

# Curriculum Policy

Costock CE Primary School



**Every Child's a Star!**

**'As God's children, we shine like Stars' Philippians 2 v.15**

**Our Promise**

**Every day at Costock Church School we are experiencing and learning;**

**Service to God, each other and ourselves, Truth, Agape and Respect**

**As we leave each day we take these Christian Values with us**

**Approved by:** Curriculum & Pupils Committee

**Date:** Autumn Term 2023

**Last reviewed on:** Spring Term 2023

**Next review due by:** Spring Term 2025

## Contents

1. Curriculum Rationale .....	2
2. Curriculum Intent .....	2
3. Curriculum Aims .....	3
4. Curriculum Implementation.....	3
5. Curriculum Impact.....	4
6. Roles and Responsibilities .....	4
7. Resources.....	5
8. Monitoring and review.....	6
9. Engaging parents with children's learning .....	6
10.Accountability and Responsibility.....	6

---

## 1. Curriculum Rationale

What our children learn and how they learn is of great importance and we give serious thought to how we design our curriculum. We are committed to providing quality and excellence through an exciting, stimulating environment that stretches and develops the child as a whole. We provide an education which will develop social skills and encourage children to become more active citizens within the school community and beyond.

Our school vision states that 'As God's Children we shine because Every Child's a Star' and our aims reflect our beliefs and values, and represent our vision and what we want to achieve as a school community.

We see our curriculum as ever-changing to meet the needs of the children in our school community and we are aware that the children in our school have different needs and so we are constantly assessing and striving to meet them.

Whilst our curriculum is constantly changing, it is however guided by some carefully chosen resources and principles listed below:

- The National Curriculum – we acknowledge the importance of this document and use this as a basis of our curriculum
- Our school's Christian values and ethos
- Carefully chosen schemes of work;
  - Kapow
  - Master the curriculum
  - Read into Writing
  - Little Wandle
  - Rising Stars Spelling
  - Classroom secrets
  - Purple Mash, Serial Mash & Striver
  - Understanding Christianity
- We acknowledge that our curriculum should provide opportunities for children to experience the wider curriculum and the awe and wonder of the world of the world in which they live through enrichment opportunities
- Our curriculum is knowledge-rich as we believe knowledge is invaluable
- We know that knowledge is interconnected and our curriculum is developed so that children build on their prior learning (Sticky Knowledge and Long Term Memory)
- Reading, and in particular the acquisition of vocabulary, is important in our curriculum because learning is highly dependent on being able to understand, talk and write about all aspects of it.
- We set high expectations and challenge all children to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and enriched curriculum

- We use the F.A.I.L acronym as a tool to help our pupils to develop a growth mindset to embrace challenges in their learning journey and to understand that learning is hard work.

## 2. Curriculum Intent

Our creative curriculum is thoughtfully created so that our children develop a desire for learning, become highly motivated and encourage a lively enquiring mind. We recognise that each child makes a unique contribution to the life of our school and strive to provide opportunities to develop thoughtful pupils who have faith they can succeed and use their Christian values to compliment, support and respect each other.

We follow some carefully chosen schemes of work so that children are offered a wide range of experiences and opportunities to learn. Through our curriculum, we encourage our children to celebrate success and build on failure, developing resilience and independence. They are encouraged to apply their thinking in real life contexts. Our curriculum promotes a love for learning and thirst for knowledge where we all aim for academic excellence.

All children are expected to use and apply higher level thinking skills, developing long-term memory skills so that they are prepared for the future. Our curriculum is designed so that children are at the heart of their own learning, becoming independent learners.

We also believe that a curriculum should be wide and far-reaching in order to inspire and motivate children. Therefore, we enrich their time in our school with memorable, unforgettable experiences and offer a programme of wider curriculum activities that children partake in during the year. We believe it is not just about what happens in the classroom but offer opportunities to learn outside. Many of these activities encourage values and develop the 'rounded' individual.

## 3. Curriculum Aims

At Costock CE Primary School, we aim to offer a balanced and broad curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self-esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Be given the opportunity to decide upon the final outcome of their learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

## 4. Curriculum Implementation

### 4.1 Implementation

Our curriculum has been created using high quality schemes chosen carefully to ensure progression and repetition in terms of embedding key learning, knowledge and skills. We refer to this as sticky knowledge. Subject leaders have ensured that the progression in each subject embeds and builds on prior learning.

We empowered our staff to organise and deliver the curriculum as they see fit to best meet the needs of their children. Staff develop class specific curriculum maps for each term that are shared with parents. The

curriculum maps focus on a topic e.g. Crime and Punishment (mostly a history or geography focus) that links many of the subjects using meaningful connections in order to deepen children's learning. Where possible, the book that the children study in English is also related.

Wow sessions are used as an exciting way to introduce the topic focus, engaging the children in their learning and building on their curiosity. At the end of each topic, a reflection is used to conclude the children's learning demonstrating the new knowledge and skills e.g. create a documentary on crime.

Our short-term plans are produced on a weekly basis. We use these to set out the learning objectives for each lesson, identifying engaging activities and resources which will be used to achieve them.

We encourage staff to teach a weekly lesson for each of the foundation subjects and the core subject of science. This helps to ensure sufficient time is allocated to each subject area.

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 (for more details please refer to the separate subject policies).

Separate Curriculum Statements and Policies:

- Computing
- Creative Arts
- DT
- English
- Geography
- History
- Mathematics
- Modern Foreign Languages
- Music
- PE
- RE
- Science

## **4.2 Equal Opportunities**

For all subjects in our curriculum, the school aims to give all children, regardless of gender, ethnic origin, social and cultural background, religion or disability, sexual orientation, equal access to all aspects of the curriculum and school life. Individual subject policies aim to ensure the provision of equal opportunities for all, stressing the entitlement of all children to a well-balanced, differentiated curriculum. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.

## **4.3 Inclusion**

We believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both the social and academic life of the school. Educational experiences are provided that take into account the individual needs of our children.

## **5. Curriculum Impact**

We use both formative and summative assessment information every day, in every lesson. Staff use this information to inform their short-term planning and short-term interventions – including in the foundation subjects. This helps us provide the best possible support for all of our pupils, including the more able. Subject leaders are aware of the assessment milestones within their subject and what objectives each year group should be achieving.

Assessment information is analysed by Subject Leads, the Curriculum Lead and Headteacher as part of our monitoring cycle. Pupil progress reviews are conducted half termly (formative) and termly (summative). This

process provides the SLT and Governors with an accurate and comprehensive understanding of the quality of education in our school.

We set out our monitoring cycle at the beginning of each academic year. This identifies when monitoring for all year groups is undertaken in all subject areas. Monitoring includes: book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

## **6. Roles and Responsibilities**

Our subject leaders play an essential role in the design of our curriculum and as part of their role as subject leader they are required 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 and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work/a set of children's work books, 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;
- 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 LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans
- engage with subject associations and disseminate information to staff as 'mini' CPD.

The Senior Leadership Team 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. SLT oversees 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.

- SLT has responsibility for the leadership of the whole curriculum together with the specific subject leaders.
- Monitoring of the provision of the curriculum is by SLT.
- Class teachers ensure that the curriculum is well-planned and delivered and that the aims are achieved by each class. Class teachers regularly review and if necessary, update curriculum planning.
- The Governing Body regularly monitor the success of the curriculum through written reports of the subjects taught.

## **7. Resources**

Resources are located in classrooms and resource cupboards available to all staff. Subject leaders review resource needs annually and order as necessary. Staff and subject leaders are responsible for monitoring the use of resources and arranging for replacements to be made, following the general school ordering procedures. Staff are asked to inform Curriculum Subject leaders if any resources are damaged or need replacing; they are also asked to submit requests for any resources to be added to existing stocks. We value experiences and people as resources, and use them as resources as frequently as possible. We also pay into the Nottinghamshire library service, where staff are able to order relevant books and resources to engage the children further.

## **8. Monitoring and Review**

Subject leaders are responsible for monitoring standards through book scrutiny, learning walks and pupil voice. They are also responsible for:

- Monitoring to ensure impact on the quality of teaching
- Monitoring the resources in school
- Monitoring to ensure impact on the environment
- Monitoring to ensure impact on Curriculum Enrichment
- Monitoring Assessment to ensure impact on standards
- Monitoring Provision
- Reporting to Governing Body/Headteacher about Standards
- Monitoring to ensure impact on Work and Planning through regular book scrutiny
- Monitoring Pupil Voice
- Learning Walk to monitor standards
- Resource Audits
- Budget management

Subject Leaders review and amend Subject Action Plans on an annual basis with the Senior Leadership Team, responding to data from lesson observations, book scrutinies, discussions with subject leader and staff meetings.

For further information about assessment, recording and reporting as well as marking and feedback, please refer to the following policies: Assessment, Marking and Feedback.

## **9. Engaging parents with children's learning**

Each term a topic map is sent home with a review of each class topic and what the children will be learning in class – the topic maps are sent home via email and are added to the website each term. The information allows the parents to see what the children have been learning and what they are going to learn. Each class also provides home-learning opportunities linked to the big question for the term/half-term. These are shared with the parents via a letter sent home.

## **10. Accountability and Responsibility**

Our governing body is responsible for monitoring the way the school curriculum is implemented. They review curriculum development via the curriculum leader's reports, reports from subject leaders, curriculum governors interviewing staff and pupils about quality of teaching and learning and the Headteacher's reports.

The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects.