



Curriculum Policy

Approved by: J.Ashan

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Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Southfields Primary School. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. Children are taught how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

INTENT

Statement of Intent

Southfields children belong to a unique locality in the heart of the city centre. Our curriculum celebrates the individual experiences and cultures children bring to our school, engaging and inspiring them to develop their natural curiosity and a thirst for learning. Collaboration is encouraged throughout the curriculum giving all children opportunities to become reflective learners, who explore and analyse real and relevant problems with their peers. Through positive discussion, all children learn to express and present their knowledge and skills confidently and to respect and appreciate the diverse community they live in. Everyone at Southfields is encouraged to take risks, regardless of their starting points, through creative and challenging experiences, which develop their imaginative and reflective skills. These rich experiences encourage a culture of growth mind-set that focuses on developing resilience, self-confidence and independence. A high priority is placed upon enabling pupils to develop as responsible, caring and open-minded individuals who are very well placed to make a positive contribution to society.

Values

The Southfields' GARK values (Good learning, Acceptance, Respect and Kindness) underpin the positive environment in school, which complements the high expectations we hold for each individual child at Southfields. 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.

Southfields Primary School is in full agreement with the statement of aims included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main aims of the school, upon which the curriculum is based:

- Valuing the way in which all children are unique and promoting respect for the views of each individual child, as well as for people of all cultures through the curriculum.
- Valuing the spiritual and moral development of each pupil as well as their intellectual and physical growth.
- Valuing the importance of each person in our community.
- Organising the curriculum so that co-operation and understanding between all members of our community are promoted.
- Valuing the rights enjoyed by each person in our society.
- Respecting each child in school for who they are, and we treat them with fairness and honesty.
- Aiming to enable each person to be successful and provide equal opportunities for all the children in school.
- Valuing our environment and we aim, through our curriculum, to teach respect for our world and how to care for it for future generations as well as our own

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Aims

The aims of Southfields Primary School's curriculum are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success, by encouraging empowering partnerships between all learners in the school (pupils and staff)
- Be independent thinkers / learners who are able to seek solutions creatively and cooperatively
- Develop an enquiring mind and be able to ask questions
- Be confident enough to take risks in their learning by igniting a love of learning in all pupils and nurture a Growth Mindset
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Achieve well in all aspects of the curriculum, making appropriate rates of personal progress so that they leave Southfields fully prepared for the next stage of their education and life in modern Britain
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be able to listen and articulate responses showing consideration to others through being polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Understand and respect diversity
- Develop a sense of self-esteem: be well balanced and healthy individuals

<u>IMPLEMENTATION</u>

Curriculum Implementation

The curriculum for Key Stage 1 at Southfields Primary builds on the child-initiated ethos of the Early Years Foundation Stage principles. Pupils are active partners in developing the curriculum. Their questions, interests and ideas are therefore utilised to develop and enhance planned learning

experiences. Our EYFS provision ensures a broad and balanced start to the journey at child takes during their time at Southfields (See EYFS Policy)

Throughout Key Stage 1 and Key Stage 2 a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly utilise a range of high-quality resources to encourage independent learning and inspire pupils. The use of the whole school environment, *both inside and outside*, enriches the curriculum. Full advantage is taken of partnerships with the parent, local, national and global communities when these will create real and meaningful contexts within the curriculum for the pupils.

EYFS Framework and The National Curriculum

The EYFS Statutory Framework, followed at Southfields has seven areas of learning and development and they are all important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime areas** and then there are four **specific areas**, through which the three prime areas are strengthened and applied:

Prime Areas - Communication and language, Physical development and Personal, social and emotional development

Specific Areas – Literacy, Mathematics, Understanding the world and Expressive arts and design

The curriculum provided for KS1 and KS2 pupils covers the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- PE
- RE (the Coventry/Warwickshire agreed syllabus)
- Languages (Spanish in Key Stage 2)
- PSHE
- RSHE

The key importance of the core subjects is recognised and promoted through developing the pupils' expertise in reading, writing and maths. Pupils' learning in these subjects is activated in innovative, creative and exciting ways. At Southfields, there is a balance within both the whole National Curriculum and the wider school curriculum. The curriculum does not fully prioritise Core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development, but each supports and enhances the other aspects. Planning ensures that the National Curriculum content is covered in less than 100% of the teaching time, to allow for thinking and improvement time following feedback which ensures feedback is acted upon. Time is also allowed for additional learning events to take place and for pupils' ideas and interests to be utilised and explored.

Spiritual, Moral, Social and Cultural

There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum (See SMSC Policy).

Organisation and planning

Curriculum mapping through 'Progression Maps' indicate which subjects are taught to which groups of children in which terms. These are split into milestones and over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Termly Medium Term plans ('Curriculum Overviews') are written to ensure coverage of the foundation subjects. They include learning intentions and experiences. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways. Short-term plans are those that teachers write on a weekly or daily basis. Learning intentions are set for each session and resources and activities are identified to use in the lesson. Lessons are carefully constructed to meet the needs of all learners including those with SEND.

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

The curriculum at Southfields is designed to provide access and opportunity for all children who attend the school. If it is necessary to adapt the curriculum to meet the needs of individual children, then this is done in consultation with the child's parents.

Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their individual needs. This may be by outcome, task, resources, support, interest or ability groupings as appropriate.

If a child has a special educational need or disability, staff at Southfields do all they can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015 – revised April 2020]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation. Opportunities are also planned for children with SEND to work on their Individual Educational Plan targets. These targets are reviewed each term by the class teacher, SENCo and outside agencies such as Educational Psychologist, Social Emotional Mental Health & Learning, Complex Communication Team or Speech and Language Therapy Service. (see SEN Policy)

Children who have English as a second language are given extra support, as necessary, with an EAL intervention, in class from teachers or interpreters if possible, to enable them to gain the knowledge, understanding and skills set out in the English Curriculum. Children who are 'Newly Arrived to the UK' are baselined on entry to the school to assess their level of understanding in English. Individual Language plans are drawn up and interventions immediately put into place for those that require it. Intensive support is provided to ensure these children acquire the basic language and communication skills they need in order to participate fully in all aspects of school life.

Roles and Responsibilities

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

The role of the Subject Leader is to:

- provide a strategic lead and direction for their subject;
- support and offer advice to colleagues on issues related to their subject;
- monitor pupil progress in that subject area

- provide efficient resource management for their subject.

The school gives subject leaders non-contact time based on their responsibilities, so that they can carry out the necessary duties involved with their role. 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, learning intentions are clear and that progression is planned into schemes of work and seen within books. The subject leader submits Subject Development reports Termly to the Curriculum Lead who monitors how they spend their release time so that it can be monitored and a record is easily accessible to anyone of how their release time. These then feed into the School Development Plan and the School Evaluation Form (SEF).

Subject leaders for English, Maths and Science record attainment and progress of specific groups in these areas, noting the strengths and development points of each subject. It is developed throughout the year, but it is intended to be an easily accessible way of giving a snapshot of the core subjects and the direction in which they are heading.

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

IMPACT

Monitoring and review

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Curriculum Leader. These tasks will link into a programme of monitoring, Strategic Development Plan priorities and actions, as well as performance management of teaching staff. The Headteacher and Curriculum Leader will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will work with the Curriculum Leader to monitor and evaluate the progress and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book trawls and pupil interviews. They will provide written feedback to governors, the Headteacher or staff to celebrate strengths and identify aspects for improvement.

The Curriculum Link Governor will act as critical friend to the Curriculum Leader. Termly meetings (including Quality and Standards/Resource Management meetings) will discuss progress made and support the identification of next steps for development. Alongside other members of the Governing Body they will also meet with Subject Leaders and analyse a range of evidence including visits to see first-hand the range of learning and breadth of curriculum which the pupils experience. They will produce a written report which will be shared with governors.

Curriculum Overviews and the completion of Progression maps are done in year group teams and where possible directed time is allocated for these tasks. These are stored on the cloud area and

monitored by SLT. Short term planning is not monitored by the leadership team as it is a working document for teachers.

Book trawls are also carried out to ensure clear progression is evident in books. They ensure that there are clear learning intentions and that children receive consistent and developmental feedback on their work in line with the school's marking policy.

The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children.

Subject leaders also monitor the way in which resources are stored and managed.

SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

Assessment

Assessment is managed by the class teacher and is recorded at the end of a unit/half term/term (dependant on the subject) as to whether the child has achieved specific objectives relating to that unit of work.

Assessment in the EYFS is of two main types – on-going assessment which is what practitioners do on a daily basis to make decisions about what the child has learned or can do already so as to help the child move on in their learning – also called 'formative' assessment because it informs the next steps that are planned with the child and the parent. The other type of assessment ('summative' assessment) takes place at the end of Nursery and when children are in the final term of their reception class. This 'sums up' all the different information from on-going assessments that have been made about the child and the termly data captures for Progress Meetings. This information shows the levels different children have achieved in the areas of learning and development in the EYFS.

In Key Stage 1 and Key Stage 2 Southfields Primary School have set 'Aspirations' for Writing, Reading, Maths and Science. These are present in each child's book so that they and others can recognise their achievements and know what objectives they still must achieve. These aspirations are used to measure the progress made by each child on a termly basis and once the data is submitted, clear intervention for the following term is planned in through discussions between the class teacher and the Leadership Team at Pupil Progress Meetings.

Foundation Subjects are assessed by teachers using the subject milestones for each subject which relate to the objectives from the National Curriculum. These are submitted termly, and Subject Leaders monitor these in their directed time to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, and to maintain an overview of standards within their subject.

Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide CPD or signpost staff towards resources and engage in developmental work/research projects with external colleagues. They also ensure that all provision promotes their subject's intent statement.

Class Teachers have the final responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers are supported by guidance from Subject Leaders and the Curriculum Lead.