



Curriculum Policy

Review Date: January 2024

Next review Date: January 2025

Adopted by the Governing Body on 29 January 2024

Review

The governing body reviews this policy annually. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

VERIFICATION CERTIFICATE

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Reviewer:	Wendy Foster
Position:	Headteacher
Signature:	
Date:	
Approver: (on behalf of the Governing Body)	Nic Dowler
Position:	Chair of Governors
Signature:	
Date:	

DOCUMENT ISSUE/AMENDMENT HISTORY

(previous versions not numbered nor amendments noted)

Issue	Date	Amendment
1	16 th November 2020	Policy reviewed and updated for full Governor ratification
2	9 th February 2022	Policy reviewed and updated for full Governor ratification
3	29 th January 2024	Policy reviewed and updated for full Governor ratification

OUR CURRICULUM BASED ON SKILLS AND KNOWLEDGE TO SUPPORT CHILDREN TO THRIVE.

Ofsted's working definition of "curriculum" is: "A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact and achievement)."

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

.Basic Principles:

- 1) Learning is the change to long term memory
- 2) Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of both procedural and semantic knowledge.

Our Intent

Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, responsible people who can work and co-operate with others, while at the same time developing their knowledge and skills in order to achieve their true potential. Our curriculum includes the various extra-curricular activities that are organised in order to enrich the children's experience as well as the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. Social, Moral, Spiritual and Cultural Development (SMSC) underpins much of the learning and curriculum. Accordingly, Cirencester Primary School provides an educational environment which is values-based, caring, friendly, well-structured, positive, and academically challenging for all pupils.

In line with the aims of our school, core to our Cirencester Primary School curriculum and curriculum planning are:

- **our school values**
- **the development of reading**
- **communication skills**
- **health and well-being.**

Our curriculum is constantly evolving to develop the skills needed for children to become successful learners, help prepare them for life in modern Britain and empower them to achieve success in the future. Our aim, to deliver a holistic, values-based and communication rich environment, that develops reading, challenges, excites and inspires children to become successful and confident learners and achieve their best, is the main driving force behind how we design and deliver our curriculum.

Cultural Capital

This gives our pupils the vital background knowledge required to be informed and thoughtful members of the community who understand and believe in British Values. Cultural capital is also a currency to enable individuals to be socially mobile. In our curriculum, we provide opportunities for all pupils to learn about places, people and situations beyond their normal

lives.

Cognitive Science

This tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Cognitive Science also tells us that in order for pupils to become creative thinkers, or to have a greater depth of understanding, they must first master the basics, and this takes time.

Our school curriculum is designed to improve outcomes for all pupils by:

- The modelling of positive behaviours by all staff, with a focus on effective communication – through choice of words, body language, eye contact, handgestures and tone of voice
- Providing opportunities for pupils to learn from and develop these good habits of positive communication
- Teaching our pupils to develop clarity and concision in spoken and written language
- Teaching all pupils to read fluently and accurately for deep understanding
- Ensuring there is high quality and ambitious teaching where we build children's knowledge ,skills and concepts sequentially so learning opportunities reflect the needs of all pupils
- Providing opportunities and activities which help develop: self-confidence, resilience as well as a respectful open mind so our pupils can contribute positively in all social environments
- Providing opportunities for all pupils to learn from inspirational people (real and fictitious) from all walks of life who have been influential to others and helped bring about life changes
- Providing opportunities for all pupils to learn about places and people beyond their everyday experiences

Our aim is by the time pupils leave Cirencester Primary School, they are equipped with the skills, knowledge and personal attributes they need to demonstrate they are well-rounded and well-educated citizens who have made outstanding progress.

Communication Skills: In order to prepare our pupils for life within and beyond Cirencester Primary School, we believe our pupils need to be effective and confident communicators and we therefore aim to develop strong communication skills in all our pupils. Our defined communication skills are – listening, attentive noticing, body language, eye contact, spoken and written accuracy, clarity and concision, reading for detail and understanding, friendliness, confidence, empathy, open mindedness and respect.

Our Implementation

We strive for consistency across the school and within year groups, with agreed approaches using a range of teaching and learning strategies, which develop resilience and independence. At Cirencester Primary School, we believe in 'knowledge rich basis first', then 'enquiry based- Big Question learning' that facilitates progression, inclusion and high standards, together with the development of wider personal skills to allow success for all learners. We are developing our Big Question and Enquiry-led curriculum with a focus on the development of key knowledge, in all subjects. We are also developing connected learning, thinking, and sustained learning opportunities in a variety of learning environments that encourage links with reading, writing and language development, and making connections between learning units.

Curriculum Planning

We agree a long-term framework within each year group to accommodate both classes, or all three classes in the case of Year 4 and Year 5. This shows what Big Questions and Enquiry Learning are to be taught in each term. We evaluate and review this long-term framework on an annual basis at the end of the summer term. Through our comprehensive medium term plans we give clear and detailed guidance on the objectives, teaching strategies, activities and learning outcomes for each Big Question or subject. Our short-term plans are those that our teachers write on a weekly or daily basis for English or Maths. We use these to set out the learning objectives for each session, and to identify what resources and activities are going to be used in the lessons.

Planning is systematic and sequential. It builds on prior knowledge and skills from previous teaching. Our learning shows links and connections where relevant and teachers understand expectations and high challenge through collaborative year group and phase working.

Learning objectives from the national curriculum and content for all subjects is allocated to a year group and a term in which they will be taught. Some of the objectives will be on going through out the terms. Teachers in each year group will know the content of the National Curriculum in each subject to be covered. As a school, we have grouped content and learning into Big Questions and Enquiries - hooking the content onto an open-ended enquiry question or series of questions, which guides the learning from beginning through to the end.

The learning for the term/half term leads pupils through knowledge, skills and understanding in a range of subjects so they can arrive at a conclusion at the end of term.

Teachers' planning is designed with the following in mind:

- The aims of each national curriculum subject
- The purpose of study for each national curriculum subject
- An intended learning outcome for each subject area taught that term to ensure content and skill coverage by the end of the year
- Opportunities to develop and enhance communication skills (written, reading, spoken)

Teachers plan a series of learning episodes, which lead all pupils to a purposeful learning outcome. The series of progressive steps towards an outcome provides purpose as well as content, knowledge, skill development and practice within a particular learning objective. There may be several units of work on the go at any one time in the term. We record our learning in the following ways:

- Writing in our class writing books
- Reading in our class reading books
- Maths in our class Maths books
- History, Geography, Science, DT, computing and music in our Big Question and Enquiry Learning books. (We start a new Big question book for each Big Question. (Three per year)
- PSHE in PSHE books (These books move with us as we progress through the school)
- RE in our RE books (These books move with us as we progress through the school)
- Art in our Sketch books (These books move with us as we progress through the school)
- French in our French folders (These move with us as we progress through the school)

In addition to the above, we evidence practical learning such as art, PE, singing, discussion work and drama through photos and videos, which are uploaded to Seesaw, which is our sharing platform for learning.

Retrieval Practices

Teachers use retrieval practices as a learning strategy. We want pupils to remember key knowledge in our lessons. We design assessment quizzes/questioning for this purpose as they ask for specific subject knowledge and are linked to concepts.

Curriculum Organisation

Reading - Phonics:

Pupils are taught to read using resources from the synthetic phonics programme Read Write Inc. Phase 1 of our phonic work starts in our Nursery. For further information, see RWI pages on our website.

Reading Schemes- We begin RWI (Read Write Inc) in our Nursery class (EYFS) and it continues as the main teaching resource for phonics and early reading in KS1. Pupils progress through a series of decodable books which are read at home and at school. Pupils are grouped according to their phonic ability and we teach phonics and early reading for 30 minutes every day. Pupils are assessed every six – eight weeks and are regrouped according to assessment outcomes. We aim for pupils to have completed the RWI programme by Term 3 and 4 of Year 2. Once pupils have completed the RWI programme, they progress onto real books and reading material from a variety of sources.

Mathematics

We follow a Maths Mastery approach which has been developed in our school since 2017 in partnership with a local maths hub. (GLOW maths) We teach maths daily in mixed ability classes and our maths lessons use resources from Can Do Maths, which is a maths mastery model of learning. For further information see the Maths pages on our website.

Foundation Subjects (Our broad curriculum)

Our curriculum is planned into Big Questions and Enquiry Learning, which are chosen to capture the interests and imaginations of our children. Themes include:

- Would you explore into the dark? (Year 1)
- Has Italy always been a perfect holiday destination? (Year 4)
- Who was prehistoric man? (Year 5)
- How have humans dominated the planet? (Year 6)

Each unit of work is introduced through this enquiry question, which is designed to engage children in their learning. Knowledge based learning is further developed by linking subjects such as history, geography, art, design technology and music to the enquiry being studied, where relevant links can legitimately be made. This allows children to make purposeful links in their learning. We also use every opportunity to make further links through reading, writing, mathematical problem solving, science and computing where relevant. RE, PE and Maths are taught as discreet subjects to allow coverage of the main objectives and age appropriate knowledge development.

Whole School Theme Days and Weeks

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include French Day, Science Week, Art Day, World Book Day, Safer Internet Day, and our Big Experiences, which happen three times a year.

Careers Education

Our Big Experience days along with visitors to our school, provide all children with taster days and information sessions related to various careers. Our aim is to inspire children to enter the world of work with choices and confidence. Our Big Experience days take the form of 'a day in the life of...' where children choose to become a professional for the day. Examples are builder, architect, dancer, choreographer, artist, teacher, chef, engineer, computer programmer and mountaineer, to name but a few. We invite parents and other visitors into school to talk to the children about their jobs, roles and careers. For example, our children have learned from engineers, book illustrators and local clergy about their world of work. Our Big Experience Days happen three times every year.

Educational Visits

We value the opportunities visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities with the school choir or sporting events, attending or taking part in performances or competitions and inviting people into our school to share learning with our pupils.

Children in Year 6 have the opportunity to take part in residential visits. These are planned to provide new and exciting experiences.

Visitors into School

Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside artists, musicians, scientists, authors, health professions, members of the local council and others.

After-school Clubs

As a school, we offer pupils opportunities to participate in extra-curricular activities during the lunch hour and after school. At any time, a wide range of clubs is on offer, and our programme includes over 10 weekly clubs and activities and is revised termly depending on the time of year and other commitments children may have.

PE & Sport Provision

As a school, we pride ourselves on the quality of our PE and Sport provision. Our PE/Games lead is part of our teaching staff who teaches PE/Games across all the age ranges in our school, excluding our Nursery. We run sporting activities at lunchtimes and after school and this promotes an increase in pupil participation in PE and Sport beyond the school day. Each of our Years 3 and Year 5 classes benefit from a term and a half of swimming lessons annually.

Creative Arts

Cirencester Primary School provides opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose and work creatively with sound. Children in Year 5 benefit from specialist music lessons for one long term (10 weeks) where they learn a classical musical instrument such as the violin or Ukulele. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. A range of opportunities are provided within and beyond the curriculum for children to showcase their musical skills and talents. For example, each class performs at our Christmas carol concert in our local church, and our school choir perform to local care homes during the run up to Christmas.

As a school, we appreciate and understand the importance of drama within our curriculum. Research reveals that drama had a positive impact on children's physical, emotional, social and cognitive development. Drama is developed across the whole school in a variety of ways starting with storytelling in EYFS.

Home Learning

Home learning can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, home learning helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Home learning is set in-line with the school's policy, with tasks planned to appropriately challenge all pupils. Weekly activities focus on reading, spelling and mathematical fluency using times tables to reinforce and consolidate skills taught. Holiday home learning may include an open-ended task where pupils can gather and display information on a given theme in any way they wish. This home learning is celebrated on our online learning platform Seesaw and of course, back in class.

Inclusion and Our Curriculum

We are involved in multi-agency work to facilitate the delivery of additional needs through the work of our SENCO. Cirencester Primary is an inclusive school. We accept children with Education Health Care Plans in accordance with the SEN Code of Practice. We believe that all pupils deserve the right to a broad and balanced curriculum. The needs of children with English as an additional language are carefully considered. We aim to provide support to assist each child's individual needs.

We provide additional nurture/ELSA and family support for children who require it. Our programme, which aims to support and develop the emotional well-being of children who may have been identified as vulnerable or require focused behaviour support is delivered by our NurtureSupport worker in our school and by our Family Support worker.

All staff at Cirencester Primary School have received training in Emotion Coaching, and how best to support children who may have experienced trauma. (Trauma Informed Schools Training)

The curriculum is designed to be accessed by all children who attend the school. Our curriculum approach includes- explicit instruction, modelling of fully worked examples, learning is delivered in small manageable chunks, scaffolding is offered, groupings for tasks and support are flexible based on current mastery needs, and we use technology such as visualisers and iPad-recording functions to help all children learn, practice and record their learning.

We complement our quality first teaching model with targeted group or individual work where adults intervene to provide specific targeted support for individuals who need it. We remove barriers to learning, by modelling explicitly what is required to all children, and ensuring through our positive behaviour ethos, that all children can achieve well.

Early Years Foundation Stage

In the Early Years Foundation Stage, we also use the Big Question and Enquiry Learning approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Early Years Foundation Stage Curriculum and Early Learning Goals. We ensure there is planned progression in all curriculum areas and this is based on children's interests and the continual evaluation and evolution of medium term plans.

This provision includes our Nursery classes (Buds and Blossoms) and Reception classes. Children learn basic skills through a blend of formal learning sessions, continuous provision practice and play activities, which are carefully planned to include all the prime and specific areas of learning.

PRIME AREAS: Personal, Social and Emotional Development; Communication and Language; Physical Development.

SPECIFIC AREAS: Literacy; Maths; Understanding of the World; Expressive Art and Design.

In the Early Years, teachers build on children's previous experiences and ensure that everyone feels included, secure and valued. The aim of the EYFS curriculum is to ensure equal access to the Early Years Foundation Stage learning objectives whilst also taking account of previous learning experiences and individual rates of development. The curriculum that we teach in our Nursery and Reception classes meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences. Our school supports the principle that young children learn from a variety of activities, through appropriate play, and by engaging in well-planned and structured learning activities. We understand all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, how they can support learning, and how well each child is progressing.

Subject Leaders and Subject Faculties

Class teachers are our resident subject experts and we pride ourselves at Cirencester Primary School in having such highly skilled and knowledgeable teachers. We have divided our curriculum subjects into faculties and each faculty is led by an experienced subject leader. We work in teams to ensure there is consistency across subjects and often best practice is shared when people work closely together.

Each Subject Leader and/or team checks each year group's Long-Term Plan against the National Curriculum for coverage in their subject area. If there are gaps, the relevant year group's teachers plus the Head teacher are informed to ensure comprehensive coverage. Subject Leaders are responsible for-

- Knowing how well children make progress and what the standards are
- Evaluating all aspects of the subject and summarising to define next steps for improvement
- Action planning for future development by keeping up-to-date with developments(local and national) in their subject
- Ensuring that appropriate resources are in place in order to deliver a rich and challenging curriculum
- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements
- Providing guidance and support to colleagues
- Leading professional development
- Overseeing the effectiveness of assessment

Impact

Monitoring & Review

The Curriculum Team will further develop the alignment of the curriculum led by the Head teacher and senior teacher and supported by staff and the Governor lead for the Curriculum and Standards Committee. At Cirencester Primary, we acknowledge the importance of learning from mistakes, encouraging resilience and positive attitude to meeting challenges and learning from them. Because learning is the change to long term memory, it is impossible to see the impact in the short term. We do however, use assessments based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.

Assessment in Core Subjects: At the end of each term, pupils undertake assessments in Reading, Writing and Maths. We use NFER classroom reading tests at the end of each long term to assess reading comprehension. We use 'Remember It' from Can Do Maths as well as NFER Maths assessments to check understanding and we formally assess children's independent writing every three weeks. Standardised scores and raw scores provide useful information on the stage of attainment reached by each child as they progress through the curriculum.

Ongoing assessment is carried out across the school. Some of this is informal on a day-to-day basis - teacher assessment is carried out on an ongoing basis using a range of assessment materials, and other relevant assessment and observation toolkits. Some is formal to meet the requirement of statutory assessment – EYFS Profiles at the end of Reception, Year One Phonics Screening, and SATs at the end of Key Stage 1 (Year 2) and the end of Key Stage 2 (Year 6).

Assessment in foundation subjects: Subject Leaders produce assessment materials for children to do which assesses what children have remembered and fully understood from the subject specific unit of work.

Pupils keep copies of their Knowledge Assessments as they move through the school to enable them to make links between what has already been taught and new learning.

We review how well resources are matched to learning needs – in terms of use of time, space and money. Class Teachers are responsible for the day-to-day organisation of the curriculum. They monitor the weekly lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, and that all lessons have appropriate learning objectives.

- Subject Leaders and our SLT monitor the way the subjects are delivered throughout the school. They review long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.
- Subject Leaders /teams monitoring the effectiveness of teaching and the impact on learning and progress
- Subject Leaders review the way the subject is taught in school, and plan for improvement. This development planning then links to whole-school objectives. Each Subject Co-ordinator reviews the curriculum plans for the subject and sees that progression is planned into schemes of work.
- Subject Leaders complete Pupil voice meetings at the end of each long term, in order to gauge the impact their subject is having on pupils' attitudes and learning.