

Caythorpe Primary School

Curriculum Policy

Purpose: This policy reflects the values and philosophy of the school in relation to the intentions, implementation and impact of the curriculum at Caythorpe School.

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Introduction

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge, skills and understanding to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative, within a school (**implementation**) and for evaluating what knowledge and understanding pupils have gained against expectations (**impact/achievement**).

At Caythorpe Primary School our collective vision is “inspiring the future”. To achieve this, we believe our curriculum should;

- meet the needs of all children whatever their ability and promote a passion of learning and willingness to explore.
- should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society – developing and promoting cultural capital.
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life empowering them to meet life’s challenges

It includes not only the formal requirements of the National Curriculum (a set of subjects and standards used to ensure that children learn the same things and achieve the standards set out), but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes a ‘moral curriculum’, to promote empathy and gratitude, those aspects of development that children learn from the way they are treated and expected to behave (our school values).

Mission

At Caythorpe our vision is that the school is a happy place where children are individuals, cared for within a supportive, secure and creative environment. We endeavour to promote positive relationships where both staff and children can inspire each other to achieve their full potential. The curriculum is a powerful tool that promotes ‘a passion for learning’ and willingness to explore and the time to have fun. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on our ‘Golden Values’. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Caythorpe Primary School is evolving according to the needs of our children and to the aspirations of the staff and community.

Intentions/Aims

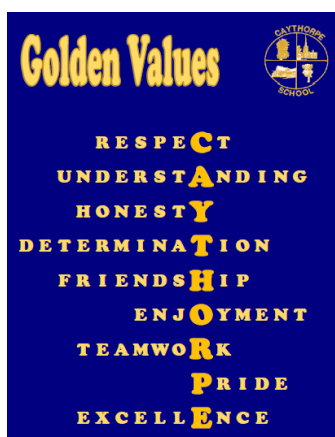
At Caythorpe School we aim to:

- To teach a fun and enriched curriculum within stimulating and exciting environments, packed full of inspiring experiences and opportunities.
- To encourage enthusiasm and enjoyment whilst being active and making healthy lifestyle choices; creating lifelong positive attitudes towards sport, exercise and being outdoors.
- To create opportunities for children to explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world.
- To recognise, understand and engage the laws, morals and traditions that underpin the British values

- To develop well-mannered children who understand right from wrong and can make positive choices
- To be fully involved with all aspects of local life and mutually supported by the community.
- To provide a supportive environment which ensures staff are: happy, motivated, confident, dedicated, valued and want to achieve the highest possible standards for the children.

Golden Values

At Caythorpe Primary School, our curriculum is underpinned by our Golden Values.



Our Golden Values are referred to throughout all aspects of school life and both staff and children are highlighted for displaying them. Golden Values are rewarded to individual pupils who have demonstrated certain values throughout the year in our end of year awards ceremony.

Our teachers ask learners to undertake positions of responsibility around school, as we believe that children understand values by seeing them in action in others. These include:

Classroom monitors, school council, playground leaders (Active Ambassadors), dining hall helpers, the Eco-Team, first aid monitors and house captains.

Planning the Curriculum

We use themes to develop a curriculum that is exciting for the children and provides coherence between content, skills and the development of critical thinking skills. To reflect our enquiry based curriculum our themes all have a question as their title. The question provides an opportunity to harness the interests of our children, building in motivation and deeper immersive learning. We typically plan to complete a theme once per term on an appropriate and engaging subject as recommended in the National Curriculum. The theme may incorporate history or geography, music, design technology, science and art as well as the development of responsible citizenship, but will have a strong emphasis on the development of Key Skills and knowledge within each subject. When there is not a natural link between the chosen theme and the subjects in question we ensure that each subject taught, either during a different theme in which there is a natural link, or as a discrete unit of work. An overview of the themes taught in each year group is always available on the school website.

Currently, we plan our curriculum on a rolling two year programme reflecting the fact that we have mixed age classes. We plan in four phases:

(1) [Hierarchy Documents](#) (Strategic Planning)

This details all the objectives/key skills of the National Curriculum for **all** subjects across **all** year groups. This document ensures that we are meeting our statutory responsibilities and that we are planning for progression. It outlines the skills to be taught and outlines progression throughout key stage 1, lower key stage 2 and upper key stage 2. These hierarchies are also mapped across subjects so subject leaders and class teachers know which hierarchies are taught when.

(2) Annual Curriculum Overview of Topics (Long Term Planning)

Each key stage produces a [long term plan](#) before the start of the year. This details the work that will be done over the course of the year, with detail for each subject in each term. A “Big Bang” to begin a topic is planned as well as an intended outcome or celebration of learning at the end of a topic. Special events, trips and highlights are included. These maps are produced in accordance with the requirements of the skills and knowledge from the hierarchy documents. They may be used in subsequent years with only minor alterations. A yearly overview is shared with parents as a class letter including any shared reading texts and other important class information.

(3) Termly Planning (Medium Term Planning)

[Curriculum Subject Overviews are in place for each subject](#), in accordance with the Annual Curriculum Map. This gives more detail regarding the activities and learning that the children will take part in and paces the learning across the term. Termly planning may be used in subsequent years but is likely to change in response to the requirements of new cohorts and to local, national and global events. This termly overview along with curriculum maps of each subject is used to create medium term planes for each topic/subject area to be taught in the term.

(4) [Weekly Planning](#) (Short Term Planning)

All teachers produce weekly plans for maths, literacy, science and topic. These detail daily learning objectives, ideas for whole class teaching and for independent and group activities, and opportunities for teachers and support staff to reflect and note down comments on children’s progress. Teachers are required to plan using a standard format but are not required to plan in detail before the start of the week. The plan should be seen as a working document which is added to and amended in response to Assessment for Learning and the ongoing needs of children within the class. These plans are seen as an integral part of good and outstanding teaching. Whilst ideas from weekly plans may be used again, the plans themselves are unlikely to be recycled due to the diversity of needs and abilities within different cohorts.

Implementation of the Curriculum

Maths

At Caythorpe we use the White Rose Maths Hub mastery schemes of work for progression. We assess using Star Assessments from the online Renaissance platform, teacher assessment and Maths Hub tests throughout the year. The Star tests give teachers accurate, actionable data about what pupils know and what they are ready to learn next, informing future planning and teaching. We subscribe to the Times Table Rock stars online learning platform which children can access at home

Phonics

Early reading at Caythorpe is taught following “Little Wandles letters and Sounds Revised.” Children are taught the names of the letters and the sounds that letter make. This gives children the knowledge

they need to develop as readers. From Reception and Year 1 we teach phonics in phases from 1-5. Children are taught in groups and they will move to the next phase as they become more secure with the sounds, this includes recognising sounds within words while reading and applying their sounds into their writing.

Reading

At Caythorpe we teach reading using a whole class reading strategy as well as identified groups at times, using banded/graded books covering all genres. Reading activities are varied and are recorded in a Reading Journal (whole class or individual). Our teachers regularly update our classroom reading areas with topic themed books and author book boxes to compliment current topics or genres of study. Pupils are assessed using the Star Assessments from the online Renaissance platform. Each child can choose books within their reading range to read independently and/or share at home depending on the ability of the child as we value our families help support with reading at home. Learners need the space and time to make choices about books, and to discover authors and texts they might not get chance to look at outside of school. Our teachers check pupils are reading books that will challenge them, and create exciting reading areas around the school. After reading a book pupils have opportunities in school to take a quiz on the book they have read. Accelerated Reader is a powerful tool for monitoring and managing independent reading practice, motivating students to read for pleasure and assessing children's understanding of the texts they read.

Writing

At Caythorpe we use a book based curriculum. This means each half term we study a new fiction, non-fiction or poem in each class, and teachers generate writing opportunities out of this. We look at comprehension skills, grammar skills, planning for writing and extended writing each week, to give us a regular routine that helps us build up competency. We work hard on handwriting and presentation, and edit our work carefully to improve it. We assess writing termly setting pupils independent writing activities which are written in a "Wow writing" journal. This enables class teachers to see progress in writing throughout a child's time at Caythorpe.

Foundation Subjects

Our teachers plan foundation subjects using the Hierarchy documents, which show what we should be learning in each age phase in each subject. They check our learning against these, and subject leaders check that they are doing this correctly. They keep a record of how each class is doing in each subject, including who is secure in the areas and who is working at age related expectations. We learn from a challenging curriculum, which encourages us to develop independent thinking skills and questioning. Teachers plan a wide variety of educational visits out including residential trips, visitors into school and organise exciting focus weeks and events. Where they can they try to link our maths and English learning into our topic work.

The Foundation Stage

In Reception, your child will follow the Early Years Foundation Stage (EYFS) curriculum. This sets the standards for the learning, development and care of your child. Your child will mostly be taught through games and play.

The areas of learning are:

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

- literacy
- mathematics
- understanding the world
- expressive arts and design

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. During the children's first term in the reception class, their teacher completes a base line assessment and records the skills of each child. This assessment forms an important part of the future curriculum planning for each child.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more complex, we involve the appropriate external agencies and consider if there is a need for an Education, Health and Care Plan (EHCP) when making this assessment. We provide additional resources and support for children with special needs.

Social, Moral, Spiritual and Cultural Education

At Caythorpe we have adopted a mindfulness approach to the delivery of PSHE and SMSC throughout the school. We have adopted the Jigsaw scheme of work. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

We recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of our school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments. We promote "British Values" through our spiritual, moral, social and cultural education which permeated through the school's curriculum and supports the development of the "whole child". We recognise that such development is most successful when those values and attitudes are promoted by all staff and provides a model of behaviour for our pupils.

Extra-Curricular Opportunities and Enrichment

We offer as many extra-curricular activities as we can, as we recognise the benefits they can have to health and well-being. Some activities take place at lunchtime, but others take place after school. Outdoor adventurous activities form part of the delivered PE curriculum. This may involve problem-solving or team-building activities in the school grounds as well as formal activities such as orienteering. In addition we plan for our older children to experience adventurous activities away from the school site by organising residential visits. Visits are often planned to enhance the taught curriculum and are designed to excite children's interest and imagination. These may involve visits to museums or theatre or to special activity days. We make regular visits to the local high schools in support of our curriculum, sports and transition.

Impact – Measuring the implementation of our intentions

Roles and Responsibilities

The school has Maths and English subject leaders. It is the role of these leaders to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives.

The day to day coordination of all other subjects is performed by teams. These involve all teaching staff. The Team Leaders ensure that the curriculum specified within their team is covered and that the progression made matches that expected for the year groups.

National Curriculum and Skills

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. Children are tested using National materials including the Early Years Foundation Stage Profile (using Tapestry), Year 1 phonics screening and end of Key Stage Tests (SATs). We intend the impact is that children will be academically and physically prepared for life in high school and in modern Britain and the wider world.

Learning Behaviours – Building Learning Power

Building Learning Power (BLP) is an approach, created by Guy Claxton, to help young people to become better learners, both in school and out. It is based on the idea that we are all capable of becoming better learners.

Key Concepts include:

- Helping pupils to help themselves become better learners
- Developing pupils learning habits
- Preparing young people for a lifetime of learning

At Caythorpe Primary School we strive to be the best we can be, recognising that we all have different strengths and interests. We believe that BLP is supporting us in developing a common language for learning across the school. The language is used in all classrooms, with all children. This helps everyone talk about understanding learning to learn. We hope that this understanding will begin to spill over into life outside school and children will use their learning language in their everyday lives.

Developing learning power means working on four aspects of learning:

Resilience – being ready, willing and able to lock on to learning.

Absorption, Managing Distractions, Noticing, Perseverance

Resourcefulness – being ready, willing and able to learn in different ways.

Questioning, Making Links, Imagining, Reasoning, Capitalising

Reflectiveness – being ready, willing and able to become more strategic about learning.

Planning, Revising, Distilling, Meta-learning

Reciprocity – being ready, willing and able to learn alone and with others.

Interdependence, Collaboration, Empathy and Listening, imitation

Effects BLP has on pupils learning include:

- Raised achievement
- Improved behaviour
- Increased motivation
- Supple learning minds
- Increased enjoyment in learning

- Established habits of lifelong learning
- Enhanced creativity

Our intention to “Inspire the future”

The impact will be that our learners will have fully rounded characters with a clear understanding of the school values respect, understanding, honesty, determination and resilience, friendship, teamwork and collaboration and pride. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

Our intention to ensure Social, Moral, Spiritual and Cultural Understanding

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.

Monitoring and Review

Our governing body monitors the curriculum via the school development, curriculum policy, visits to school and feedback from members of the school community. In this way they are able to ensure that progress is made in the development and enhancement of our curriculum

The Senior Leadership Team is responsible for the day to day organisation of the curriculum. The head teacher, senior staff and subject leaders monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and monitor the way subjects are taught throughout the school.

Appendix 1: Curriculum Statements of Intent

English: We aim for all of our pupils to be articulate speakers, readers and writers who can transfer their English skills to other subjects, and are prepared for the next steps in their learning.

Maths: To provide our pupils with a mastery approach to maths, which equips them with the confidence to tackle calculation, reasoning and problem-solving skills in a real-life context.

Science: We aim for all our pupils to have enquiring minds and to have the confidence to ask questions to stimulate scientific thinking. Teachers aim to nurture curiosity and develop children's scientific vocabulary to give them the confidence to form their own scientific investigations and explanations.

RE: We aim to engage and challenge our pupils through enquiry-based learning activities, authentic religious materials and a balance of theology, philosophy and human and social sciences. This will enable our children to be religiously literate and to be able to hold balanced and well-informed conversations about religions and beliefs whilst reflecting on their own experiences and spiritual development.

PSHE: To maximise the outcomes for every child so that they know more, remember more and understand more, becoming healthy, independent and responsible members of a society who understand how they are developing personally and socially; learning about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Physical Education: We will provide all children with high quality PE opportunities whilst encouraging the children to achieve their potential as well as developing physically active and healthy habits for life.

Art and Design Technology: Art and Design Technology we will enable children to develop their individual creativity, express their ideas and understanding whilst working individually and collaboratively with others.

Computing: We aim for the children to leave their Primary education with the ICT skill set to keep their knowledge up to date in the ever-changing digital technology landscape.

Music: We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

History: We will develop children's experiences and understanding of History, including their personal history. We will ignite their curiosity about the wider world and encourage them to use Historical language

Geography: We aim to inspire our pupils to explore the physical and human aspects of our planet, understanding the geographical processes, and being able to engage with others to help solve issues on local, national and international levels.

MFL (Modern Foreign Languages): All children will have the opportunity to understand and respond to spoken and written language from a variety of authentic sources in particular French to speak with increasing confidence, fluency and spontaneity.

EYFS (Early Years Foundation Stage): We aim to provide a safe, secure, playful and nurturing environment where our children feel part of a family enabling them to thrive and develop a lifelong love of learning. Developing children's emotional, spiritual and language development is at the heart of what we do. We aim to give children the best start in life working closely alongside their families. Together we can do more.