

Branton St Wilfrid's C of E Primary School



Curriculum Policy

Adopted by Governors: September 2020

To be reviewed: September 2021

Living by our Christian Values

*Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust, Perseverance, Justice,
Service, Truthfulness*

Curriculum Policy

‘The Curriculum inspires pupils to learn.’ (Ofsted 2019)

At Branton St.Wilfrid’s, each pupil, regardless of their background, will receive a world-class education and will be inspired to aim high. They will be provided with a memorable, ambitious and creative knowledge-rich curriculum which is secured in their long term memory. The pupils will have a love of learning which allows them to challenge their own thinking and learn together in order to become future citizens of the world.

At Branton St.Wilfrid’s C of E Primary School, our curriculum is meticulously designed to provide a rich, exciting and challenging ‘broad and balanced’ thematic approach to teaching and learning that meets the needs of all pupils following the 2014 National Curriculum. It encourages a love of learning and prepares the pupils for life as successful, highly motivated and socially responsible citizens. As a Church of England school, the Christian ethos and values permeates much of our work.

Our **intent** is that:

- Our carefully sequenced and coherent curriculum provides pupils with the opportunity to build on their previous knowledge and skills, allowing them to deepen their learning across a sequence of lessons, across the year and across their time at our school.
- It provides pupils with memorable experiences and rich opportunities where pupils can learn and develop a range of transferable knowledge and skills.
- It provides opportunities for pupils to develop as independent, confident, self-driven and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.
- The curriculum develops pupils’ rich vocabulary, allowing them to articulate the acquired knowledge and skills in a range of ways appropriate to the task (e.g. in a debate)
- The curriculum supports the physical and mental well-being of our pupils, supporting the development of the whole child.
- The curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupil’s spiritual, moral, social and cultural development, ensuring that pupils are well prepared for life in modern Britain.
- As part of this statement of intent, we also enrich the curriculum to give pupils the opportunity to excel and to ensure they are stimulated by their learning and motivated to learn more.

Implementation

The Branton Curriculum is established to deliver our intent. Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (see appendix – Curriculum Approaches) Some of the imaginative learning projects are delivered using our own curriculum mapping but this is also enhanced by additional whole school themed weeks and days as well as some discreet teaching particularly in RE, science, music, computing, PSHE, PE and languages. All classes in Key Stage 2 are taught a second language: French. As well as being taught the skills of learning a new language, the children also learn about the culture of another country.


Enrichment projects include whole school creative themes such as Enterprise, Diversity, Mental health and wellbeing and keeping healthy, keeping safe.

We also celebrate Science Fortnight each year and a whole school focus is given to developing specific skills and knowledge through AT1 (scientific enquiry) which allows children to test and explore scientific theories.

Numeracy is also adopted from the 2014 curriculum and real life contexts and cross curricular links are applied when possible.


For more detail about **subject specific** approaches and curriculum maps, see individual policies.

We plan for 3 topics a year in depth in addition to enrichment projects which is evident on the **long term plan** (LTP) for each class. In KS1 & KS2, whilst foundation subjects are separate, links are made where possible to the term's theme. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography next term. This **LTP** for each class is posted on the school website to provide parents with information of the curriculum taught in each year group.

 **St. Andrew's CE Primary School**

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Reading						
Writing						
Mathematics						
Science						
ICT						
History						

Medium term plans include key skills and knowledge to be covered in each subject, allowing for flexibility to build on children's interests whilst still maintaining the breadth and depth of the curriculum.

 **Year 4 Autumn Term Medium Term Plan – Chocolate**

	Reading	Writing	Maths	Science	R.E	Geography	Art	DT	Music	PSHE
Week 1 Engage Wb 31/8	Review and discuss the plot of the novel. Reciprocal Read Domain 2A: Identifies the main events in the story. Domain 2B: Retries and records key details from fiction and non-fiction. Domain 2C: Summarise main events from more than one paragraph. Domain 2D: Make inferences from the text. Domain 2E: Predict what might happen on the basis of what has been read so far.	Reciprocal Read Domain 2A: Identifies the main events in the story. Domain 2B: Retries and records key details from fiction and non-fiction. Domain 2C: Summarise main events from more than one paragraph. Domain 2D: Make inferences from the text. Domain 2E: Predict what might happen on the basis of what has been read so far.	Place Value - Roman Numerals - Time Tables	Changing State - Five assessment questions and 10 questions	Creation of 'All' What do Christians learn from the Creation Story? - Comparing Material - To be able to recognise some of the properties of solids, liquids and gases.	Chocolate tasting to learn's taste. Write up a chocolate analysis report.	Drawing with pencils Sketches on Earth I can after how I hold my pencils to draw different lines. This line Oh - line changing tone I can blend using pencils to start the tone. Blend from dark to light Blend a colour into white Blend a colour into black Oh - Blend from black - colour - white I can use different techniques to create texture when using pencils using a stopping effect colouring/pencil			Mamma Mia Unit Mental Health and Wellbeing Happy Moods - Happy People To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to express both the range and intensity of their feelings to others. To consider what positively and negatively affects
Week 2 Engage Wb 7/9	Review and discuss the plot of the novel. Reciprocal Read Domain 2A: Identifies the main events in the story. Domain 2B: Retries and records key details from fiction and non-fiction. Domain 2C: Summarise main events from more than one paragraph. Domain 2D: Make inferences from the text. Domain 2E: Predict what might happen on the basis of what has been read so far.	Reciprocal Read Domain 2A: Identifies the main events in the story. Domain 2B: Retries and records key details from fiction and non-fiction. Domain 2C: Summarise main events from more than one paragraph. Domain 2D: Make inferences from the text. Domain 2E: Predict what might happen on the basis of what has been read so far.	Place Value - Numbers to 1000 - Roman Numerals - 2D, H, T and O - Number line to 10,000 - Round to the nearest 10	Changing State - Five assessment questions and 10 questions	Creation of 'All' What do Christians learn from the Creation Story? - Comparing Material - To be able to recognise some of the properties of solids, liquids and gases.	Chocolate tasting to learn's taste. Write up a chocolate analysis report.				Mamma Mia Unit Mental Health and Wellbeing Happy Moods - Happy People To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to express both the range and intensity of their feelings to others. To consider what positively and negatively affects

Our **short-term plans** are those that our teachers write on a weekly basis particularly for reading, writing and maths. We use these to set out the learning objectives for each session and to identify what resources and activities we are going to use in the lesson. Short term plans outline adaptations made for individual children along with assessment opportunities and expected outcomes. Particular attention is

given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

Literacy Planning -			
Class:	Year:	Teacher: TA:	Date:
Resources:		Vocabulary:	
Working towards	Working at expected	Working at greater depth	
Genre - narrative (example of features)		Success criteria (general over the unit)	
Day 1	Learning Objectives:	Success criteria:	
Sp: (No nonsense grammar)	Main Teaching (Key questions):	Plenary:	
TA Focus:	TA Focus:	Spelling: (No nonsense spelling)	
AFU: (Can they use a variety of sentence structures in writing?)	Challenge	AA	support
			Next steps: Monday PM - (intervention)

The Branton Approach to teaching and learning



A **pre-assessment, engage, teach, practise, apply** approach to planning and delivery of lessons is taken across the school to ensure children develop a deep understanding of specific skills and knowledge and are able to apply these in a range of situations

Before any new learning takes place, teachers will consider the **previous learning**, using the whole school curriculum progression maps for each subject to ensure learning is progressive. The whole school progression maps show where aspects of the 2014 National Curriculum are being taught and the progression of skills and knowledge that are revisited over the unit, over the year or over the key stage. This progression of skills and knowledge allows pupils to develop their understanding and use them in a variety of contexts.

An individual **pre-assessment** (usually a mind map) before any new topic ensures that work will be accessible and challenging and is providing the correct curriculum coverage that is needed to move children's learning forward.

We value the importance of memorable experiences within our curriculum approach. Teachers develop pupil's learning in meaningful contexts which is evident in the **'engage'** stage of our approach. The pupils are hooked into a new topic and their curiosity is provoked which sets the scene and provides the context for learning.

The **'teach/practise'** stage allows the pupils to explore themes, concepts, revisit old and gain new skills and knowledge. This stage also supports pupils to be resilient through explanation and reasoning as they begin to deepen their understanding. They will transfer their skills and understanding from previous learning and continue to build on this.

The **'Apply'** stage provides scenarios that encourage the children to think creatively and solve problems by applying the previous learned skills and knowledge. It also provides an opportunity for collaborative or independent working and problem solving.

Lessons are broken down into specific skills and knowledge that will enable children to achieve the desired outcome. Children should be clear on what they are learning and how to achieve this through clear **learning objectives and success criteria**.

When completing complex tasks, such as writing a narrative or solving a mathematical problem, it is important that contextual knowledge has been taught to the children, and that they have access to it. The rationale behind this is that children focus on the skills they are practicing, rather than having to process lots of different information at the same time. **Knowledge Organisers** which include key contextual factual information are shared with children before the start of the unit of work and will be available to children during lessons. These are also shared with parents at the start of a new theme of learning.

Assessment for Learning takes place throughout the lesson through questioning.

The '**express**' stage supports the pupil to be confident, articulate and reflective. It allows them to celebrate and share their success and identify the next steps for learning.

EYFS

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and this is guided by the children's interests.

During the seven years at Branton St. Wilfrid's C of E Primary School, pupils can expect to experience the following:

- Regular opportunities to share his/her achievements, in and out of school, in assemblies and other whole school events such as the 'express' stage of the curriculum journey.
- Opportunities to contribute towards their learning and be involved in decision making that effects the whole school either through School Council or Pupil Voice.
- Opportunities to represent the school through sporting events and musical/drama performances.
- The opportunity to play a musical instrument.
- The opportunity to join a choir in KS2.
- The opportunity to go on residential visits to develop their social interactions, independence, self-reliance and confidence to prepare them for the future.
- Opportunities for purposeful visits and visitors in to school to complement and broaden the curriculum.

Impact

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

Our curriculum is carefully planned for progression; it is designed to be challenging and relevant to our pupils and builds upon their prior knowledge and understanding. Our curriculum gives all pupils opportunities and experiences needed to go forward to be successful in their education and future lives, enabling them to achieve and fulfil their dreams and all of their aspirations.

If pupils are keeping up with the curriculum, they are deemed to be making the expected amount of progress we expect and are therefore working at the expected standard for their year group.

Pupil's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

For further information about assessment, marking and feedback see Marking and Feedback and Assessment Policy.

The roles of the Subject Leaders

It is the role of each subject leader and the curriculum 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 coverage of the national curriculum and that progression is planned into schemes of work. The subject leader also keeps 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.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- create progressive and coherent curriculum maps for the subject (including knowledge, skills and vocabulary);
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update;
- to liaise with appropriate bodies e.g. other schools, governors, the LA etc. about matters relating to their subjects;
- provide efficient resource management for the subject;
- map coverage of the curriculum to long term plans.

The subject leader has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the national curriculum, and that all lessons have appropriate learning objectives. The curriculum leader supports the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum.

Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. For further guidance reference needs to be made to:

The school's Health and Safety Policy / Doncaster Exeant

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' individual needs
- Endeavour to overcome potential barriers to learning

Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress.

School website and year group pages inform parents what has been happening in the wider curriculum.

The schools Twitter feed informs parents instantly of whole school or enhanced activities which are taking place.

Topic express events – children present learning to parents and carers

Teachers are of course also available at the start and end of each day for any necessary communications. Teachers regularly use email to communicate with parents and the school office is another port of call.

Homework

Homework is given in line with our school policy. (See Homework Policy)

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented. This is also consulted on the proposals for the school priorities in each academic year. We have named governors for specific areas of the curriculum and they will discuss different aspects of the curriculum with subject leaders. The governors also receive feedback on different aspects of the curriculum through the Headteacher's termly report.

The SLT is responsible for the day to day organisation of the curriculum. The SLT monitors planning for all teachers, ensuring that all classes are taught the full requirements of the national curriculum and that all lessons have appropriate learning objectives.

All leaders are responsible for maintaining the high standards and expectations across all subjects across the school to ensure the subjects are taught in depth and demonstrate progression through the school while challenging all groups of learners.