



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

Curriculum Policy

Date: September 2023

Reviewed and Ratified By: Governing body on 30th November 2023

Review Date: Annually – September 2024

Signed : _____ Helen King, Chair of Governors

Signed : _____ Helen Comfort, Executive 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').

Introduction

This policy outlines the curriculum at St Margaret's at Cliffe CP School; the curriculum is all the planned activities that we organise to promote learning, personal growth and development.

Our curriculum includes the formal requirements of the Early Years Foundation Stage Framework and the National Curriculum. Our formal curriculum also includes Religious Education (RE), Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE).

In addition to our formal curriculum, we provide a range of other activities in order to enrich the experiences of the children at St Margaret's at Cliffe CP School. We believe that the curriculum also includes what children learn from the way they are treated and are expected to behave.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Vision and Values

St Margaret's at Cliffe CP School's curriculum is underpinned by our Vision and Values.

Our Vision

At St Margaret's-at-Cliffe Community Primary School we are committed to delivering teaching and learning opportunities that develop confident, resilient, life-long learners.

We strive to enable pupils to feel proud of their achievements. We are dedicated to securing them with strong emotional and mental health; preparing them, with British values, for their lives as global citizens.

Our Values

Through our work we embody and promote the following values:-

1. Resilience
2. Resourcefulness
3. Respect and tolerance
4. Responsibility
5. Reflection

Aims

St Margaret's at Cliffe CP School recognises the value of each of our three Key Stages – Early Years Foundation Stage, Key Stage 1 and Key Stage 2. We adhere to Department for Education statutory guidance relevant to these key stages and are in full agreement with the guiding principles laid down in the Early Years Foundation Stage Statutory Framework and the statement of aims included in the National Curriculum Handbook for Primary Teachers in England:

Early Years Foundation Stage (EYFS) Statutory Framework

Four guiding principles should shape practice in early years settings. These are:

- *every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured*
- *children learn to be strong and independent through positive relationships*
- *children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time*
- *the importance of learning and development. Children develop and learn at different rates.*

The national curriculum in England Key stages 1 and 2 framework document September 2013

Statement of aims:

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Subjects

Areas for learning and development in the EYFS:

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics

- understanding the world
- expressive arts and design

In Years 1 - 6 we teach the following national curriculum subjects:

Core subjects
English
Mathematics
Science
Foundation subjects
Art and design
Computing
Design and technology
Languages (Key Stage 2 only)
Geography
History
Music
Physical education

In addition to the above, we teach Religious Education (RE) and Personal, Social and Health Education (PSHE), which includes Relationships and Sex (RSE) Education, to all classes.

We recognise and promote the key importance of the core subjects and developing the children's expertise in reading, writing and mathematics. We understand the huge benefit to all children of becoming confident and secure readers; we prioritise the acquisition of early reading skills in EYFS and Year 1 and use the phonics scheme Little Wandle to shape this work.

Organisation and Planning

Progression of Knowledge and Skills

Subject Leaders have developed progression of knowledge and skills documents which outline the intent, implementation and planned impact for each subject, these have been agreed by the Senior Leadership Team. These documents are designed to reflect the evidence from research and to ensure that prior knowledge is built upon in each subject. Each subject is taught discretely, knowledge and skills may be taught in a cross-curricular way when this approach is purposeful and adds to children's understanding of the world. We recognise the importance of subject specific vocabulary and this will be developed in each year group.

Curriculum Design for Key Stage 1 and Key Stage 2

Each year group will cover a broad range of subjects and themes. In the foundation subjects topics tend to last a term. Some subjects eg History and Geography are taught every other term (three out of six).

We aim to provide meaning to the pupils' learning. This is done by:

- Where possible using our local context to give the learning relevance to the pupils
- Providing clear purpose to learning and making links to other subjects whilst maintaining subject discipline
- Building towards end points
- Reviewing prior learning in the subject and exploring how it links to current learning
- Using a range of teaching styles to support all learners

We use a range of professionally produced schemes to frame our planning. Schemes are bought in following research by Subject and Senior Leaders so that we can be assured that they meet the requirements of our planned school curriculum. Further detail can be found in the appendix.

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.

Medium Term Planning and Website Overviews

Class teachers produce termly medium-term planning and website overviews which detail the objectives to be taught for each subject within the term.

Short Term (Weekly) Planning

Weekly planning, written by class teachers, consists of a timetable showing the learning objectives and tasks for the week by subject. This whole document will be about two sides of A4 (typed).

Shared Staff Drive

Subject Progression of Knowledge and Skills documents are saved in:

Staff Shared/CURRICULUM/PROGRESSION DOCUMENTS

Long term, medium term and weekly planning documents are saved in:

All Planning and then the relevant academic year folder

Progression of Skills and Knowledge documents and Long-Term planning documentation will be reviewed annually by subject and senior leaders, any changes are to be made during this process. Outside of this review, documents are to be adhered to as laid down in order to maintain integrity to our planned schemes of learning.

Timetabling

The children's school day is 6 hours 40 minutes; 8.35am – 3.15pm which includes registration, assembly, break and lunchtime as well as teaching time.

The amount of time for teaching is 5 hours – this includes transition time and changing for PE.

Time	Activity	Teaching Time
8.35am	Children arrive, they must be in class by 8.45am	
8.45am - midday	Morning lessons with a 15 minute break	3 hours
12midday – 1pm	Lunchtime	
1.00 - 2.50pm	Afternoon lessons	1 hour 50 minutes
2.50 – 3.05pm	Assembly	
3.05 - 3.15pm	Afternoon lessons	10 minutes
3.15pm	Dismissal for end of the school day	
	Total Teaching Time	5 hours
Other time within the school day		
8.35 – 8.45am	Arrival time – registration, meet and greet and settling in	10 minutes
15 minutes at some point	Morning break	15 minutes
12.00 – 1.00pm	Lunch	1 hour
2.55 – 3.05pm	Assembly	15 minutes

	Total	1 hour 40 minutes
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Careful consideration must be given to what is taught between 8.35am and 8.45am so that children who arrive closer to 8.45am do not consistently miss out on curriculum provision.

Typically, daily English and mathematics lessons will take place each morning with foundation subjects being delivered in the afternoons. There is some flexibility around this depending on the schedule for PE.

Ten minute Storytime (teacher reading a text to the children – which could be narrative, poem or non-fiction) will happen in all classes everyday.

Drop Everything and Read (DEAR) time also takes place daily in all Key Stage 2 classes.

Measuring Success – Impact

As a result of our curriculum and its delivery, pupils will make good or better progress from their starting points. Curriculum progression documents give clear end points for each year group. These will form the basis of teachers’ formative assessment in each subject. Summative assessment data – using 21 Steps – is captured each term for reading, writing and mathematics in Year 1 – 6. Reception class summative data is captured termly using ‘Progression towards the new ELG and Beyond’ (see also Development Matters).

Home Learning

We believe in the importance of parental involvement and seek to provide guidance for parent/carers on how they can help their children to improve with their reading, this includes helping children to develop a love of reading through exploring story books, poetry and non-fiction.

All children need to demonstrate rapid recall of all times tables by the end of Year 4 so we value parental support in assisting their children to learn these facts in the preceding years.

Teachers give out home learning books on a Friday with work to be returned the following Wednesday. Home learning comprises a grid which is given out at the beginning of term consisting of a range of tasks linked to the learning for the term; families choose which to do and when.

Pedagogy and Training

As a school we will be using the works of Tom Sherrington and Olive Caviglioli to develop our practice during the academic year 2023-2024. Sherrington and Caviglioli’s work is captured in their book entitled ‘Teaching Walkthrus Five Step Guides to Instructional Coaching’. Their work harnesses the ideas from

cognitive science and other areas of research. Their combination of visual images and complementing technical professional guidance is extremely accessible and will be explored in Professional Development Meetings (PDMs) throughout the year.

Sherrington and Caviglioli have curated techniques as laid down by:

Barak Rosenshine '10 Principles of Instruction' (2010);

Dan Willingham 'Why Don't Students Like School?' (2009);

Shimamura 'A Whole-Brain Learning Approach for Students and Teachers' (2018 free online);

William et al 'Five formative Assessment Strategies' (2005);

Ron Berger 'An Ethic of Excellence'.

Aspects to be explored include: Behaviour and Relationships; Curriculum and Planning; Explaining and Modelling; Questioning and Feedback; Practice and retrieval.

Teaching staff will be supplied with a copy of Walkthrus.

Behaviour for Learning

We will be undertaking school-based training using Paul Dix 'When the Adults Change Everything Changes' the principles of which will be used to inform our whole school Behaviour Policy and practice.

Roles and Responsibilities

The role of the governing board

The governing board will monitor the effectiveness of this policy and hold the Executive Headteacher and Head of School 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
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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

The role of the Executive Headteacher and Head of School

The Executive Headteacher and Head of School are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board 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
- They monitor teaching, learning and outcomes in all subjects in order to plan effectively for CPD etc

The role of the subject leaders

The subject leaders will

- Ensure that plans are in place for a broad and balanced curriculum which meets the needs of all learners - including those with special educational needs.
- Provide an expert lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in their subject area
- Provide efficient resource management of the subject

The school gives subject leaders non-contact time so that they can carry out the necessary duties involved with their role; it is the responsibility of the subject leader to request this time according to need. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. Subject leaders should review the way the subject is taught in the school and plan for improvement, this may be working alongside a member of the Senior Leadership Team.

Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning objectives are clear and that progression is planned into schemes of work and seen within books.

Subject leaders will report outcomes of monitoring undertaken to the Senior Leadership Team so that these outcomes can feed into yearly action plans. Subject leaders may also report to governors. Subject leaders for English and Mathematics receive termly 21 Steps Data; they should analyse this data and action plan accordingly.

The role of teachers and class-based support staff

Teachers and teaching assistants will deliver the curriculum aims as laid down in the school curriculum documentation (outlined above) and the content as laid down in the school agreed planning and/or syllabi.

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:

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- Pupils who grasp new learning quickly

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.

Monitoring Arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings with/reports from subject leaders
- Class visits
- Policy reviews
- Termly pupil data review
- Pupil voice

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

- Reviewing planning
- Learning walks
- Lesson Observations
- Book scrutiny
- Seeking pupil and staff voice
- Analysing data (if applicable).

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

This policy will be reviewed annually.

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 and information report
- Equality information and objectives

Curriculum Policy Appendix

Subject	Scheme of Work
Phonics & Reading EYFS	Little Wandle
Phonics & Reading Y1	Little Wandle
Reading Y2	St Margaret's at Cliffe CP School Text Maps and Little Wandle
Reading KS2	St Margaret's at Cliffe CP School Text Maps
Writing	Talk for Writing
Handwriting	Letterjoin
Spelling EYFS and KS1	Little Wandle
Spelling KS2	No Nonsense Spelling
Mathematics	White Rose Hub
Religious Education	Kent Agreed Syllabus
Science	Kent Primary Science Scheme of Work – Andrew Berry
Art	St Margaret's at Cliffe CP School Progression of Skills documents
Design Technology	St Margaret's at Cliffe CP School Progression of Skills documents
History	St Margaret's at Cliffe CP School Progression of Skills documents
Geography	St Margaret's at Cliffe CP School Progression of Skills documents
PSHE	Jigsaw
Computing	Purple Mash
MFL	Twinkl
Music	Kapow
PE	St Margaret's at Cliffe CP School Progression of Skills documents