



Puddletown First School Curriculum Policy

This policy should be read alongside the Teaching and Learning Policy, the Assessment Policy, the Marking and Feedback Policy, the Early Years Policy, the SEND Policy and our Behaviour Policy

Introduction

At Puddletown First School School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception. We aim to provide a rigorous, well planned curriculum combined with high quality teaching to ensure that our pupils are able to flourish.

We believe that all learners have an infinite capacity for growth and that as such full potential is also infinite. We aim to develop a 'muscle' view of learning and ability rather than a 'bucket' view as described by the work of Carol Dweck. We encourage all learners to seek and embrace challenge and to view mistakes as part of the learning process. This begins with our youngest children in reception who are taught that it is *'ok to make a mistake'* and that *'we practice to get better.'*

We define the curriculum as not only all the planned activities that we as a school organise in order to promote learning, personal growth and development within our timetable to meet the objective of the National Curriculum but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. We believe it also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. Through our vision statement and Core Values of Justice, Forgiveness, Acceptance and Responsibility we aim to honour our Church School foundation to enable all at Puddletown First School to grow into positive, compassionate, responsible people, who can care for and cooperate with others, whilst developing the knowledge, skills and attitudes to learning to ensure successful transition into future schools and further into adulthood.

Roles and responsibilities

The Local Governing Body (LGB)

The LGB will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The LGB will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:



- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the LGB
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The LGB is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The LGB is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

All staff have a subject leadership role to monitor and support the curriculum provision is all National Curriculum Subjects as well as the EYFS curriculum.

Timetable and organisation

We recognise the importance of providing a broad and balanced curriculum to but also recognise the crucial importance of secure English and Maths skills in the First School phase. We therefore timetable the morning sessions to deliver the majority of the English and Maths provision across KS1 and 2. We use Little Wandle to deliver our phonic curriculum and No Nonsense Spelling to teach spelling across the school. Our maths curriculum is based upon White Rose and we have adopted many of the principles of Maths No Problem in our teaching approach. (See *the School's Approach to English and Maths*)

We take a topic approach to delivery of the foundation subjects where strong links are clear, when clear links cannot be made we deliver the teaching and learning in discrete lessons. This ensures that across a key stage we can be confident that coverage is secure. Whilst we may block some subjects such as DT into 3 or 4 week projects we avoid doing so into smaller time slots as we do not believe we can ensure secure progression of skills and knowledge in this way and is detrimental to the children's curriculum entitlement. All the topic themes are based around an enquiry question to provide a narrative to the children's learning.

We further enhance our curriculum provision through themed days or weeks, we plan an annual themed week on science or the arts, we take part in World Book day to promote reading and story telling and have termly Reflection Day based upon Understanding Christianity, these are often cross phase learning experiences.

To secure clear expected outcomes across each Key Stage for each subject we have developed our own learning ladders, see assessment policy, these are supported by *Progression in the National Curriculum – Focus Education*. These are used in our assessment of pupil achievement.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations for core knowledge which form the basis of the long-term plan alongside our expectations for knowledge and concepts. From this the teachers write medium



term plans to achieve balance and coverage over a term or half term. The more detailed weekly/fortnightly short term planning will focus on the teaching process. Whilst there are school planning formats available staff are free to choose their own formats as long as they explicitly describe the lesson aim (TOOLS, see Teaching and Learning Policy), the teaching input (the way in which the skill, concept or knowledge is being taught and modelled), the pupil activity (how the learner will be able to demonstrate the acquisition of knowledge and skills) and its link to spiritual development where applicable. Each subject should have its own planned learning sequence to support subject leaders in tracking progress and coverage.

EYFS planning and delivery is specific to the EYFS Curriculum and the demands within Development Matters – see *EY Policy*.

Inclusion

Teachers set high expectations for all pupils, it is expected that all children should achieve a mastery of the curriculum. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment to catch up with their peers
- Pupils from disadvantaged backgrounds to ensure this is not an impediment to achievement
- Pupils with SEN to ensure that these children are fully able to access and engage in the curriculum
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our *SEN policy and Information Report*.

Monitoring arrangements

The LGB monitors whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Annual linked governor visits and meetings with subject leaders, these meetings include a review of development plans, a guided learning walk including speaking pupils and looking at their work. The linked governor produces a report for the LGB following these visits.
- There is also a governor with special responsibility for meeting with the HT to monitor curriculum breadth
- SL produce an annual report for the LGB on their subject (New for 2019/20)
- The LGB receive termly headteacher reports

Subject Leaders] monitor the way their subject is taught throughout the school by:

- Monitoring and auditing the curriculum provision



- Interviewing pupils and looking at their work
- Undertaking subject specific learning walks

Release time is provide for Subject leaders to undertake these tasks

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the headteacher and LGB.

Jan 2024