



## Dilton Marsh Church of England Primary School

# Curriculum Policy

This policy has been developed by a working group made up of:

- Head teacher: Jill Hibbs
- Assistant Headteacher: Sharon Broad
- Subject Leaders

### Schedule for review of this policy:

The implementation of this policy will be monitored by:	Jill Hibbs
Monitoring will take place:	Annually
The Governing Body will receive a report on the implementation of this policy, generated by the monitoring group:	Annually
Next review date:	September 2022

This Policy should be read in conjunction with the following:

- SEND Policy
- Behaviour Policy
- Teaching and Learning Policy
- Subject specific policies
- Homework Policy
- Assessment Policy
- Equal Opportunities Policy
- PSHE Policy

## **Intent**

At Dilton Marsh C of E Primary School we accept the widest possible definition of the word curriculum “All that is experienced in school, whether planned or unplanned”. This definition encompasses concepts such as ethos, crucial to our definition as a church school, and holds the school accountable for the conscious and unconscious lessons it teaches the children in our care.

We have designed our curriculum to prepare our children for their future. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our children come from a range of backgrounds and we believe the role of our curriculum is to give everyone an equal chance of success in everything we do. Everyone is valued and everyone has a part to play in our school community. We are a caring, nurturing school and have faith that through inclusion everyone has the potential to succeed. Our knowledge of the children and our community shows demonstrates that opportunities are not equal for all; through our curriculum we attempt to even this out and give further opportunities outside of the classroom.

Believing in ‘Nothing is impossible with God’ enables pupils at Dilton Marsh to have the strength to challenge, believing all things are possible, and inspired by the stories about Jesus to have courage and strength. Our aim at Dilton Marsh CofE Primary School is to ‘grow’ individuals who have aspirations and are able to make positive contributions to our future society.

Our curriculum design is driven by our Dilton DRIVERS, the aspects that we feel our children need to develop through their time at Dilton Marsh:

**Dreams and Aspirations**

**Responsible Citizenship**

**Inquisitive**

**Variety of Experiences**

**Equal for all**

**Resilient and**

**Successful**

Through the cyclical nature of the curriculum children are able to overlearn and reflect on links between areas and subjects. In this way ideas are remembered and learnt. New knowledge and skills build on what has gone before towards clearly defined end points. The curriculum enables children to reflect on their place in the world and in society, equipping them with the Cultural Capital they need to succeed. It opens up possibilities for their future. Through our curriculum we encourage children to become responsible citizens, prepared for the modern world.

## **Knowledge, Skills and Vocabulary**

### **Cultural Capital**

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils important cultural experiences through extra-curricular activities, educational visits and visitors, designed to build a cultural capital and an appreciation of global and national life.

## **The learning Community**

Our aim is to deliver a broad, balanced curriculum and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

## **Equality of access**

Our curriculum will be delivered in accordance with the Equality Act 2010. Our aim is that every child will access the curriculum in its entirety, with content, access and expectations adapted for pupil's developmental needs.

## **Curriculum Refinement**

We also have an opportunity for curriculum refinement, based on experience and reflection of outcomes from each curriculum area. We are constantly striving to go even further, even deeper in our hope to raise standards for our pupils.

## **Roles and responsibilities**

The Academy Council is responsible for:

- Approving and monitoring the content of this policy.
- Supporting the creation and implementation of the curriculum, particularly priorities from the School Evaluation Form, and evaluating the impact.
- Ensuring the curriculum is inclusive and accessible to all.

The Headteacher and Senior Leaders are responsible for:

- Oversight of the long and medium-term plans for the curriculum in collaboration with subject leaders, teachers and other members of the leadership team. Overseeing the design of a coherent, progressive, knowledge-based curriculum in every subject.
- Communicating the agreed curriculum to the Academy Council on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Report the progress and attainment of pupils and reporting these results to the Acorn Executive.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.
- Arranging suitable training and CPD for teachers to deliver the curriculum successfully

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lessons are reflective of the school's curriculum intent and aims.
- Implementing the curriculum in ways which maximise long-term retention.
- Creating a series of lessons for each subject, covering the stipulated content from the knowledge organisers
- Provide opportunities to revisit and recap on prior learning.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more-able pupils are given opportunities to deepen and apply their knowledge.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically higher and lower attaining pupils.
- Provide feedback on the outcomes and success of the subject to the subject leader

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Develop a progressive and cohesive overview of the knowledge, skills and vocabulary within their subject for each year.
- Having a clear understanding of the strengths and areas for development within their subject.
- Have a clear understanding of the progression of knowledge, skills and vocabulary within the subject
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress and standards in their subject. Reporting on this to the headteacher.
- Identifying within and cross-subject links within the knowledge organiser and booklets
- Providing effective resources for the teacher.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for vulnerable pupils so that everyone can have full access to the curriculum.
- Respond and make changes to the curriculum following feedback from class teachers
- Arranging suitable training and CPD for teachers to deliver the curriculum successfully
- Be able to articulate key improvements and next steps.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

## Organisation and planning

Whenever making decisions about our teaching and curriculum the leadership and management will reflect on our key Dilton Drivers alongside our vision and values to ensure that decisions are made for the right reasons for our Dilton Marsh children.

Through KS1 and KS2 we plan learning driven by quality texts to inspire discussion, support the reading and provide quality writing opportunities in all areas. These texts are supported by a thematic approach in other areas of the curriculum, which whenever possible, tie in with the main theme of the texts. Themes are organized across the term and across the year to ensure that there is a variety of subject driven themes covering the National Curriculum. This approach ensures that children are immersed in an area and can learn and reflect on their learning in order to remember. Through breaking down learning into smaller daily bites, learning is effective and retained in the long term memory. Connections are made to previous and future learning. As a result of the organization of the curriculum some weeks children may focus on one curriculum area at the expense of others but over the year this will be balanced to ensure coverage is Broad and Balanced. Some subjects (PE, Music, ICT, MFL) will remain discrete to ensure high quality teaching is secured. These subjects may be taught by Subject Specialists who have expert knowledge of the subjects that they teach. In other areas of the curriculum teachers are supported by subject specialists within the Acorn Education Trust to address any gaps in their knowledge. In this way children are not disadvantaged. Teachers use assessment to check children's understanding in order to inform their teaching. This ensures knowledge and understanding is embedded and transferred to long term memory.

Each school day will usually consist of a morning session where core subjects including reading, writing, phonics and mathematics are taught. Afternoon sessions include foundation subjects including arts, history, geography, P.E, computing, science, music, as well as collective worship. Some subjects will be delivered in blocks of learning to facilitate better flow and more effective formative assessment and responsive teaching.

Teachers will use their professional judgement to structure lessons which maintain interest and focus for their pupils, with the key outcome always centred around long term learning. There is a shared understanding of what we hope to see as we enter each other's classrooms and it is expected that this shared vision will manifest itself within the classroom.

Teachers will plan lessons which provide early success for all learners, whilst also enabling opportunities for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional/ more challenging work that is above the academic level of their peers.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this may include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

Occasionally, the school will organise part of the curriculum to be highlighted through an afternoon, day or week relating to a specific subject or an event. Our history fieldwork and historical themes across times are covered in this way. The school may also hold Anti-Bullying week, E-Safety days if it is deemed necessary.

## **Subjects covered**

Wansdyke School is an academy and whilst the majority of our curriculum is aligned with the National Curriculum, there are some minor deviations to fit the individual needs of the school.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following subjects:

English

Maths

Science

RE

Relationships and health and sex education (within PSHE)

Art and design

Computing

Design and technology

Languages

Geography

History

Music

PE

English is taught daily, focusing on three areas, Reading, Writing and Spelling, Punctuation and Grammar (SPaG).

Reading is prioritised across the school. Alongside the reading curriculum which develops children's fluency, confidence and enjoyment in reading there is a sharp focus on developing children's comprehension and phonics skills. A rigorous and sequential approach to vocabulary further strengthens the children's ability to access the full curriculum offer.

Writing is taught progressively across the school building on key skills and knowledge. Alongside Composition skills SPaG, handwriting and spelling will be taught discretely.

In Maths we are beginning to use Power Maths to ensure progression and consistency. From term 5 children will use a combination of text book and practice books to complete work. Throughout teaching a Mastery Approach will be used.

Science is taught following a Scheme of Work devised by Dilton Marsh teachers. This is adapted from Focus Education Scheme. The Dilton Scheme explicitly identifies the skills, knowledge and vocabulary to be taught in each class.

We follow the Discovery RE Scheme of work in RE. This ensures that there is progression across the school and that faiths are taught. These are repeated throughout the school so that children gain a deeper knowledge and understanding as they get older.

Teaching PSHE and RSHE through the Jigsaw Scheme of Work ensures we build in teaching of the fundamental British Values in a systematic way. The Scheme links closely to the Discovery Scheme. Class discussions and some activities are recorded in Class Floor books.

In Geography and History we have devised our own scheme of work. In History this is taught chronologically through the school. One History unit in each year is linked with a Geography unit, both of which focus on an area of local study. To support subject knowledge we use Collins Scheme, professional associations in History and Geography, alongside our own skill and knowledge progression documents to plan learning which builds on previous learning.

Computing is taught weekly in all classes. The Scheme of Work is based on an Acorn Education Trust model, sequencing skills and knowledge across the school.

PE is taught by classteachers alongside the Specialist coaches. To support the planning Complete PE is used. Again this ensures progression and consistency and complements the teaching of the PE coaches and the swimming coaches.

### **Extra-curricular activities and residential:**

Trips and events are held which link to the topic a class is studying. These could also include visitors coming into the school. A variety of extra-curricular clubs are offered for pupils to develop different skills and broaden their experience. In Year 6, children take part in a residential trip as a means of promoting independence and preparing them for secondary school.

### **Home Learning:**

Our Home Learning philosophy aims for children to practise the basic skills they learn in school. Learning times tables and mental strategies for calculation, spellings, practising reading and specific grammatical concepts (Please refer to the school's homework policy).

## **Reporting and assessment**

Performance in core subjects, including reading, writing, mathematics, grammar, punctuation and spelling are closely tracked as part of the school's assessment cycle. These are assessed summatively 3 times a year using NFER tests. Teachers are also asked to submit teacher assessment.

Informal assessments will be carried out regularly to measure pupil progress formatively, checking for long term learning and to inform future intervention and planning.

Pupils in Year 1, 2, 4 and 6 will also complete National Assessments. The results of these assessments will be reported to the teachers, parents and the Board of Governors.

Assessment in the foundation subjects is completed through exemplification or outcomes of pupils following a unit of work. The principle form of assessment in the foundation subjects is formative, with the teacher making adaptations to subsequent lessons.

All reporting and assessments will be conducted in line with the school's assessment policy.

## **Equal opportunities**

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

## **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

The Education Act 2002

The Children Act 2004

The Equality Act 2010

DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2013) 'The national curriculum in England'

DfE (2017) 'Statutory framework for the early years foundation stage' DfE (2019) 'School attendance'