



South Molton United Church of England Primary School

CURRICULUM POLICY 2021-22

Agreed by the Teaching and Learning Committee 2nd February 2021

For review February 2022

Uniquely Different, United Together, Universally Prepared

At South Molton United Church of England Primary School, children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. Every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society.

Introduction

This policy sets out South Molton United Church of England United Primary School's curriculum approach, underpinned by the National Curriculum 2014, our school's vision and values, the needs of our children and context of our community as well as drawing on educational research.

Our curriculum is based on the 2014 National Curriculum for Key Stages 1 and 2 and the Early Years 2012 Framework in Reception. Our broad and balanced curriculum is carefully planned so that it is rigorous, engaging, inspiring and sequential to support strong progression. Combined with high quality teaching, it promotes curiosity, enquiry, thought and supports children to become well rounded, confident and resilient young people who are well prepared for the next stage of their education and life. Children develop a strong sense of moral purpose and become compassionate and responsible members of the community.

The curriculum is not only the taught lessons and planned activities that are organised to promote learning, personal growth and development, but also the range of extra-curricular activities, that are organised to enrich the experiences of the children. Furthermore, it includes the "hidden curriculum" - the things children learn from the way they are treated and expected to behave. We aim to teach and model to the children how to grow into positive and confident, resilient and resourceful, responsible and kind people who can flourish independently and co-operatively, whilst developing knowledge, skills and good attitudes to learning so that they can achieve excellence and fulfil their true potential.

Vision and Values

At South Molton United C of E Primary School we endeavour to make our children passionate about their learning and to make their learning engaging and inspiring. We offer children a safe, supportive and happy environment where they can thrive and develop their unique talents. We want our children to develop a strong sense of self and to be proud of who they are and their uniqueness. Our school is united together and we support one another to be the best that we can be so that children are nurtured to become creative, compassionate, curious, co-operative and independent young people who are universally prepared for the next stages of their education and life. We take our responsibility to prepare children for life in modern Britain very seriously and we ensure that the fundamental British Values of tolerance, mutual respect, democracy, liberty, justice, diversity and the rule of law are lived out through the ethos and work of the school. As a church school, our school's Christian values and ethos underpin and permeate the school's work and curriculum, particularly with regard to pupils, spiritual, moral, cultural and social development.

Aims

At South Molton United C of E Primary School, we aim to offer a rigorous, broad and balanced curriculum that is well planned so that pupils:

- Enjoy their learning and are engaged by it
- Understand how it relates to them and how it links with other areas of their learning
- Are successful in their learning so that they develop self-confidence and self-esteem
- Become creative, cooperative and independent learners
- Are challenged in their learning so that they develop resilience
- Are able to build upon prior learning and develop their understanding of new concepts
- Have time to practise and consolidate new skills and understanding
- Have opportunities to apply knowledge, skills and understanding
- Are able to evaluate their own learning and identify ways to improve
- Develop a broad vocabulary which they use in their spoken and written language
- Are encouraged and given the opportunity to read widely
- Develop critical and philosophical thinking skills
- Are able to develop their unique talents and have opportunities to discover
- Understand and value the importance of truth, fairness, right and wrong.
- Develop their spirituality, moral compass and cultural understanding.
- Become lifelong learners who fully value the importance of education and understand their role in their own education

Organisation and Planning (Implementation)

Each subject has its own organisation and planning to show the details of the curriculum. Please refer to the individual subject statements for the detailed outlines of the curriculum for that subject. The curriculum has been carefully sequenced so that learning is progressive and key concepts are revisited in different year groups to ensure that knowledge, skills and understanding are committed

to long term memory and children are able to use higher order skills with familiar content. The English curriculum is planned and sequenced carefully to ensure that children develop the requisite skills to communicate their learning in other subjects and to deepen their understanding. Subject leaders and phase leaders monitor their subjects to ensure curriculum coverage and progression. We have a flexible approach to the timetabling of individual subjects to allow teachers the opportunity to make informed decisions about how best to deliver an aspect of the curriculum. For example, in weekly lessons, blocked over a week or whole days where there will be significant cross curricular links. Trips, visits and visitors are also vital to enhancing the learning and these are strongly encouraged.

Over time, we aim to focus on improving the way curriculum subjects are taught, resourcing to support and the links between subjects so that learning is joined up and made more relevant. We also aim to build greater enhancements to the subject. The content of the curriculum therefore becomes more fixed over time so that these improvements can be made with a greater focus and precision rather than also having to change the content of the curriculum.

The following table sets out the average amount of time devoted to each subject per week. Please note that these are averages over the course of the school year and that some subjects may be blocked half termly or termly to make best use of time and to teach the subject most effectively.

Subject	KS1	KS2
English (including reading and phonics) - Much of the English stimulus will come from other subject areas	7.5 hours	7.5 hours
Maths	5 hours	5 hours
Science	1.5 hours	2 hours
History	1 hour	1 hour
Geography	1 hour	1 hour
P.E.	2 hours	2 hours
R.E.	1 hour	1 hour 15 minutes
Art	1 hour	1 hour
Music	30 minutes	30 minutes
Computing	1 hour	1 hour
Design Technology	1 hour	1 hour
PSHE	1 hour	1 hour
French	15 minutes	30 minutes

We aim to use our time efficiently and well so that where it will enhance the learning links are made between subjects. In English the non-fiction units of work all link to relevant aspects of the wider curriculum, such as science and history.

The children will present their learning in a variety of ways appropriate to their age, stage of development and to the subject. These will include a broad range over their time at the school to

support their development of reading, writing, oracy and performing arts. For example these will include:

- Written work
- Oral presentations, debates and discussions
- Projects
- Multi-media presentations, such as video
- Showcase events (performances and galleries)
- Displays around school and in the community
- Sporting events

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges.
- Respond to pupil's diverse needs and give opportunities for them to show what they do know.
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable all children to broaden, deepen and build their understanding and development of skills and knowledge. Our curriculum is inclusive and promotes our school vision where all children are able achieve excellence for them. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

Vocabulary

As a school one of the key ways we can boost our children's academic attainment and progress and support pupils to narrow the gap is through the discrete and planned teaching of vocabulary. We directly teach pupils set words each year to support them in the curriculum. We divide words into three categories - Know, Grow and Show. Grow words (Tier 2 words) are the ones we focus on most of all as these are words which often have more than one meaning and these are the words that children will come across in their everyday lives. The Show words (Tier 3 words) are the more subject specific vocabulary which are taught as part of the specific subject areas. These are often technical words, which we encourage children to use in their productive language (written and spoken). The vocabulary that children learn as part of their direct teaching and also as part of the subject specific curriculum is carefully planned for.

Over time we aim to produce a range of knowledge organisers to support the children in acquiring the necessary knowledge for each curriculum area.

Reading

Reading for pleasure is a key part of the school's curriculum and children reading a wide range of books to support the curriculum leads to stronger outcomes and develops positive habits for the children to take into the next stages of their education. We have invested significantly as a school in our book resources and are part of the Devon Schools Library Service. Topic Boxes are used to

support elements of the curriculum and provide pupils with high quality reading materials to broaden, deepen and extend their knowledge and understanding. It also broadens and supports their vocabulary development.

Assessment

Assessment within each subject takes place during each lesson through teacher's formative assessments and lesson content is adapted accordingly. We track pupils' progress and attainment against key objectives, which show their attainment within the subject. Assessment looks different in different subjects, but a key theme is the quality of formative assessment to build a more complete picture of an individual's attainment over time. Written work, presentations, projects, discussions, questions, quizzes and performances are some of the ways which we assess children and form a judgement of their attainment and progress. We report pupils attainment and progress at the end of each year for each subject against the relevant end of year expectations.

The roles of the Subject Leader

The subject leader is multi-faceted. They are expected to keep up to date with developments in their subject both at a national and local level. They are responsible for monitoring the standards of teaching and learning in their subject, the standards of attainment and progress and to plan for improvements. They review curriculum plans to ensure curriculum coverage, progression and that wider aims are met.

They also

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject and support staff development and improve the quality of teaching and learning.
- Monitor pupil progress and attainment through a planned monitoring calendar.
- Organise CPD and develop a CPD plan to support subject improvements.
- Provide efficient resource management for the subject and support staff with providing and running enhancements such as trips and visits for the subject.
- Provide an annual report to governors giving them an overview of the subject.

Home Learning

Home learning can really support children's attainment and progress and fire their passion for a subject. Through project based learning, the children will develop good learning habits and broaden, deepen and build their knowledge and understanding. Projects will be used to support the curriculum. We also encourage children to take up extra-curricular activities at home through giving them the opportunities to try out new activities such as music and sports.

Curriculum communication to parents

All curriculum overviews for each individual subject will be available on the school website alongside overviews for each year group, which will also go home to parents via email. Parent consultations and end of year reports will update parents on progress and attainment. Letters and other forms of communication will be used to keep parents updated.

