

## CLAVERING PRIMARY SCHOOL

### CURRICULUM POLICY

#### **Intent:**

#### Curriculum Statement

*At Clavering Primary School we redesigned our curriculum in order to bring a skill and knowledge based approach to the teaching and learning. We teach some of the subjects together with intra-curricular links under a theme or topic and we teach some independently depending on the content that is being delivered.*

*Across the Key Stages we have a broad and balanced curriculum, and children have access to all of these subjects, which are taught in ways appropriate to pupils' ages and abilities. The well differentiated quality first teaching allows all children to succeed across the whole curriculum and become engaged, active and lifelong learners.*

We offer a curriculum which is broad and balanced ensuring that all children become engaged, active and life-long learners. The National Curriculum determines the planning of the content of our curriculum. We do not follow any particular published schemes or programmes, but cherry pick from a wide range of available resources. The exceptions are RE, where the Essex model scheme of work in line with the 'Open Worlds' document is utilised in Key Stage 2, with the Stanley Thorne Scheme used in Key Stage 1; and music where we use the Music Express' scheme of work, supplemented by on-line resources, 'Charanga' and 'Sing-Up'. Years 3 – 6 have the opportunity to learn an instrument and take part in whole class instrumental tuition, led by a music specialist. The PSHE scheme of work is followed in Key Stage 1 and Key Stage 2. Reference is made to the Essex Planning Tool as a guide which is supplemented by staff.

We have developed a progressive curriculum map providing opportunities to revisit and build on prior learning. It reflects the coverage of the National Curriculum in the foundation subjects, with Science, History, Geography, Computing, MFL, English and Maths planned separately for each specific year group. Opportunities are sought for cross-curricular links. These plans do not address every circumstance and the map is reviewed yearly to allow for changes or modifications to the curriculum. Enrichment is provided through a wide range of opportunities: school trips including the Houses of Parliament, Geographical field trips and a strong focus on regular visits to explore and raise awareness of places of interest within our own community; residential trips; visitors; special whole school theme days and weeks; extra-curricular clubs; sports competitions and events; music opportunities; forest school and plays and performances. These plans are available on the school web site.

We have created our own skills progression documents for foundation subjects. These ensure that vital learning is built on, that next steps towards greater depth are clear and our children are as best prepared as possible for the next stage of their education. These skills are assessed using our own system allowing us to make judgements about how well children are achieving in all subjects, where there is room for improvement and where the curriculum might need altering to ensure these are achieved

Through a rigorous system of monitoring by subject leaders, senior leaders and governors we ensure that our curriculum is being delivered effectively ensuring that our children are proud of the work they produce and that standards are high across all subjects.

Everything we do, including the curriculum is underpinned by the school's values (respect, resilience, ambition, kindness, responsibility, honesty), British Values, SMSC and how passionately we believe in high quality education for all learners. Our focus on pastoral care and mental well-being (through growth mindset, mindfulness and counselling) allows all children not just to be prepared for the next step in their education but to become resilient adults.

### **Implementation:**

#### Whole school Planning

The planning is divided into three areas: Long, medium and short term.

#### Long Term Planning (Yearly)

The curriculum map follows from the EYFS long term map with a detailed long term curriculum map for each year group. These plans do not address every circumstance and the map is reviewed yearly to allow for changes or modifications to the curriculum. These plans are available on the school web site alongside a curriculum overview for each subject.

#### Medium Term Planning (termly)

The foundation teacher completes the foundation stage planning. Close links with the pre-school allow for complementary planning with Foundation stage. The Early Years Foundation Stage (EYFS) documentation is used.

Staff follow a shared proforma for medium term planning which we have developed to reflect clear intent, implementation and impact for each subject with clear objectives and progression of teaching and learning detailed.

Copies of these plans are available for monitoring by the Head teacher, Deputy Head and subject co-ordinators. These plans can then be used as terms of reference and are located on the shared network.

#### Short Term planning (Weekly)

The teaching objectives for each subject, that are to be addressed that week, are taken from the medium term plan and form a weekly short term plan. The planning for English and Maths are completed separately. The objectives are broken into smaller chunks and the teaching activity reflects the achievement of the objective. Copies of the planning are available for the LSA in a separate folder and are annotated by the CT and LSA as appropriate to inform assessment and future planning.

Assessment opportunities are also planned for, as is homework. The plans are evaluated at the end of each week, in order to inform the next week's plans.

#### Daily/individual lesson plans

Staff are not expected to produce daily plans, as the weekly plans are sufficient to inform and assist with the delivery of the curriculum. Some staff use these on occasions when teaching something new or when circumstances dictate (eg class observation, student placement and inexperienced supply staff).

### **Impact:**

#### Monitoring and Assessment

We use a balance of formative and summative assessment to review progress and attainment for all our pupils.

At Clavering Primary School we believe that effective assessment as part of the day to day teaching and learning, with high levels of pupil involvement, is the most effective way to raise standards and improve learning. This kind of effective assessment is in the form of:

- sharing the learning objective and the formation of the success criteria with the children
- oral and written feedback linked to the learning objective and success criteria giving each pupil next step advice in their learning
- use of questioning throughout the learning process to challenge thinking and develop understanding
- self and peer assessment where pupils work with peers to discuss their work next to the success criteria developing their independence and understanding.

Progress and achievement are also assessed each half term and evaluated by class teachers, subject leader and SLT allowing us to make judgements about how well children are achieving in all subjects, where there is room for improvement and where the curriculum might need altering to ensure these are achieved.

The SLT and Subject co-ordinators monitor medium term planning where appropriate, the purpose of which is to ensure that the National Curriculum requirements are being met and that cross-curricular issues are addressed.

The SLT and Subject co-ordinators monitor the long-term map annually.

Short term planning is displayed in the classroom for monitoring at any time and are available in a dedicated folder when a classroom observation is taking place.

Daily plans/individual lesson plans are personal to the member of staff, and may be looked at during a lesson observation. There is a school format if requested. Notice for the monitoring of these is at the head teacher's discretion.