. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours. The children will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The children will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for others. Our children will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

The children will have a sense of uniqueness, be confident and independent learners and strive for success in all they do, demonstrating curiosity, inspiration and high aspirations.