



Curriculum Policy



“Curriculum defines the purpose of a school and the journey a school wants its pupils to take.” Professor Michael Young, London School of Economics.

Legislation

The policy reflects the requirements of the National Curriculum Programmes of Study which all maintained schools must follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disabilities Code of Practice 2014 and the Equality Act of 2010 and refers to curriculum-related expectations of governing boards as 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 Early Years Statutory Framework.

Links with Other Policies

EYFS policy

Assessment Policy

Marking and Feedback Policy

Long Term Mind Maps, Progression Ladders and Road Maps

Individual Subject Policies

SMSC Policy

RSE Policy

SEND policy and report

Our Vision Statement and Curriculum Intent

We believe that every child should have the opportunity to develop a life-long love for learning through a curriculum that is creative, engaging and inspirational.

At Southglade, our aim is to provide an engaging, varied and inspiring curriculum which promotes a love of learning, confidence and high aspirations by challenging pupils' thinking through questioning and development of knowledge and skills.

We aim to build on pupils' strengths, interests and experiences to develop confidence in their capacity to learn and work independently and collaboratively. We offer an experience rich curriculum that is inspired by children's interests and the local community of Bestwood and Nottingham.

Our curriculum not only provides our children with the skills that they need now, but also the ability to be curious, reflective and resilient, with a desire for life-long learning as they grow up in an ever-changing world. We provide an enriching, inclusive, happy and safe environment in which all pupils can share positive experiences and feel valued through their personal and academic achievements.

Our curriculum focuses on the knowledge, skills and independent application that each and every one of our pupils will need to prepare them to succeed in later life.

It is also underpinned by our school ethos and values:

- **To encourage children to believe they can achieve anything and have the confidence to make mistakes.**
- **To have RESPECT for everyone.**
- **To make everyone feel valued.**

These are the aims which underpin our book-based curriculum:

- A school which has children and learning at the heart of everything we do
- A school where moral, social, spiritual, and cultural development underpins academic achievement
- Inspirational and enriching learning opportunities which build skills for life
- An inclusive, creative and inspirational curriculum which provides a range of opportunities in which to participate and excel, within and beyond the school day
- A culture that enthuses and empowers everyone to extend their own learning and high aspirations
- A listening school where children and adults know their views are important, respected and acted upon

Implementation

As a school, we teach using a book-based curriculum. Each termly class topic is driven by a carefully chosen main text and supporting texts and reading opportunities that lay the foundations for purposeful cross-curricular learning to take place. At the heart of our curriculum is reading with the overarching aim to inspire all children to develop a life-long love of reading and of books of all genres. Writing units are planned which are closely linked to the book-based curriculum using the cluster approach.

Every topic starts with the use of an enquiry question to spark thought provoking and child led ideas. We actively use enquiry questions to introduce and drive the content of sessions and skills taught, which continues throughout the entire curriculum delivered that half-term. Our Curriculum drivers are taught in three sections; Knowledge, skills and application. Within these topics, a carefully planned sequence of lessons will offer a range of creative and engaging opportunities for pupils.

Over the year, each year group will teach 8 curriculum drivers (History, DT, Geography and Art) which enables the class teacher to focus on developing the pupils' skills and knowledge in these subjects through a clear and progressive sequence of lessons. Topics are always concluded with a meaningful outcome that matches the excitement of the initial launch and the opportunity for children to answer their enquiry question.

In addition to this, creative learning events are woven within the curriculum, such as Science Week, Enterprise Week, Wellbeing Wednesdays, RE days (around key celebrations) and EAL afternoons. Our children love undertaking this kind of a creative learning journey, as do staff, and, most importantly, we feel this approach to learning makes our school a dynamic, fresh and stimulating place to learn. Furthermore, our PSHE curriculum is underpinned by learning values- linked to the ethos of the school- which are woven into our wider curriculum and celebrated throughout the year. Significant figures are chosen for pupils to study who exemplify these values.

We are also proud of the value we place on extra-curricular activities and creative arts, including an exciting partnership with the Royal Shakespeare Company, to develop the cultural capital of all our pupils. We offer a wealth of opportunities outside of the classroom to develop and showcase our pupils sporting, leadership and creative talents.

Our Curriculum Values:

We want all pupils at Southglade to have an understanding and appreciation for different beliefs and cultures and how these influence our communities including how to respect others as equals and become responsible citizens. We do this through an understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society in order to prepare for life in modern Britain with explicit references to the importance of British Values. This works in conjunction with Southglade's 'Learning Values' which are taught throughout the year to ensure we are supporting children to become all-round citizens ready for their future life.

They help our children become better learners by encouraging good learning habits, high aspirations and positive attitudes that will enable them to face challenges and difficulties in a calm, confident and creative way. This approach aims to make children fearless in their learning, helping them know that they can get better at something as long as they practise, keep trying, have the confidence to make mistakes and always have an attitude of 'I may not be able to do it YET.'

We want to help pupils adopt healthy lifestyles with a good knowledge and understanding of factors that may affect their physical and mental health as well as their emotional well-being. We have a strong network of adults throughout the school whose roles are designed to support and remove any possible barriers to learning.

We believe that it is our responsibility to unlock the potential we see inside each child and ignite that spark of enthusiasm for learning, as it is this enthusiasm that often shapes the direction of our lives. We want to empower our pupils to recognise that life is what you make of it; your future is not preordained by your socio-economic background and we should all have aspirational targets.

How do we evaluate and monitor the impact of our curriculum?

High quality practice across the school provides a strong foundation for learning along with opportunities for children to collaborate and develop social skills both within and outside school. Our curriculum design also ensures that the needs of all individuals can be met within an environment of quality first teaching, supported by targeted interventions where appropriate.

Enjoyment of the curriculum promotes achievement, self-esteem and excellent behaviour. Children share their learning with each other, their parents and carers and other year groups through the school website, marvellous me, performances and events involving other schools and local community groups.

Subject leaders monitor their subjects through lesson drop ins, book scrutiny, learning walks, pupil voice and discussion with staff about how improvements can be made. A monitoring schedule is created each academic year to support subject leaders in effectively monitoring their subject. Each coordinator has a detailed subject file which they use to collate evidence of planning, monitoring outcomes, subject development plans, skills ladders, as well as exemplar work samples from across all year groups. More information about the planning and organisation of each subject can be located within individual policies that are listed at the start of this document. In addition to this, subject leaders share their wealth of knowledge with other staff members through teach meets and CPD documentation.

Monitoring outcomes are shared with the Whole Governing Body who are also invited to share in the learning journey.

Areas for development are subsequently added to the School Improvement plans (SIP) and Subject Development Plans, to which all staff contribute. Each SIP is reviewed termly by the lead member of staff and shared termly with Governors.

We are a school who is, and always will be, aiming to provide a curriculum where every child believes they can achieve.

The Curriculum Organisation and Planning

At Southglade Primary and Nursery School, we use the National Curriculum as a basis for our own school curriculum but then, as a school, we look for opportunities to range beyond the specifications of the national curriculum to provide a broad, balanced and engaging curriculum.

Early Years

In our EYFS, books, and a love of reading are at the heart of our curriculum, and form the basis of our teaching and learning. Each half term we focus on a carefully chosen text, by a well-known children's author, which is then supplemented by a range of other stories and non-fiction books on a similar theme. We also look at other books by the same author, so that the children gradually become aware of a number of key children's authors and the range of books they have written. Each focus text is linked to an enquiry question, which supports the children to explore a particular aspect of the curriculum.

We are fully committed to the purpose and aims of the statutory Early Years Foundation Stage (EYFS) Framework, updated April 2017. The 2012 document 'Development Matters' produced by Early Education, is also used to inform planning and assessment of next steps.

We aim to deliver this broad curriculum through purposeful play, which enables the children to build on what they already know and make meaningful links. Carefully planned and managed Continuous Provision provides the children with the resources they need to explore their own interests and extend their learning with an appropriate level of challenge for their individual ability. The learning environment is carefully organised to enable the children to play and explore, while working towards achieving the Early Learning Goals, as outlined in the EYFS Framework.

Some of this Teaching and Learning is then recorded onto the weekly planning sheet, with a short description and photograph. Observations of individual children taking a step forward in their learning (wow moments) are recorded on 2simple and shared with parents.

Key Stage One and Two

All year groups plan together to ensure equality of provision between classes within a year group. The planning process begins with a long-term curriculum overview and a detailed long term English plan.

Following this, a more detailed week-by-week medium term plan is created for the half-term indicating objectives that will be covered in all subjects. Opportunities for enriching activities and cross-curricula links are also explicitly planned in this document.

More detailed plans for English are produced for each unit of work using week-by-week templates provided by Southglade Primary and Nursery School. Shared Reading is fundamental to the delivery of the curriculum and there is an expectation of a 3-stage model being used: fluency, vocabulary and comprehension with elements of each found in specific shared reading lessons linked to a variety of engaging texts. Further reading opportunities are explicitly planned during wider curriculum lessons.

In all other subjects detailed Smart Notebooks are used to plan and sequence lessons. In curriculum driver lessons subject coordinators have created detailed teacher CPD pages to support teachers with the planning of their DT, Art, History and Geography lessons using the school's smart notebook format.

All notebooks and plans are submitted onto the school's server within its teaching and learning folder for the academic year and there is an expectation that subject leaders are monitoring planning/ smart notebooks.

Each subject has its own written policy which sets out in more detail the organisation of learning within the subject discipline and its approach to assessment and feedback.

To support the planning process National Curriculum Objectives have been unpicked and progression ladders have been created for each year group for all subjects excluding Maths and English. These progression ladders are working documents that are consistently being revised to become increasingly bespoke for our curriculum at Southglade. Subject road maps are also produced that show progression between year groups- there is also a focus on required vocabulary that should be explicitly taught within each topic.

Assessment and feedback

Excellent assessment for learning- formative assessment- is a fundamental skill of teaching. In essence, it allows teachers to establish what children already know and what they need to do next to enable children to learn even more within each subject discipline.



Individual assessment expectations are detailed in subject policies and the Early Years Policy. However, summative assessments are collated three times a year (mid-year and end of year) in Reading, Writing, Grammar and in Maths. Mini quizzes, using Kahoot, and pupil voice groups are also more widely used to establish whether children know about the topics that they have been studying at the end of each half-term.

End of year assessments will be placed onto the school's data system in the following subjects:

- Science
- RE
- Geography
- History
- Art
- Design and Technology

At Southglade Primary and Nursery School, we use our assessments to inform our next steps and to report progress at parent's evenings and in end of year reports.

Monitoring and Reporting

All subject leaders are expected to closely monitor standards of teaching and learning within their area of responsibility. This monitoring will take a number of forms over an academic year to ensure that standards are rigorous across all areas of school.

A monitoring schedule is created at the start of the year and then shared with staff at the start of each half-term.

All subject leaders will be responsible for collating evidence within their curriculum leadership folders. Subject leaders may be interviewed by the Head/ Deputy Head during the academic year to establish their understanding of the strengths and areas for development for their subject area.

All subject leaders are expected to complete half-termly co-ordinator monitoring form which details the actions that they have completed in their allotted time as well next steps when moving their subject forwards. All subject leaders also complete a subject development plan which is reviewed on a termly basis with progress towards meeting their end of year objectives.

Inclusion

Teachers at Southglade Primary and Nursery School have high expectations for all pupils. Challenging learning opportunities are planned for all groups including:

- Disadvantaged pupils
- Pupils with special educational needs
- Higher attaining pupils
- Pupils with EAL
- Pupils with low prior attainment

Teachers will plan lessons so that children with SEN and/or disabilities can access every national curriculum subject so that children can overcome their individual barriers to learning. Children will not miss large chunks of the wider curriculum completing additional English and maths-based interventions with school teaching assistants.