

# Curriculum Policy



2022

Review: September 2023 – unless there are changes required sooner, in which case this policy will be reviewed earlier.

## **Curriculum Intention**

### **Curriculum Aims**

The Grange Primary School aims to provide children with a rich, broad, ambitious and varied curriculum, which promotes successful learners, confident individuals and responsible citizens. We tailor our curriculum to the needs of our pupils, with an aim to develop skills in enterprise, independence and creativity, knowledge of the world and emotional awareness, thus preparing our children for living in modern Britain. Our curriculum aims to inspire and challenge all learners and prepare them for the future.

### **Equal Opportunities**

Our policy is to offer a curriculum to all, including disadvantaged, those with SEN-D, Gifted and Talented, and all other groups. Every child has the entitlement to access a rich and varied curriculum tailored to individual needs, enabling them to thrive together.

### **The Early Years Foundation Stage Curriculum Design and Coverage**

The Early Years Foundation Stage applies to children from birth to the end of the reception year.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

#### *Learning and Development*

There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Communication and Language plays a key role in underpinning all areas of Early Years Foundation Stage.

#### *Prime Areas:*

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

### *Specific Areas:*

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In order to ease transition between Foundation Stage and Key Stage 1, a greater emphasis has been placed on raising the profile of foundation subjects through provision in Early Years. Subject leads are expected to work closely with Foundation Stage to support coverage of their subject in order to identify and embed the necessary building blocks of knowledge, skills and experiences needed in order for children to access and achieve within the National Curriculum in Key Stage 1 and Key Stage 2. The Early Years' Long and Medium term plans follow the progression of skills outlined in the Curriculum Handbook. Whilst these plans are structured to include key learning points, they offer flexibility for child-initiated learning. Additionally, Philosophy for Children is embedded in the Early Years provision, through high quality learning opportunities and questioning and talk, thus allowing children to deepen their learning, create connections and develop crucial speech and language skills at an earlier stage in their schooling.

### **Key Stage One and Two Curriculum Design and Coverage**

The Grange Primary School follows the 2014 National Curriculum, which aims to ensure that children leave Key Stage 2 'secondary ready'. Throughout Key Stages 1 and 2 the core subjects are English, Mathematics and Science. The Foundation Subjects are: art and design, citizenship, computing, design and technology (including enterprise and cooking), geography, history, languages (KS2), music and physical education. We also teach Personal, Social and Health Economic Education (PSHE) through Jigsaw and Religious Education following the local authority agreed syllabus. Philosophy for Children is embedded into all our teaching, through high quality lessons, opportunities, questioning and talk, thus allowing children to deepen their learning, create connections and develop speech, language and debating skills.

English, Maths and Science are taught explicitly and we aim to then use the core subject skill and embed it within the wider curriculum subjects. The teaching timetable is flexible to ensure children make progress in English, Maths and Science.

We are dedicated to delivering the requirements of both the Early Years Foundation Stage Framework and the Core Subject Key Stage 1 and Key Stage 2 National Curriculum in a purposeful, functional, adaptable and rewarding way. We deliver the coverage of the National Curriculum through topics each term and aim to make the children's learning immersive and cross curricular; we embed core English and Maths skills in foundation

subjects and aim to promote a love of reading across all subjects and topics. A progression of core skills can be found in the corresponding subject overviews.

Subject leaders have structured and organised the curriculum delivery year by year to ensure that the content of the curriculum is sequenced in a manner which enables children to make progress. This is evidenced in the Curriculum Handbook for teachers to use at the planning stage. In addition, each subject has its own progression document, which highlights the desired skills and outcomes for each year group whilst also demonstrating the prior knowledge children have acquired and their next steps as they progress through school. Children will be provided with the knowledge they need for subsequent learning so that their knowledge is meaningful and transferable. This includes knowledge of subject vocabulary, events, people and places, concepts and procedures. Through careful curriculum planning, it is hoped that we will reduce knowledge deficits.

Pre-teaching and same day intervention is used in English and Maths to address any emerging gaps in learning before they impact on long term learning.

For detailed information on year by year topic and curriculum coverage, please refer to the school's long and medium term planning documents and foundation stage coverage documents, which are available on the website.

### **Religious Education**

(a) Religious Affiliations - the school is not affiliated to a particular religious denomination.

(b) Religious Education and Collective Worship -the school's religious education programme uses the guidelines of the North Lincolnshire's Agreed Syllabus which has a multi-faith 'dimension'.

There are weekly assemblies for every child which includes either hymn singing or an act of collective Worship of a broadly Christian nature appropriate to the family background, ages and aptitudes of the pupils. Account is also taken of other teaching and practices of other principle religions in Great Britain. Emphasis is placed on developing a caring and tolerant environment in which children accept responsibility for their own actions, understanding that they all have a part to play in creating an excellent school, where all have a chance to grow and flourish. We want children to be aware of moral values, develop self-control, be kind, considerate and respectful of other people's feelings and culture.

From time to time, parents are invited to share in any seasonal celebrations.

The school will make arrangements for parents to exercise their statutory right of withdrawal of their children from religious education if this is their wish. We ask that this should be done formally in writing.

## **SRE and Health Education**

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Sex Education is taught in accordance with the Local Education Authority's guidelines – minimal content is taught through Science and PHSE (Jigsaw) by the class teacher. The content of lessons is age-appropriate and children's questions are answered individually and honestly. Learning about relationships is an important part of our PSHE Curriculum. The school nurse is available on regular visits to school to advise on all health issues. The Head of Pastoral Care and Inclusion will support the sex education programme as appropriate. Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education.

Children are taught to care for their bodies, ensure their own health and safety and know what to do in emergencies. A range of materials is used to teach personal, social and emotional education to develop children's understanding of issues that affect them personally. The school has achieved the Healthy Schools Standard and continues to encourage Healthy Lifestyles for all our pupils.

For more information about the National Curriculum please visit:  
<https://www.gov.uk/national-curriculum/overview>

## **Curriculum Drivers**

To deliver and enhance the curriculum, we create a bespoke design around four key areas of focus which we feel our pupils need the most based on their context and locality. These are used to drive our teaching and learning in all subjects:

1. Knowledge of the world
2. Enterprise
3. Independence (including creativity)
4. Emotional Awareness.

*Knowledge of the World:* Many of our pupils are not exposed to life beyond their immediate environment. In order to appreciate others within the diverse and complex society in which we live in, we need to make additional efforts through our curriculum design and focus of teaching. This is to ensure that our curriculum appropriately meets the needs of our children, making sure that they are exposed to the various diverse and cultural compositions

that constitutes modern day Britain and the wider world. They learn about Britain and the wider world through their topic curriculum, with teachers considering the current knowledge and experiences that the children have when planning, making lessons relevant to them. We use visits to enrich our curriculum and enable children to travel and appreciate a broad range of experiences. The use of technology enables teachers to open the doors to the world for our children, providing them with skills, interactive and virtual experiences.

*Enterprise:* If our children are to improve their inherent demographic, then being entrepreneurial and astute is vital. We aspire to break the deprivation cycle for our children and overcome their intrinsic social barriers. Through enterprise, we aim to develop our children's aspirations, which are often very low as a result of the social context of the locality. Growing aspirations and providing the skills for our pupils to thrive, we believe that we are preparing our children for a positive future. In today's world, we believe that it is crucial that children develop a sense of enterprise and the broad range of skills that this encompasses. Within all areas of the curriculum children are given opportunities to share and explore ideas, become critical listeners, learn to present information to others, solve problems and develop skills in enquiry and control. Within this, vital enterprise skills are taught to the children to enable them to be successful innovators and creators and be able to manage risks and develop resilient attitudes.

*Independence (including creativity):* Pupil independence and creativity is central to the school ethos because historically our children's starting points when they enter school are significantly below what is expected of a child of their age, in all areas of learning and development. If we want them to take ownership of their learning, we need to teach them to be independent and creative thinkers. We appreciate that all children are individuals and may excel in a range of different subject areas from one another. Therefore, promoting independence and creative thinking is important. This goes hand in hand with our promotion of Philosophy for Children, which enables children to develop the necessary skills to be confident with their creative thinking. In our aim to develop independence, we have adopted the '5Bs'; Brain, Bits and Bobs, Buddy, Boss, Behaviour (positive learning behaviours), thus motivating children and ensuring persistence in the face of difficulties. We aim to build within children a set of positive personal traits, which will ensure success in the future: reflectiveness, reciprocity, resourcefulness and resilience. We encourage our children to engage with high quality providers and award schemes such as the Arts Award. This is to build their confidence and resilience whilst encouraging them to engage with society through the arts and rewarding them for their efforts.

*Emotional Awareness:* Within our social context, we feel that it is important in our school for children to have a secure awareness of emotions. Good mental health is fundamental to be able to thrive in life. We want our pupils to perceive themselves in a positive light, make and keep positive relationships and to be able to recognise, feel, understand and positively manage a range of emotions. To promote these aims, children have the opportunity to have

1:1 time with their class teacher or learning assistant to talk (Bubble Time). Circle time is carried out weekly in each class and links to PSHE, citizenship and Jigsaw are made in lessons wherever possible. Through the Jigsaw scheme, we deliver regular assemblies which have a focus upon the development of emotional awareness and we have a dedicated pastoral team to support pupils. Interventions are focused on the development of emotional awareness and the skills that children need to develop to communicate their emotions. Skills in speaking, listening and communication are developed across the curriculum through collaborative learning structures. Daily teaching and learning utilises strategies such as the 'Learning Pit' where children identify when they are challenged and the emotions that accompany that situation, along with how to find strategies to resolve them. The development of resilience is at the heart of all teaching and learning. Children are encouraged to 'challenge, build and accept' ideas and answers from their peers in a respectful way, teaching the children how to communicate and receive critique in a positive, respectful manner, managing the emotions that accompany such a process. Weekly team working sessions also support children in developing these vital communication skills and teach children how to ask for help. Staff model to children how to speak, listen, positively communicate and how to manage a range of emotions. We aim to provide children with a safe, stable and consistent environment in which to nurture their progress and development.

### **Curriculum Implementation**

#### **Making Learning Memorable**

Making education memorable is key to ensuring attainment and progression. Memorable experiences support children in making links and connections in their learning.

We know that we are providing our children with the foundations for them to build their future as they move on to secondary school. In an area of high deprivation, we are driven to provide children with experiences that extend beyond the academic, technical or vocational. By the end of Year 6, we expect our children to have had 11 memorable, varying experiences that they can take with them through life and prepare them for life in modern Britain. These are our '11 before 11':

1. Take part in a picnic.
2. Visit a farm.
3. Post a letter.
4. Visit a stately home.
5. Fly a kite.
6. Visit a botanical garden.
7. Visit the library.
8. Visit a city.
9. Visit the seaside.

10. Take part in a sleepover.
11. Visit Yorkshire Wildlife Park.

Children usually learn best when they are actively involved, with interesting practical activities. At The Grange Primary School, our pupils are provided with opportunities to investigate, explore and find out for themselves in all areas of the curriculum. Staff organise visits to various places of interest, invite workshops into school and also use displays, resources and artefacts to stimulate children's interest and curiosity.

### **Teaching and Learning in the Early Years Foundation Stage**

In the Early Years Foundation Stage, we deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build upon ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

#### *Enabling Environments*

At The Grange Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

#### *The Learning Environment*

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Early Years Foundation Stage has its own outdoor area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

#### *Parents as Partners*

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school through Home Visits.



- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries. -Sharing regularly the children's 'Learning Journey' with parents and valuing the on-going contributions to this from parents. - Offering two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation Stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents.

All staff involved with the Early Years Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have very strong links with various feeder Preschools and Child-minders and the Early Years Foundation Stage staff meet with providers to discuss each individual child and their transition process into school.

### **Teaching and Learning in Key Stages One and Two**

Throughout school, planning incorporates a wide range of teaching and learning styles and draws on the most recent pedagogy. As much as possible, meaningful cross-curricular links through thematic/topic based projects are made to ensure children's prior knowledge is built upon and extended. This approach encourages children to be able to apply what they have learnt in one area to another, in the aim of them being able to make similar applications outside the school environment, thus preparing them for lifelong learning. Furthermore, our pupils will be able to create meaningful links within learning to build solid foundations of secure, memorable knowledge.

Other cross-curricular work addresses issues of economic and industrial understanding, citizenship and environmental education with a European and world dimension. The children engage in curriculum events including Enterprise, World Book Day, Black History Month and Refugee Week.

The National Curriculum acts as a starting point for our topic planning which is developed through pupil voice. The long and medium term planning and delivery of the curriculum is informed by the Curriculum Handbook, which maps out the coverage, skills and vocabulary to be taught in each year group to support pupils in making meaningful and purposeful connections in their learning. To start, children participate in a practical entry point activity to inspire their thinking about their topic. They then analyse their existing knowledge and compose a set of enquiry questions, which the teacher then uses to develop the teaching and learning journey for the class, thus topics are tailored to each child. High quality lessons are taught embedding the specialised vocabulary selected by subject leaders. To close the

topic, children take part in an exit point. This takes many forms, including assemblies, open community days, books and PowerPoints. Curriculum achievements are recognised and celebrated through national awards such as Artsmark and Arts Award.

Four areas of focus underpin our curriculum, which we use to drive our teaching and learning in all subjects: independence, enterprise, emotional awareness and knowledge of the world. We call these our Curriculum Drivers.

To further promote our Curriculum Drivers (independence, enterprise, emotional awareness and knowledge of the world), we employ a Kagan approach and include Philosophy for Children, thus developing collaborative learning and resilience to encourage independence and prepare our pupils for the wider world. Each year group also completes an Enterprise project within the school year to develop their creative, business and planning skills. Pupils then share their projects with the wider school, Governors, parents and the wider community. Through a range of curricular subjects, our children are exposed to the wider world to improve their cultural capital. This is further supported by a range of topical days throughout the year including Remembrance Day, World Music Day, Cultural Diversity Day and World Art Day. Alongside other celebration days, each foundation subject has its own calendar day to raise the profile of their subject.

The Grange Primary School also promotes 4 'R's to further underpin the Curriculum Drivers: Resilience, Resourceful, Reciprocal and Reflective. Each week, staff encourage pupils to focus on one of these and support them to develop these skills through the curriculum delivery. Within lessons, pupils use the 5 'B's to further develop independence and collaborative learning: Be ready to learn, Brain, Bits and Bobs, Buddy, Boss. A weekly assembly is held to celebrate pupils who are striving to master these skills.

In order to give every child every opportunity, our pupils have access to targeted, same-day interventions or pre-teach opportunities to further support their increasing knowledge. Equally, every child has opportunities to access deeper thinking challenges and 'master' their point of study with greater depth. Each child at The Grange Primary School has individual targets which are set by the pupil to target and accelerate their learning. Their learning is motivated by the achievement of target beads as a visual tracker of their progress. Displays in classrooms are purposeful and reflect the current learning environment within the year group. Both staff and pupils contribute to displays to develop working walls and support learning.

### **British Values**

As directed by the Department for Education, schools have a duty to actively promote the fundamental British Values: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. At The Grange Primary School, we

uphold and teach pupils about British Values. These values are taught explicitly through Personal, Social, Health and Economic Education lessons (Jigsaw), Religious Education (RE) and class assemblies. We also teach British Values through planning and delivering a broad and balanced curriculum, making cross-curricular links to embed the values in our children.

### **Pupil Voice**

Along with leading their learning through topic design, pupil voice is at the heart of the development of each individual subject. Pupils from all year groups become subject representatives, who meet with the subject leadership team to identify successes and areas for development. Pupils give feedback during subject scrutiny in order to inform and support the subject leadership team.

### **Extra-Curricular Activities**

The Grange Primary School recognises that each child should be given every chance to discover their potential. Therefore, we provide our pupils with a range of opportunities to develop their talents and interests.

In addition to the 11 before 11, educational visits (both local and further afield) are organised for all age groups. These are seen as a vital part of the children's learning – we seek parental support in order to make these happen. These trips are valuable and enjoyable experiences for all the children. At other times we arrange for various workshops and theatre groups to perform in school and welcome our community police officer and other professionals to present advice on all aspects of safety. As part of our Religious Education coverage, visits to places of worship or culture are made throughout the children's time at The Grange Primary School.

Depending on the availability of staff, community support and the time of year, clubs in craft, gardening, multi-skills and choir, to mention a few, are arranged out of school time. In addition, we have various Booster clubs as and when required.

Children are also encouraged to develop links with the local community. Staff and pupils celebrate festivals throughout the year by arranging Harvest, Easter and Christmas celebrations. Christmas shows are always a great success with performances that attract full capacity audiences and with every child having a role to play. We support international and national charities through events such as Comic/Sports Relief and Children In Need.

### **Curriculum Impact**

#### **Observation, Assessment and Planning in Early Years Foundation Stage**

The Early Years Foundation Stage staff use observations as the basis for planning. These observations then lead the direction of the planning. The staff use the children's interests to plan alongside the termly topics, current seasons and celebration events noted on the long

term plan. In addition to this, the children lead the short term activity planning on a day to day basis. This fostering of the children's interests develops a high level of motivation for the children's learning. The planning objectives within the Early Years Foundation Stage are from the Development Matters Statements (2021) from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both recorded observations in the children's Learning Journey (Tapestry) and through meaningful interactions with the children on a daily basis.

### **Assessment in Key Stage One and Key Stage Two**

The medium term planning for each year group includes the objectives for each lesson for core and foundation subjects.

Summative assessments are made termly for Reading, Writing, SPaG, S&L, Maths, Times Tables and Science. Teacher summative assessments are made using a combination of tests and ongoing formative assessment judgements. Pupils monitor their own progress in Reading, Writing, Maths and Science through the use of target cards in their books. Children highlight a target with an arrow that they are working towards achieving. Once they have achieved the objective and evidenced it a minimum of three times, they achieve a coloured bead on their target rainbow in the classroom and select a new target.

All objectives, for all subjects (with the exception of PSHE) are assessed by the class teacher using the online formative assessment tracking tool (Otrack). Progressive assessment targets for foundation subjects are shared with the pupils through the use of assessment rubrics, which are glued into the pupils' books. Pupils self assess their own work against the rubrics to inform themselves of their progress.

Monitoring of the standards of children's work and the quality of teaching and learning across the Foundation and Core Subjects is the responsibility of the subject team. This is done by:

- Pupil responses to marking and feedback
- Flash marking pupil's work
- Marking and assessing children's work
- Self and peer assessment
- Emphasising topic based vocabulary
- Teacher questioning
- Class discussions
- Hot and cold tasks
- Any end of topic unit tests
- Exit point activities
- Subject rubrics
- Subject scrutiny

- Reviews for pupils with SEN and disabilities
- Observational assessment
- Pupil interviews
- Lesson observations
- Learning walks
- Regular resource audits

The work of the subject teams also involves supporting colleagues in the teaching of each foundation subject, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The team regularly monitors and evaluates the strengths and weaknesses in the subjects, consistency of standards and indicates areas for further improvement. Subject scrutinies take place once a year and staff, Governors and SLT are informed of the outcome of this through reports. Governors and SLT are also informed half-termly about the overall provision and progress of the curriculum intention, implementation and impact. Each subject team has specially allocated time (when needed) to fulfil this role.

All subject teams work towards gaining and maintaining any external awards and charter marks to promote and certify the quality of teaching and learning in the curriculum at The Grange Primary School.

### **Curriculum and our Ethos**

The Grange Primary School's vision is to provide a safe, supportive, nurturing, stimulating and inspiring learning environment in which the whole community is valued and included. Everyone is expected to demonstrate high standards in all aspects of school life, including behaviour, gain a sense of independence and work to the best of their ability. They will be responsible citizens, confident in the knowledge that they have experienced a wide range of opportunities for personalised development and social integration, which ignite a desire and passion for continued learning in a diverse and continuously changing society.

The curriculum at The Grange Primary School has been carefully planned, tailored and designed to meet the needs and interests of our pupils so that they are equipped with the skills and knowledge to succeed in the wider world.

For more information about the National Curriculum please visit:

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