

Policy updated: September 2021

To be reviewed: September 2022

Curriculum Intent

At Misterton Primary School the **children are at the heart** of everything that we do. Through the application of an **ambitious, vocabulary rich** National Curriculum we embed sequenced skills, knowledge and understanding. Beyond this, our children engage in the shaping of the curriculum we teach, to motivate and inspire a **love of learning**.

The school community ensures that each child's **wellbeing** is supported and strengthened to create **healthy, kind and respectful citizens** for the future. Through this, individuality is nurtured and celebrated. Our local position and context is used as a key resource within our curriculum as a base to explore the **diverse** wider world through **cultural capital**.

The children are reflective of when to actively deepen their learning by having **aspirations** of themselves in order to achieve highly. Through a **growth mind-set** approach children's **resilience and independence** prepares them for the transition into the next stage of their learning and the whole child is developed.

As a school we believe that we:

- Not only follow the National Curriculum, but also offer a wide range of extra-curricular activities that help to enrich the experiences of the children in our care.
- Encourage the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.
- Value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

- Value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- Value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- Value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Parents/Carers will:

- Make sure the child arrives at school on time - 8:45am.
- Make sure the child attends regularly and provide a note of explanation if a child is absent.
- Provide appropriate clothing and equipment for each day, labelled with the child's name.
- Attend parent consultations.
- Support the child in ensuring any homework is completed and returned on time.
- Promote positive behaviour in partnership with the academy by setting aspirations and expectations with their child.

Children will:

- Listen to the teacher and follow instructions
- Feel able to ask questions and guide the curriculum alongside their teachers
- Treat school property and other people's property as carefully as they would treat their own
- Be kind to others
- Keep their hands and feet to themselves
- Move around school safely

Aims and objectives

The aims of our school curriculum are:

- To ensure that our pupils' needs and ideas drive the design of the curriculum and planning.
- Cover the statutory but also what the pupils need, giving time to what is happening in the world and in the news.
- To ensure the standards of attainment are high and that children reach their full potential.
- Raise standards by making them clear in the expectations we set for the children.
- To make sure that all children experience success.
- To build on what children already know and can already do.
- To ensure progression, this means that the children make good progress.
- To provide a stimulating environment in which children develop positive attitudes to learning in line with the display policy.
- To develop children's positive attitude towards learning so that children enjoy coming to school, as well as develop high self-esteem, motivation and interest.
- To develop communication skills through working with others in classes, across the school and with other children from other schools.
- To teach children about their diverse developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage and build upon their own cultural capital.
- To enable children to be positive citizens in society
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong.

Organisation and planning

- We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught over the course of the academic year, and to which groups of children. We review our long-term plan on an annual basis.
- With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.
- Our short-term plans are shown in the form of a Weekly Timetable that our teachers write up on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify

what resources and activities we are going to use in the lesson dependent upon the class and individual needs from previous sessions.

- In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- At Key Stage 2 the curriculum at our school places a strong emphasis on the core and foundation subjects. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.
- All planning is done with our key driver - 'Wellbeing' - in mind.

INCLUSION

Equal Opportunities

- All children at Misterton Primary and Nursery School will have access to the whole curriculum regardless of race, gender and socio-economic or disability background. Teachers' planning and assessment will ensure that this happens.
- Teachers will also differentiate tasks in order to ensure that children have an equal opportunity to access their education.

Children with Special Educational 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 these 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 severe, we if necessary, use the support

provided by Teaching Assistants, and we involve the appropriate external agencies

- The school provides a Plan for Supporting Educational Needs for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Foundation Stage

- The curriculum that we teach in the Foundation Stage meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- 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 FS1 class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.
- As a school we are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Parental Involvement/Homework

- Children will take homework home in line with the Homework Policy. This will include reading where there is an opportunity for parents to experience and comment on the reading the child does.
- Each Class will send out termly topic coverage letters and a newsletter, both informing parents about what learning will be and has been covered.

- All parents are given information on their child's progress in the curriculum at parents' evenings and through an annual written report.
- Information on the SATs tests, including dates and timetables, will be given to parents through a meeting at the end of the Spring term.

The role of the subject leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject to ensure development of continuity and progression across Key Stage 1 and Key Stage 2
- To ensure that all pupils receive a broad and balanced curriculum and that all the objectives are met.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress in that subject area.
- Monitor and evaluate planning and practices across the school, providing feedback as and when appropriate.
- Provide efficient resource management for the subject.
- To maintain a co-ordinator's file and attend co-ordinators' meetings when appropriate.

The school gives subject leaders of English and Mathematics as well as the SENCO non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader 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.

Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to show the

achievements of children at each key stage and to give examples of expectations of attainment.

SUBJECTS:

English

We aim to help children to develop a love for the English language through the spoken and written word. We recognise that English is a core subject within the National Curriculum and a pre-requisite for educational and social progress.

Mastery over the language empowers children to communicate; creatively and imaginatively, as well as allowing them engagement with the world at large.

We aim to develop children's abilities within an integrated programme of Speaking and Listening, Reading and Writing. Children will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and practise taught literacy skills.

Mathematics

Mathematics provides a way of making sense of the world. It can be used to analyse and communicate ideas and to tackle problems. It can be an enjoyable and satisfying activity in itself. We aim to enable children to:

- Become as numerate as possible.
- Calculate mentally, in written form or with a calculator accompanied by quick recall of basic number facts.
- Become aware of the importance of mathematics in other curriculum areas and in real life situations.
- Develop the use of mathematical language.

Knowledge and Understanding

Misterton Primary and Nursery School will:

- Prepare children for the rights and responsibilities of citizenship
- Develop the children's social and moral self
- Promote self-knowledge of the world
- Develop critical awareness of social, moral, legal and political issues.

Skills

Misterton Primary and Nursery School will:

- Develop reflective, critical thinking, rational discussion and problem solving
- Promote democratic decision-making.

Attitudes and Values

Misterton Primary and Nursery School will:

- Promote self-respect and respect for others
- Encourage respect for democracy, justice, law and human rights
- Develop social and moral responsibility

Assessment

Assessment is recognised as an integral part of the learning process and the range of assessment tasks, utilised by staff reflects the requirements of the National Curriculum and Curriculum Guidance for the Foundation Stage.

- Refer to the Assessment Policy for more details

Monitoring and review

Through the curriculum co-ordinator and Head Teacher meetings feedback is discussed and future actions determined. These actions are shared with staff at staff meetings.

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

We have named governors for all areas of the curriculum. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

The Head Teacher is responsible for the day to day organisation of the curriculum. The Head Teacher and Senior Leadership Team monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Timetables

- Timetables will be written by the class teacher.
- Timetables are displayed in all classrooms and follow our school agreed timings.

Visits/Visitors

Through our curriculum we will provide our classes with the opportunity to go on a paid visit each year. They will also be able to go on up to one local visit per term with no cost. Visitors for educational purposes will also be invited at least once per term.

Visits and/or visitors will always have a specific focus and be beneficial to the on-going education and development of the children.

Extra-Curricular Activities

We aim to provide a wide range of extra-curricular activities including:

- Football Club (Y4-6), which runs weekly
- Young Voices (Autumn & Spring Terms)

- Cricket Club (Run by Evolve)
- SATS Booster (Y2&6 - Spring Term)
- 780 Football Coaching
- Art Club
- Sewing Club
- Games Club
- Netball Club, which runs weekly
- Multi-skills (Evolve)