



# St. Margaret's-at-Cliffe Community Primary School

## Curriculum Policy

Date: January 2025

*Reviewed and Ratified By: Governing body on*

***THIS POLICY IS DUE TO BE RATIFIED AT THE NEXT FULL GOVERNING BODY MEETING ON 23<sup>rd</sup> JANUARY 2025***

Review Date: Annually – January 2026

Signed : \_\_\_\_\_ Helen King, Chair of Governors

Signed : \_\_\_\_\_ Craig Ward, Interim Headteacher

## **Equality**

We recognise the duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing legislation (please see 'Single Equality Scheme').

## **CURRICULUM RATIONALE**

- The ambitious and redesigned curriculum at St Margaret's-at-Cliffe Primary School, based on the National Curriculum 2014, aims to provide an engaging and ambitious curriculum which delivers a broad and balanced education that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives.
- St Margaret's-at-Cliffe Primary Curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning and themselves.
- St Margaret's-at-Cliffe Primary Curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development.
- St Margaret's-at-Cliffe Primary Curriculum is purposefully designed to ensure our pupils receive a range of exciting opportunities, visits and experiences to enrich their lives as they grow and develop.

## **Statutory Requirements**

The curriculum delivered to pupils at St Margaret's-at-Cliffe Primary School provides children with access to the full National Curriculum, and fulfil certain other statutory obligations, as detailed below.

The statutory Primary National Curriculum states that:

Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The school curriculum comprises all learning and other experiences that each school plans for its pupils.

St Margaret's-at-Cliffe Primary School also:

- teaches Religious Education (RE) to pupils (National Curriculum, 2013)
- make provision for personal, social, health and economic education (PSHE), drawing on good practice (National Curriculum, 2013) Furthermore, the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education states that:
- Relationships Education (is) compulsory for all pupils receiving primary education and...Health Education (is) compulsory in all schools (Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance

for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019)

## **CURRICULUM INTENT**

### **OUR STATEMENTS OF INTENT**

It is the intention of St Margaret's-at-Cliffe Primary School, to promote curiosity and a love of learning. To achieve this St Margaret's-at-Cliffe Primary School intends to:

- Develop a love of reading and learning and continue to build on this through out a pupils' time at the school
- Develop skills in reading, writing and mathematics across all curriculum areas
- Expose pupils to new experiences and give them new depths of knowledge and cultural capital.
- Recognise the unique learning needs of each pupil and to offer a bespoke curriculum that supports scaffolds and challenges each pupil
- Offer a broad, ambitious and enriched curriculum
- Offer school trips and experiences that engage and underpin the learning done in the classrooms
- Develop a wide knowledge base with opportunities for depth of understanding
- Prepare children for the next year stage in their education

St Margaret's-at-Cliffe Primary Curriculum is underpinned by the school's Core Values:

**Resilience**  
**Resourcefulness**  
**Respect and tolerance**  
**Responsibility**  
**Reflection**

At St Margaret's-at-Cliffe Primary School, we offer a curriculum which is engaging and ambitious.

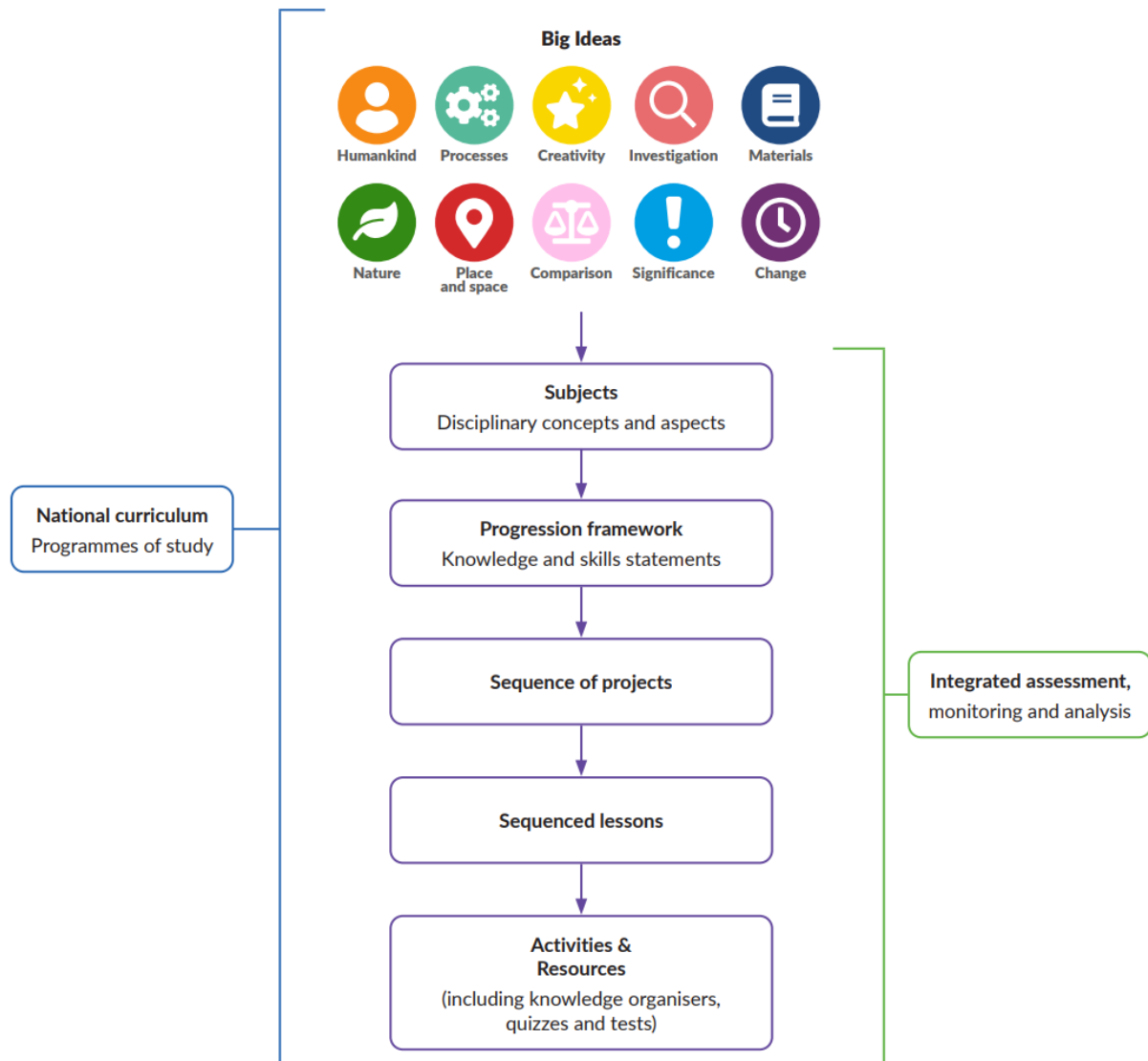
It delivers a broad and balanced education which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through Key Stage 2 – we want our children to learn more and know more.

St Margaret's-at-Cliffe Primary Curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child not only concentrate on academic success so, St Margaret's-at-Cliffe Primary Curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning and themselves.

The National Curriculum is delivered using an integrated topic and subject approach. We use Cornerstones Maestro Curriculum to design, deliver and manage our curriculum through projects.

We have adopted a cross-curricular thematic approach through the Cornerstone Curriculum, with topics lasting half a term designed to engage and inspire pupils. With the use of this programs cross curricular links are developed to promote and deepen pupils building on

learning across subject specialisms. Each year group will follow Cornerstones projects (one per term). Each project has one driver subject, however each combines at least two other subjects within the lesson sequences. These themes are planned to use the framework of the National Curriculum. When necessary, this approach is supplemented by discrete lessons to ensure full coverage of the National Curriculum.



## ENGAGE, DEVELOP, INNOVATE, EXPRESS

The Cornerstone structure is split into four key components. We call these Engage, Develop, Innovate, and Express. We believe this pedagogy reflects the best way children learn and is rooted in a variety of different educational approaches and research.

Put simply, the four stages are as follows:

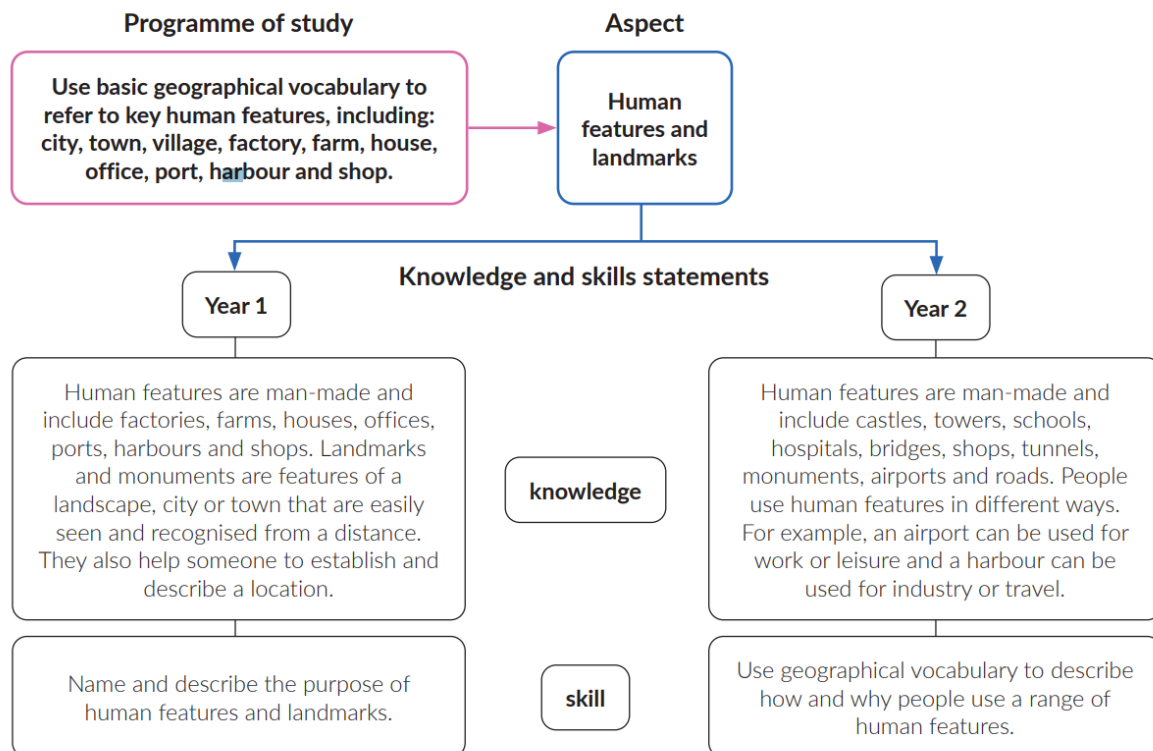
- Engage – hook children in with a memorable experience.
- Develop – allow children time to gather the skills and knowledge they need to develop a deep understanding.
- Innovate – offer creative experiences that allow children to apply their skills, knowledge and understanding.
- Express – provide the space and time for reflecting, evaluating, and celebrating learning.



The programmes of study, concepts and aspects are broken down into smaller component parts or 'chunks' to form a cohesive progression framework. The progression framework runs from EYFS to Year 6 and includes knowledge and skills that children need to know and be able to do in order to make progress through the curriculum.

Component part	Definition
knowledge	Specific facts or truth components that include substantive and declarative statements.
skills	Application and use of composite knowledge. Skill statements will often contain implicit, procedural and disciplinary knowledge.

As an example, the diagram below shows how a programme of study is broken down further into knowledge and skills statements for the aspect of Human features and landmarks in geography.



Teachers may decide, at a lesson level, to adapt or refine the individual statements even further. A teacher may decide to do this to create a series of smaller stepping stones to

support learning for individual children or groups of children.

St Margaret's-at-Cliffe Primary Curriculum supported by Cornerstones ensure that our children:

- learn within a coherent and progressive framework
- see clear links between different aspects of their learning
- understand the purpose and value of their learning and see its relevance to their past, present and future
- experience the challenge and enjoyment of learning
- develop new skills through a variety of interesting contexts
- develop and demonstrate their creativity
- develop a rich and deep subject knowledge
- explore the breadth and depth of the national curriculum

National Curriculum objectives are used as a basis to ensure coverage and progression throughout the school. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success.

The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

We aim to provide an aspirational academic environment, which supports pupils to make sustained progress. We aim for our St Margaret's-at-Cliffe Primary School children to succeed in life and to be happy and fulfilled; we want our children to be successful individuals who enjoy learning, make good progress and achieve excellent outcomes in school in their lives and in their work after leaving us.

Whilst the children are with us, we aim to:

Spiritual - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences

Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views

Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict

Cultural - Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity

We want our children to understand how to engage in and take an active role in Modern Britain with a deepening understanding of British Values such as values of democracy, individual liberty, the rule of law and mutual respect and tolerance. We have created a curriculum, which develops an awareness of wider world issues in which they can have a voice. We want our pupils to leave St Margaret's-at-Cliffe Primary School as secure and healthy individuals who are self-reliant, assured and motivated to succeed in life.

Our children come from diverse backgrounds with sometimes challenging and difficult situations and with a range of abilities. St Margaret's-at-Cliffe Primary Curriculum is designed so that every pupil, whatever their ability, situation or background, can be successful and achieve. We have designed a coherent and appropriate curriculum for our school community with a commitment at its core that children have the opportunity to overcome social disadvantage or barriers in order to thrive and exceed expectations. Academic achievement is crucial and central to the success of our children and our curriculum is designed to address typical gaps in pupils' experience and context. We aim to

broaden and develop our pupils' cultural capital through a range of enrichment activities designed to open pupils' eyes and offer pupils experiences that they may otherwise not have had the opportunity to participate in. As a result of this commitment, our focused curriculum includes provision for pupils with SEND.

Pupils are able to make links between areas of knowledge and learning as well as consolidating skills while being fully engaged. Our curriculum is progressive, which builds upon and expands previous learning.

Curriculum experiences extend and deepen understanding of different topics whilst developing pupils' cultural capital. Planning ensures that the curriculum is accessible to all, whilst offering challenge and enrichment at every phase, stage and age.

Through a 'vocabulary rich' curriculum where literature and experiences enable pupils to develop knowledge, understand concepts and acquire skills. The desired aim is for pupils to be equipped in preparation for the next stage of their learning. Prepared with both knowledge and skills, the children are encouraged to question, reflect and evaluate ideas and concepts before forming their own opinions and beliefs. Lessons support pupils' spiritual, moral, social and cultural development, opening their eyes to the 'awe and wonder' of the world in which they live - giving them opportunities to explore and nurture their own interests and talents. The outdoor environment is integral to our curriculum –so that pupils are active, thus promoting their physical development and responsibility for their own health and well-being.

## **PRIMARY SUBJECT CURRICULUM INTENT STATEMENTS**

Through review and modification of each subject, and in consultation with curriculum leads, St Margaret's-at-Cliffe Primary School has designed a curriculum which reflects the context and needs of all its pupils. Where possible, curriculum areas are connected to the topic for the term however, in some instances they will be taught discretely.

## **ENGLISH – SPOKEN LANGUAGE, READING AND WRITING**

The overarching aim for English at St Margaret's-at-Cliffe Primary School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The aim of the English Curriculum is to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language opportunities are taught across the curriculum and aim to give children clarity of speech, confidence and the ability to contribute and participate.

Writing is taught through a range of exciting stimuli which includes books, film clips, artefacts,

visitors and real-life experiences. We strive to equip children to develop a rich vocabulary which can help them bring their writing to life. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through in their writing.

Writing is linked to Cornerstones projects taught half term. Children get the opportunity to write for a clear purpose in a variety of genre.

Spelling and handwriting are explicitly taught daily to ensure basic skills are taught

Reading is a fundamental part of everything we do at St Margaret's-at-Cliffe Primary School. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups, through VIPERS. Alongside the skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach and the high profile of reading in school is further enhanced by the numerous reading initiatives we carry out throughout the year. Reading is taught whole class with Phonics lessons taught where needed.

## **PHONICS**

- At St Margaret's-at-Cliffe Primary School, we use Little Wandle as our SSP. as a way of delivering a progressive and planned phonics lessons.
- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.
- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.

## **MATHS**

Maths is taught through a daily maths lesson. Lessons are based on children's needs from prior assessment as well as guidance from the national curriculum. All lessons begin with a mental starter which gives children the opportunity to practice and develop skills using a range of mental calculation methods.

Pupils are given the opportunity to explain, reflect on and extend their learning at the end of each lesson. Maths skills are also taught and applied through other areas of the curriculum for example when presenting results in a graph or measuring.

We use White Rose throughout all year groups which is a mastery approach for support and challenge.

## **SCIENCE**

At St Margaret's-at-Cliffe Primary School, we aim to equip children with the knowledge required to use and implement Science today, tomorrow and for their futures. A high-quality Science education provides foundations for understanding the world. Therefore, building key knowledge and understanding concepts within our Science curriculum, we ensure our pupils recognise the power of rational explanation, develop a sense of curiosity about natural phenomena and develop respect for the environment and living things, including themselves and each other. Pupils are encouraged to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing



changes over a period of time, noticing patterns, grouping and classifying, carrying out simple comparative tests, and investigating using secondary sources of information.

The majority of Science taught is embedded within the projects, however, some will be taught discretely to maximise the learning time and experience, but always using the Cornerstones approach. Our curriculum is enriched with scientific enquiry using our own school environment, educational visits and whole school workshops.

## **HISTORY**

Through the History curriculum at St Margaret's-at-Cliffe Primary School, we strive to inspire a curiosity within our children. We aim to develop an understanding of British history and that of the wider world. We work to develop an understanding of chronology as well as a knowledge and understanding of how our local area has changed over time. The children are given the opportunity to examine, interpret and evaluate a variety of sources in order to make deductions about the past. They are taught to think and behave as historians and archaeologists. The children are also encouraged to pose their own historical questions and investigate how and why the world has changed over time. As learners the children are challenged to think and discuss lessons learned from the past that make the future a better place. Throughout the year we have various themed days including; trips, school visits, workshops, historical experiences to develop a deeper understanding of the time periods studied and to inspire the children, ensuring they have a lifelong love of History. We also aim to help the children develop a better understanding of our British Values that have been formed throughout our history and the influential people who shaped the work, the continents and ultimately where they live today.

## **GEOGRAPHY**

At St Margaret's-at-Cliffe Primary School, it is our intention that Geography will inspire pupils with a curiosity and fascination about the world and its people. We offer opportunities for children to explore the world in order to develop an understanding of the human and physical world in which they live in and their place within it. We aim to promote the children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geography will promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. We encourage the children to ask questions about the world and provide opportunities for them to develop geographical skills and knowledge to be able to answer them. Pupils are encouraged to use and interpret a wide range of sources of geographical information including maps, diagrams, globes and aerial photographs to locate and describe places, gather information and explain variations and changes.

## **DESIGN AND TECHNOLOGY**

We want the children at St Margaret's-at-Cliffe Primary School, to develop their imagination, their critical thinking and their understanding of the world around them through their love of Design and Technology. We aim for our children to question and think innovatively about the world around them in order to design and develop their own products with a purpose in mind. Children will build and apply the knowledge and skills needed to design high quality products, which they will test and refine. They are given the opportunity to understand nutrition and learn how to cook and use equipment safely. Our Design and Technology curriculum requires children to draw on skills within Mathematics, Art, Science and Computing. Children will deepen their understanding and independence within all of these subject areas during their Design and Technology lessons.

## **ART AND DESIGN**

We see art as a vehicle for creativity and individual expression. It is important to the development of pupils' well-being, appreciation of the world and understanding and empathy of others. We aim to give all children the confidence to express themselves through a range of chosen mediums. Our curriculum provides children with an opportunity to experience all art forms: drawing, painting, collage, 3D designs and print making, and pupils are encouraged to experiment with a range of different materials and techniques to bring their ideas to life. Opportunities to practice art and design techniques when using colour, pattern, texture, line, shape, form and space are embedded across the Art curriculum through the use of individual sketchbooks. We want our children to know how Art and Design has contributed to our culture and understanding of our history and the world. They explore a variety of artists and their styles, which is enhanced with a visit to London galleries. Our children will focus on a variety of key artists and they will begin to understand the development of their particular art forms. The children will have opportunities to take inspiration from these key artists and create their own artworks in their particular styles.

## **RELIGIOUS EDUCATION**

The school follows the Kent Agreed Syllabus for Religious Education. RE is taught discretely to deepen the understanding of religions where we can learn from or learn about certain people, places, religious books and artefacts. Our curriculum promotes the spiritual, moral, social and cultural development of our pupils and reflects religious traditions in Great Britain – with a focus on Christianity whilst taking account of the teaching and practices of other principal religions represented in Great Britain and our school community.

At St Margaret's-at-Cliffe Primary School, we aim to ensure that children know about and develop an understanding of a range of religions to ensure they can describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. Through this subject we enable children to express ideas and gain insights about the nature, significance and impact of religions and worldviews to enable them to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value including ethical issues.

## **MUSIC**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations - stimulating responses on both emotional and intellectual levels. It allows opportunity for personal expression and plays an important part in the personal development of an individual. At St Margaret's-at-Cliffe Primary School, our Music curriculum aims to promote the enthusiasm for and the enjoyment of, music in all its forms. Our goal is for the children to develop musical skills and knowledge through effective teaching where children are fully engaged in their learning. By engaging children in musical experiences, we offer our children opportunities to develop skills, attitudes and attributes that can support learning in other curriculum areas as well as developing life skills such as listening skills, the ability to concentrate, creativity, self-confidence and a sensitivity towards others and the environment.

To ensure our pupils have the best opportunity to acquire and nurture their musical talents and awareness, Music is taught by both peripatetic teachers and class teachers. We use 'Kapow Primary Music', a programme that teaches the children to listen and respond to a variety of musical genres, through the medium of singing, playing instruments, exploring form and composing their own musical creation. The school subscribes to the borough's 'Community Music Service', which provides the children in year 3 a specialist teacher to teach glockenspiel, music notation and signing. Each Year Four class learns to play a musical instrument, read music and perform as part of an ensemble. The children then have the option to continue lessons into Year Six as individuals or in small groups. These lessons are linked to the topic where possible. However, the majority is taught discretely outside of the

theme.

## **PHYSICAL EDUCATION**

At St. Margaret's-at-Cliffe Primary School we offer a high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. Supported by a specialist Sports Coach, our curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Swimming lessons, starting in year 3, making use of our local village leisure resort pool. All pupils will be able to swim a minimum of twenty-five metres before moving on to their secondary education.

All classes have a week per term access to our Forest School programme.

We encourage pupils to develop their sport interests outside of school and provide a range of after-school clubs to support this. The whole school participates in Sports Day where the children are arranged into teams and encouraged to show team spirit, perseverance and enthusiasm. The school also participates in various district sporting events, fielding teams of both girls and boys of various ages. We actively celebrate children's sporting achievements in outside clubs with our weekly celebration assembly and develop strong links with local youth focused sports clubs.

## **COMPUTING**

Online safety is a key focus in our curriculum and at St Margaret's-at-Cliffe Primary School - we ensure our children are taught the importance of safe internet use (at home and at school) during computing lessons and through a whole-school 'Safer Internet' focus day in February. Children have opportunities to use ICT outside the timetabled lesson slot as it is embedded across the curriculum including activities in mathematics and English.

Computing and Information and Communications Technology (ICT) play a vital role in our lives, particularly in current times where technologies are constantly changing and evolving. At St Margaret's-at-Cliffe Primary School we believe a sound knowledge and understanding of ICT and Computing enables and prepares pupils to be active participants in a world where work, and other activities, are increasingly transformed by access to varied and developing technology. The Computing curriculum follows the Purple Mash Scheme of work. It enables our children to develop and practice skills through accessible applications, software and programs available both in school and at home, ensuring they become competent and confident analytical thinkers, computer programmers and understand how technology works.

## **PSHE**

PSHE stands for Personal, Social and Health Education. It is an important part of your child's learning. Personal, social and health education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. We promote respect for all and value every individual child.

At St Margaret's-at-Cliffe Primary School we follow the Jigsaw approach to PSHE. Jigsaw provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and

cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Jigsaw PSHE is delivered within six core units; all supporting the development of skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Sex Education:

At St Margaret's-at-Cliffe Primary School, we believe children should understand the facts about human reproduction before they leave Primary School. We define Sex Education as understanding human reproduction.

The Jigsaw unit 'Changing me' is covered by all year groups. This unit includes Sex Education in the context of looking at change. Effective Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. It is important to note that this learning adheres to our school's values and DfE requirements. We are mindful that parents/carers do have the legal right to withdraw their children from the Sex Education learning of the Jigsaw Programme. Should a parent/carer wish to do so, they must firstly request a meeting with the Head of School to discuss their concerns.

## **MODERN FOREIGN LANGUAGES (MFL)**

We believe it is important for our children to have a good foundation in the French language. This acts as a platform for learning in secondary education and improves local employment opportunities in the future. Learning a foreign language provides an opening to other cultures.

The aim of our curriculum is to foster pupils' curiosity and deepen their understanding of the world and other cultures, leading them to value the importance of learning about other cultures and their languages. It enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It provides opportunities for them to communicate for practical purposes learn new ways of thinking and read literature in the original language. Our language teaching fosters a love of language learning and provides the foundation for our pupils to become life-long language learners, opening the possibility for them to study and work in other countries. We hope to start pupils on the route of learning a variety of languages as they get older, as well as preparing them effectively for further language learning in Key Stage 3.

Through the teaching of French at St Margaret's-at-Cliffe Primary School our aim is that, by the time the pupils have left us in Year 6, our pupils will have had:

- The opportunity to develop their interest in the culture of another nation, community and belief
- Access to high-quality teaching and learning opportunities
- Have had exposure to simple commands including day-to-day French language including days, months, numbers and classroom instructions.
- Developed an increased wider cultural understanding through our enriched and varied curriculum to which languages contribute.

## **CURRICULUM IMPLEMENTATION**

How is the curriculum delivered?

It is our aim that our Curriculum is delivered in the following ways:

- St Margaret's-at-Cliffe Primary Curriculum is designed and structured by the National Curriculum, using Cornerstones Curriculum to deliver an integrated topic and subject approach. We use Cornerstones Maestro Curriculum to design, deliver and manage our curriculum through subject driven projects.
- To ensure the development of knowledge across and within all phases.
- So that knowledge and skills are structured and sequenced across the phases.
- The goal of our curriculum is for pupils to reach clearly defined end points at the end of each phase, in line with national priorities.
- Our curriculum has been designed to transfer key knowledge to long term memory.
- It is designed with core texts at its heart, so that all curriculum content and knowledge is built around high quality fiction and non-fiction texts – this links to each Cornerstones Project and through English lessons
- We aim to fill cultural capital gaps through trips, texts and enrichment experiences
- Children are always at the heart of how our curriculum is designed in order to support and develop them holistically; learning, wellbeing, socially and emotionally
- Children's stages of development are central to the design of the curriculum.
- We aim to deliver a curriculum which is enriched by experiences outside of the classroom, in the wider environment and in the local community.

## **ORGANISATION**

We recognise the importance of creating links within learning and believe that where links are effective, they enable pupils to apply their knowledge and skills across areas of learning. We directly teach knowledge and then plan opportunities for children link knowledge across subjects and learning. We also teach skills and allow children to practice and embed new skills as well as bringing coherence and continuity to learning.

We have adopted a cross-curricular thematic approach through the Cornerstones Curriculum, with topics lasting a full term designed to engage and inspire pupils. These themes are planned to use the framework of the National Curriculum. When necessary, this approach is supplemented by discrete lessons or focused learning weeks, to ensure full coverage of the National Curriculum.

Reading, writing and maths are taught daily.

Reading and Writing are linked to the Cornerstones Book list, spoken language and writing projects.

Spelling and handwriting are linked and taught daily as part of Writing lessons.

Maths is delivered through the use of the White Rose structure scheme.

Other subjects are either taught on a weekly basis or are blocked, depending on the topic and needs of the children.

## **PLANNING**

The curriculum is planned to ensure coherence, continuity, progression and full coverage of all aspects of the statutory curriculum and areas of learning.

The curriculum is planned on a long, medium- and short-term basis:

### **Long Term Planning**

Subject content for each year group is laid down in long term planning documents. These have been developed in partnership with subject leaders, senior leaders and class teachers and based on the Cornerstones curriculum.

### **Medium Term Planning and Website Learning Overviews**

Curriculum Maestro holds medium term planning and class teachers produce learning overviews

which detail the projects/topics to be taught for each subject within the term.

### **Short Term Planning**

Weekly planning, written by class teachers, consists of a timetable showing the learning objectives and tasks for the week by subject. Curriculum Maestro also holds foundation subject lesson by lesson planning. The format of planning is not specified by the school and down to the judgement and needs of the individual class teacher.

Subject and Curriculum leaders are responsible for ensuring progress, standards across the school whilst keeping skills and knowledge for other teachers at the fore front of their role. Subject leaders oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases.

## **INCLUSION**

Teachers set high expectations for all pupils. 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
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, ensuring 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 to ensure teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects.

## **HOW IS READING PROMOTED WITHIN OUR CURRICULUM?**

- English learning, knowledge and skills are the golden thread which underpin our entire curriculum.
- Spoken language, reading and writing are developed through rich texts and exposure to explicitly taught vocabulary and reading domains.
- Phonics is systematically taught to targeted pupils to ensure children gain the

mechanics of segmenting and blending sounds and phonemes, so that they are prepared to develop fluency and comprehension. This is also applied to new starters and children for whom English is not their first language.

- A love of reading is generated by a whole school approach and promotion of reading through book celebrations, and whole class reading texts where children are given the opportunity to a whole story being read aloud by a proficient reader – they have time to enjoy it.
- A weekly 'reading assembly' is an opportunity for staff to share their love and passion for reading by sharing stories they enjoy, modelling high quality reading.
- We focus on ensuring that reading and writing in all subjects have equal weight, as it does in English. Expectations of reading and writing are as high in humanity subjects, as in English.
- We aim to develop a love of reading outside the classroom too with visits to or from the library, book clubs and planned special days.
- Cross- curricular writing has been carefully chosen to find opportunities for children to find their inner voice as writers, whilst embedding key subject knowledge alongside writing skills. We try and always create a love and a passion for writing linked to reading and books.
- We promote a love of books and stories, by carefully selecting a variety of texts from various authors and genres and these are read daily. Texts also thematically link to each half terms learning focus.

## **HOW DO WE DEEPEN LEARNING AND DEVELOP SKILLS?**

- Lessons begin with a short review of previous learning
- Sequenced curriculum planning builds on existing knowledge
- New material is presented in small steps with practice time after each step where possible
- Recap and retrieval is used to deepen understanding
- Teaching is designed to help pupils remember what they have learned and develop their long-term memories.
- Link to previous learning and what comes next is integral to practice
- A large number of questions are asked, using multiple strategies and techniques, to check for understanding
- Cross curricular links are developed to promote and deepen students building on learning across subject specialisms.
- Discussion is promoted in lessons to deepen students learning.
- Curriculum is planned to build on and deepen learning.
- Pupils are guided as they begin to practice.
- Think aloud and modelled steps are used to support learning and practice.

## **HOW DO WE USE ASSESSMENT?**

- Assessment is used to help pupils embed and use knowledge fluently
- Teachers constantly check understanding and intervene to clarify misconceptions and inform planning
- A range of feedback is used support student progress (see Feedback Policy)
- Data is collected at key points across the year and used to identify underachievement and strategies for progress (see Assessment Policy)
- Every effort is taken to minimise negative impact in teachers' workload and maximise children's progress
- Assessment is used to check pupils understanding and correct their misunderstandings
- Assessments of both summative (3 times a year) and formative. Assessment of and for learning is planned into lessons and is part of teaching practice

## **VISITS AND VISITORS**

In the curriculum we recognise that children's learning is enhanced by different experiences. We offer children a wide range of educational visits which are used to motivate and engage learning which improves retention. Regular visitors in school give the children another perspective on values, attitudes, learning and understanding. These include charities, people from different professions and the community.

## **CURRICULUM IMPACT**

The impact of the quality of education at St Margaret's-at-Cliffe Primary School is assessed continuously through discussions between subject leaders and teachers to ensure that our curriculum intentions are leading to good results and good progress for all groups of pupils, preparing them well for the next stage in their education.

## **ASSESSMENT AND RECORDKEEPING**

Assessment data is collected at different points in the year to track and monitor pupil progress. This information is used to inform planning, implement interventions, get feedback on the curriculum and its impact and put in place further improvements to the curriculum. The achievement of different groups of pupils is analysed through data analysis, pupil, staff and parent voice and reports to ensure that all groups of pupils achieve well. We collect data in an on-going way using Insight. Data is scrutinised and Pupil Progress Meetings are carried out in order to respond to changes in data.

Pupil progress is reported to parents on a number of occasions during the school year. Written information is sent to parents regularly and full reports sent to parents once each academic year.

Parents are welcome to discuss their child's progress at any other time during the year.

## **MONITORING**

As a result of the school's curriculum, pupils are expected to achieve well in National tests and examinations, in line with government expectations. The curriculum is continuously monitored through analyses of the school's ISDR and other reports, the quality of work seen in observations and in children's work and the destinations they move on to in order to ensure that the curriculum meets the needs each cohort of pupils and that it is fit for purpose.

The curriculum is continuously monitored, evaluated and reviewed in the following ways:

- Analysis and review of external reports such as the ISDR and FFT reports
- Reviews and analyses of formal assessments and tests
- Analyses of data trawls at set points during the year
- Analyses of lesson observation feedback forms
- Scrutiny of pupils' work
- Analysis of Insight data

We aim to ensure that when children from St Margaret's-at-Cliffe Primary School leave for secondary school, they will be able to:

- Have a growing self-esteem and confidence in their abilities
- Respect themselves and others
- Follow their own interests and be themselves
- Reflect and think mindfully about their learning
- Recognise that people are good at different things They will have:
- Made a positive contribution to the school and local community
- Explored ways of becoming an active citizen
- Made choices about things that are important to them
- Expressed their opinions on a range of different topics and issues
- Taken part in age-appropriate discussions



## **ROLES AND RESPONSIBILITIES**

### **THE GOVERNING BODY**

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board 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 governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body 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.
- Appropriate resources are provided and made available for effective delivery of the curriculum
- Act as the Curriculum Leader

### **OTHER STAFF**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject leaders provide a strategic lead and direction for their subject; and support and offer advice to colleagues on issues related to the subject. They monitor progress and coverage within their subject and provide efficient resource management. They review their subject across the school and plan for future improvement. It is the role of each subject leader to keep up to date with developments within their subject and to share this with staff.

## **LINKS WITH OTHER POLICIES**

This policy links to the following policies and procedures: (at the point of writing this draft some of these yet to be reviewed/produced)

- EYFS Policy
- Assessment Policy
- Feedback Policy
- SEN Policy
- Equality information and objectives