



Whole School Policy

Curriculum

Considered at the governor meeting on DATE

Signed on behalf of the board of governors by:

THE CURRICULUM POLICY

This policy covers our curriculum with the exceptions of: English, Maths, RE, Modern Foreign Languages, PE and SRE/PSHE (which have separate policies).

'This policy has been reviewed using the Local Authority Equality Impact Screening tool to ensure that it does not discriminate against any of the protected characteristics.'

THE INTENT OF OUR CURRICULUM

A language rich curriculum where words inspire us, reading transports us and a love of learning helps us to grow into the best that we can be.

This is encompassed by our school vision:

Imagine and Believe, Inspire and Achieve

The intent of our curriculum takes into account the specific challenges and needs of our school community and the ambitions we hold for our pupils in ensuring they achieve the very best outcomes academically, pastorally and personally.

Our staff are committed to this, providing high-quality learning opportunities, memorable moments, vivid, rich learning-experiences and real-world links with meaningful outcomes and so we:

- Plan for **learning** not lessons
- Make it **real**
- Make it **relevant**
- Dream big – **Creative Alchemy**

Children are encouraged to question and discover the world around them, developing respect and a sense of wonder in our world. Our curriculum facilitates opportunities to be creative, physically active and academically challenged as well as contributing to pupils' mental, physical and personal-wellbeing.

THE INTENT OF INDIVIDUAL SUBJECTS

School leaders, governors, staff and pupils have all been involved in discussions about the intent of individual subjects. We review this annually and give consideration to the needs of our school and the role each individual subject plays in supporting the development of all

our pupils. These follow:

- To equip pupils with the skills and knowledge in order to think and work scientifically.
- To acquire skills of problem solving, questioning and reasoning
- To develop an understanding of scientific processes, vocabulary, implications and on the world around them.

Science



- To inspire children and combine practical solutions with creative ingenuity
- To promote entrepreneurial vocabulary and confidence
- To guide pupils to understand the vocabulary and skills involved in each stage of the process of analyze, design, create and evaluate.

Design Technology



- Engage, inspire and challenge pupils to invent and create own works of art.
- To learn and develop artistic techniques, art specific vocabulary and use skills to show self expression.
- To know about great individuals and the contribution of art in history and culture.

Art



- To foster a lifelong curiosity and sense of the world, its people and cultures.
- To know about and investigate a range of places including physical and human processes.
- To develop an appreciation and understanding of their local area and their place within it.
- To communicate with geographical vocabulary in a range of contexts.

Geography



- To bring pupils into a rich dialogue with the past and with the traditions of historical enquiry whilst understanding the concept of change and a sense of what has changed, how and why, as well as the impact of these changes.
- To develop a coherent understanding of Britain in the past, including local history and other places in the world too.
- To foster the skills of questioning and critical thinking as well as being able to use historical language and abstract terms confidently.

History



- To promote computational thinking and the understanding and applying of computational language.
- To understand how to safely and effectively engage in the digital world.
- To understand the different purposes, including knowledge acquisition and creativity, which technology can be used for.

Computing



- To know and understand a range of religions including their beliefs and practices, locally and globally.
- To be able to express our own ideas about religion including our own beliefs.
- To be able to engage with religious and non-religious ideas inclusively, respectfully and thoughtfully.

RE



- To understand our place in a multi-cultural society and curiosity about our world.
- To provide and enrich opportunities to communicate.
- To develop the foundations for further language acquisition.

French



- For pupils to develop positive attitudes and skills towards physical activity, to lead healthy, active lives
- To use and apply the language of fitness and sport in the world around us.
- To give pupils an enriched access to a range of opportunities.

- To equip pupils with the skills, knowledge and understanding to make positive choices so they can lead healthy lives.
- To guide pupils to a breadth of experiences which enrich and enhance their life skills to be a positive member of society.
- To equip children with the language of society so they become effective, positive communicators.

- To develop a curiosity and appreciation of all types of music.
- To be able to express ourselves with music.
- To understand, use and apply musical vocabulary.
- To grow children's skills as musicians of different disciplines.

IMPLEMENTING OUR CURRICULUM

Teachers and Teaching Assistants derive the basis of their curriculum from Cornerstones. They amend, adapt and design learning to meet the needs of pupils. Lessons and learning are delivered in a cross-curricular approach with opportunities to interweave and link learning between subjects. This enables pupils to attain knowledge, apply it and revisit it.

Our curriculum is a continuum from F1 to Year 6 and subject leaders ensure an effective progression of skills and knowledge underpins this.

In all aspects of our curriculum, staff have high expectations of vocabulary including use of 'Tier' words which are embedded into teaching and learning. Resources are carefully selected to ensure pupils can access, engage and achieve within all learning.

THE CHILDREN

- Engage in learning with a positive-mindset.
- Ask questions and share ideas
- Dream Big, Aim High, Believe in Ourselves and Others.
- Uphold our Farmilo Values with a sense of respect and wonder in our world.

CURRICULUM LEADER

- Supports, Celebrates, Engages, Monitors & Reviews, Reports to Governors
- Maintain overview of breadth and balance
- Ensures progression, coverage and excellence
- Goes beyond the school to

SUBJECT LEADERS

- Provide training and support
- Develop subject knowledge of colleagues
- Maintain an overview of standards, progression and coverage.
- Review, Reflect and Grow their subjects.

CLASS TEACHERS AND TAS

- Plan for high-quality learning and make meaningful links
- Match provision to needs through formative and summative assessment and feedback
- Formative and summative assessment used to underpin, support, plan and impact upon all

THE FARMILO FAMILY

- Offer support across the curriculum
- Educational and Well-being support
- Champion and encourage our pupils and our community.

CURRICULUM LEADERSHIP STRUCTURE AND ROLES

The Headteacher, SLT, Governors and Subject Leaders carry out monitoring which informs the day-to-day delivery of our curriculum. Decisions about Curriculum are made collectively as an SLT and staff and are shared with Governors.

The Curriculum Leader:

- Oversees coverage, progression and skills in all subjects to ensure pupils are having access to a broad and balanced curriculum.
- Maintains an overview of the direction and standards in all subjects.
- Receives reports and feedback from individual subject leaders at agreed monitoring points during the academic year; this includes a full subject leader interview (and follow-up review).
- Liaises with staff and outside agencies to develop local and wider links, opportunities and enrichments for pupils.
- A robust monitoring system is in place to ensure effective subject leadership.
- Supports subject leaders to develop their leadership capacity and the effective leadership of their subject.
- The Curriculum Leader reports to Governors termly, leads the Collaboration Curriculum network and supports other schools through the Teaching Hub.

Subject Leaders:

- Set, through consultation with stakeholders, the intent for their subject.
- Oversee the implementation through provision of CPD, monitoring and evaluation, collation of evidence and reviews with pupils.
- Support all staff in school
- Evaluate standards in their subjects including conducting some moderation and collating attainment data in subjects.
- Review and maintain resources to support the provision of high-quality teaching and learning
- Maintain up-to-date subject knowledge and pedagogic knowledge through engagement in CPD.
- Provide feedback and ongoing discourse to SLT on the standards of their subject and needs of the school.

Class Teachers contribute to the curriculum through ensuring a broad and balanced curriculum is delivered in their classrooms. They use the long-term plan and follow the school's Curriculum Policy to ensure consistency of approach and may elect to refer to Cornerstone's Maestro platform for additional lesson content. Class teachers should always take prior learning into account and use this to inform their lessons (this is visible via Maestro).

ENSURING COVERAGE AND PROGRESSION

We continually review our curriculum and believe that it is a 'live' entity. It is evolving according to the needs of our children, the aspirations of the staff and community and to maintain its real-world relevance. An important aspect of this is Coverage Checking whereby Subject Coordinators carry out an annual review of coverage using the Cornerstones Website Coverage Checker. Coverage of Art, History and Geography are assured through our existing Cornerstones Curriculum. Where some National Curriculum objectives have not

been covered, subject leaders will provide class teachers with objectives to be covered which may be through themed day/ units.

Through Cornerstones, a balance of curriculum subjects will be focused on through each topic. The Innovate projects within the topics provide children with the skills, audience and purpose to bring learning to life in a creative way. A memorable experience will start half termly topics and there will be an exit presentation or piece of learning which ends the topic and this may involve parents.

The Cornerstones Maestro platform enables all subject leaders (and the Curriculum Leader) to view progression of skills and knowledge. These are mapped out in detail for each subject and all teaching staff use these to inform learning. Subject leaders are able to pinpoint what is being taught where, when and why by making reference to the progression documentation in place.

OUR VALUES INCLUDING VALUES FOR LIFE IN MODERN BRITAIN



As a school, we adapt a model called Values based Education. Every month, we take a whole school focus on 1 value. This is accompanied by focus assemblies and 1 specific session in which this value is reflected upon. Additional links can be made to these values, where relevant, as part of teaching sequences.

RE AND VALUES FOR LIFE IN MODERN BRITAIN

Religious Education follows the Nottinghamshire Syllabus for which a separate policy exists.

Sessions which directly teach aspects of British Values are also provided as part of this scheme, however our Values Based Education and individual planning for Values Learning should both make direct and indirect links to these.

PSHE AND RSE

In addition to the curriculum coverage facilitated through Cornerstones, we have adopted a bespoke curriculum for PSHE informed by the PSHE Association's Guidance. A separate policy covers this. This includes, Sex, Relationships & Health Education, Drug awareness, Cycling proficiency, Swimming, E-Safety, Safety at home and in school, Anti-Bullying, Citizenship, Diversity, First Aid training and Money management.

These opportunities should be planned for giving consideration to whole-school events e.g. Anti-Bullying and Safer Internet Days, but also through links to topic content and Values based Education coverage.

This work can be recorded in pupils' PSHE books.

PE

2 hours of PE is delivered to all pupils every week. Our PE curriculum is discretely planned in most instances although some units of learning may have cross-curricular links such as Dance and World War 2. A separate policy exists for PE and should be referred to.

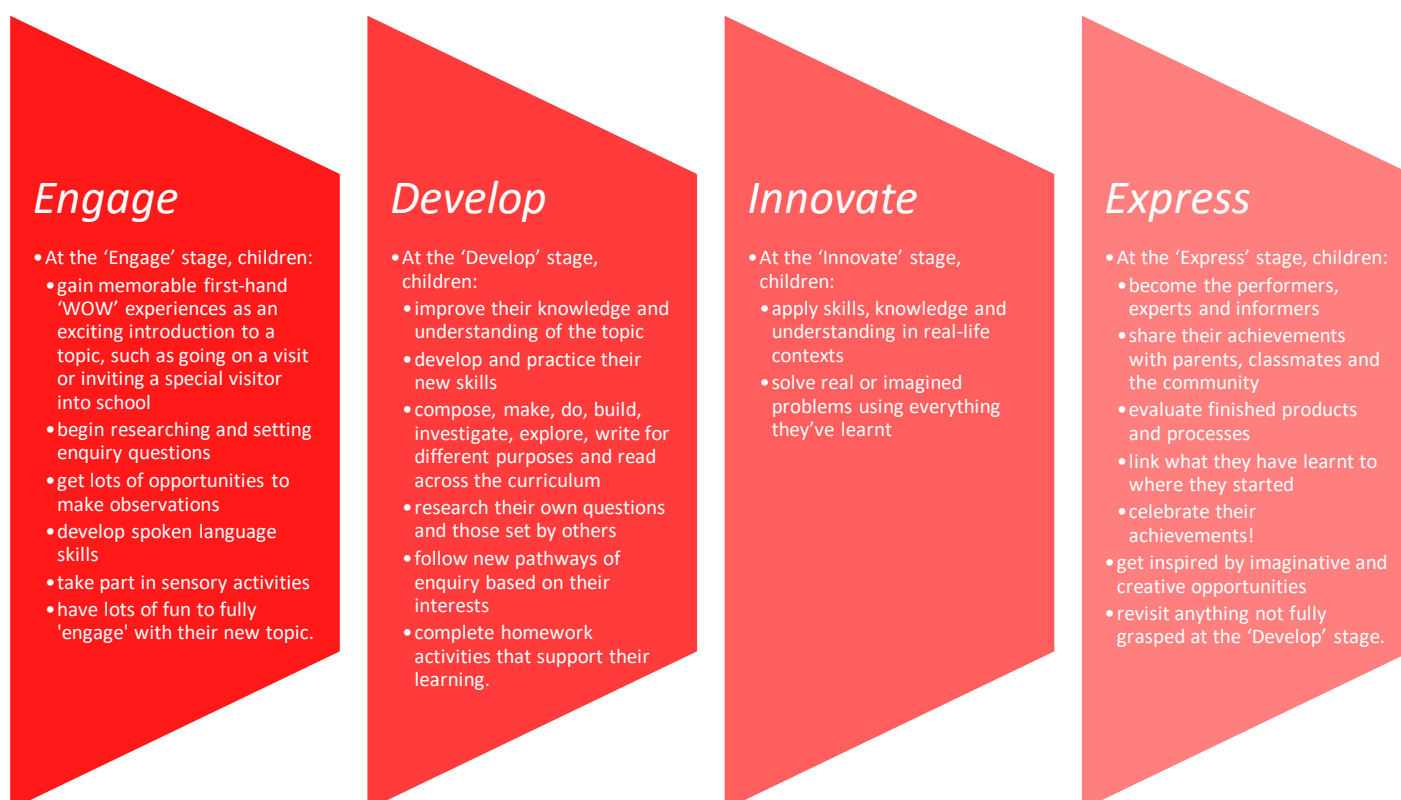
Pupils receive swimming instruction in Spring 2 and Summer 1 & 2 of Year 5.

RESPONDING TO COVID-19

To minimise and mitigate for the impact of COVID-19, Lockdowns and difficulties or lost opportunities, the school responded in a number of ways. Where our curriculum is concerned, a full reviewed of 'missed' content was carried out. Subject leaders, SLT and Governors engaged in a review of the curriculum guided by "Teaching a broad and balanced curriculum for education recovery" published by the Department for Education. Content was added at suitable points to the new long-term plan for 21/22 to ensure pupils still received the curriculum content and coverage required, which may have been missed. In some instances, aspects of our Long Term Plan were amended to bring forward the teaching of certain themes to minimise the time before pupils would revisit prior learning due to lockdowns.

THE ROLE OF CORNERSTONES IN OUR CURRICULUM PROVISION

For all topics, The Cornerstones Curriculum is used as a **starting point**. Our curriculum is thoroughly reviewed annually with input from all stakeholders. Staff make careful decisions about which aspects of the Cornerstones materials to use (and how), drawing on a range of other sources, their own subject knowledge and pedagogy and being inspired by the interests and needs of their pupils. Cornerstones topics are broken down into a 4-part sequence, spread across the topic, which Years 1-6 apply, appropriate to their class, as follows:



We do not prescribe how long each stage should take, however it should be noted that the 'Develop' stage should make up the greatest period of time for the topic.

At the Express stage, teachers are encouraged to hold 'events' to which parents, carers, families and the school community may be invited and every class should do this **at least once per term**.

The role and profile of individual subjects is highlighted in our topic approach. Whilst we teach cross-curricular topics, we raise to pupils that we are looking at a subject specific part e.g 'The Geography part of our topic'. Symbols and Definitions reinforce this.

REVIEW

This policy will be reviewed in July 2022.