

Sunning Hill Primary School



Curriculum Policy

Linked Documents: National Curriculum 2014, Assessment Policy, SEND Policy.

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Curriculum Policy

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Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world.

Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**. These foundations provide a strong base for building a bright future together ensuring **equality** for all.

Intent

At Sunning Hill, we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through a range of trips, visitors, events, extracurricular clubs and first hand experiences.

Implementation

The intent of our curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the curriculum so that it provides breadth and depth and also allows all children to succeed both within the classroom and beyond. The following outlines how we ensure that the curriculum is taught in line with our aims;

- The taught curriculum is delivered through discrete subjects (Music, Art, Geography etc) and cross curricular links are made where appropriate to embed learning.
- Within each subject there is a clear balance of knowledge and skills. Knowledge and skills are mapped out for each subject on a progression grid. This promotes a curriculum that is progressive and allows children to build upon previous learning.
- Units of work are planned and delivered sequentially so that learning can be built upon and this allows knowledge to become embedded.
- Curriculum drivers in History and Geography provide a deliberate focus to key themes in our curriculum.
- Each subject has its' own policy, which sets out the intent and implementation of the subject clearly. This ensures the planning and delivery of each subject is consistent across school.

Curriculum Policy

- Quality First Teaching across the curriculum is delivered to meet the needs of all learners and prepare them for the next stage in their education.
- Assessment for learning tasks (AFLs) are used at the beginning of many lessons to inform teaching whilst addressing misconceptions and gaps in learning.
- In History and Geography lessons, three key questions are used as a tool to ensure specific knowledge and skills are taught in the lesson.
- To help the children remember key knowledge a range of strategies are used: spaced learning quizzes, which are revisited throughout the year; memorable first-hand experiences to help children make connections; visual aids; and hooks, which are used at the beginning of units of work to engage children and immerse them in their learning.
- We develop local, national and global multi-cultural awareness by embedding British Values across all learning.
- Subject specific vocabulary is selected and taught explicitly using the national curriculum. This is progressive across year groups and is displayed in classrooms so the children can refer to it. This helps the children to articulate their knowledge and understanding.
- Knowledge organisers are used in some subjects to map out key information for each unit of work. Children make reference to these in lessons where appropriate and they are also sent home to help parents understand the key knowledge being taught in certain subjects.
- ‘Show me what you know’ activities allow children to demonstrate what they have learnt and what they remember at the end of their unit of learning.
- Working walls/displays show the building of knowledge and skills over the course of a unit. This includes key vocabulary, maps, timelines, children’s work, significant people.
- Collaboration is promoted at all levels of school life. In lessons children regularly have the opportunity to work in groups or pairs. The children at Sunning Hill work together through the school council, eco-team and computing champions to develop school life.
- Homework promotes independence, choice and wider experiences so that the knowledge and skills acquired in school can be applied to deepen learning.
- Reading is at the heart of our curriculum. From the outset of their learning, we provide children with high quality Phonics in EYFS and key stage 1 as well as through focused guided reading sessions across schools. We actively promote a love of reading, both in school and beyond. To support families, we offer stay and read sessions in EYFS and KS1 to model a range of reading strategies. Our English curriculum has been developed with reading at the heart of it and class novels are an integral part of developing children’s imagination.

Curriculum Policy

- Speaking and listening is promoted and woven in through all aspects of the school curriculum. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- Feedback is both written and verbal. The purpose of any feedback given is to move a child forward with their learning. (See marking and feedback policy)
- Expert teacher subject knowledge is developed through CPD and coaching. The school has a carefully planned induction programme to support ECTs and new staff.

Impact

Through our clear and aspirational intent and structured and rigorous implementation of the curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in all subjects. The impact of this is measured in the following ways;

- National test data is used to identify strengths and areas for development which then feeds into the SDP.
- Rigour of all types of planning, subject monitoring/ learning walks, lesson observations, ECT support programme and performance management linked to SDP priorities all ensure standards are maintained and judgements triangulated.
- There is rigorous monitoring for each curriculum area and 1:1 feedback with teachers and curriculum leaders. Coverage of knowledge and skills is reviewed and discussed by curriculum leads, subject leaders and SLT.
- Internal termly moderation of writing across whole school, opportunities for moderation with other school and attendance at LA moderation ensures standards are confirmed and next steps planned for.
- Teacher subject knowledge is reviewed through lesson observations, drop-ins, pupil questionnaires and book scrutiny. This information is used to plan staff meetings and external training opportunities.
- Marking and scaffolding learning by the teacher (verbal as well as written). Different approaches are used in different subjects as per the policy.
- Setting clear outcomes for subjects, ensuring the children understand what is expected and how to make progress against specific criteria, modelling and scaffolding in lessons to correct misconceptions.

Curriculum Policy

- Termly assessments take place in reading, writing and maths to inform next steps and identify additional support.
- Phonics acquisition is assessed half-termly in Reception and Year 1. Assessments are used to inform additional support through keep up and 1:1 sessions.
- Reading books in Reception and Year 1 are closely matched to phonic ability so that all children are reading at an appropriate level.
- All year groups, including Years 2 and 6, follow a complete balanced curriculum throughout the year.
- Each curriculum area uses the progression documents, which results in knowledge and skills that are sequential and progressive. End points enable teachers to assess learning across a unit.