



Ancaster

Church of England Primary School

Curriculum Policy

Vision Statement

In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.

Be the Best You Can Be!

Wisdom Courage Respect

How does our Christian Vision impact upon our curriculum at Ancaster?

We have chosen 4 Guiding Lights which are inspired by our Church School Vision. Below is an explanation of how each of these guiding lights impacts upon the curriculum at Ancaster.

Inclusivity- Our learners are at the heart of our curriculum. Each plan, outcome and link has been created to ensure that our learners are treated with equality and fairness but include development and support for all. Age appropriate links are made to ensure that children are supported and challenged to acquire the knowledge, skills and vocabulary associated with each concept but this is done by ensuring everybody knows what they are able to do and what they need to do next with learning tailored to ensure individual needs are met. Understanding is checked, support is given and next steps are made clear. Learners are at the heart of what we do and we strive to ensure that all stakeholders are included and communicated with to enable success across the curriculum.

Exploration- Our curriculum is the true promotion of exploration and through the many angles you can view our curriculum, we have created a journey of learning that enables learners to take their new understanding and make links that solidify understanding and help propel them to a deeper level of understanding. We promote questioning and aim to see this across the curriculum and explore new and adventurous vocabulary. We are keen to be creative and explore how learning can be experienced in a variety of ways and we encourage and look for opportunities for awe and wonder across the curriculum every day.

Empowerment- We want our learners to succeed. Equipping learners with what they need for success is one of the fundamentals of curriculum development and we have ensured that every children is 'seen' within our curriculum. We promote the use of windows and mirrors to enable children to see themselves within their learning (mirrors) and also see what they could be (windows). We use inspirational achievers and their stories to motivate people connected to our community to realise that we have the power to change any aspect of our own life, the communities in which we live and participate as well as the local and global context. This is further supported by our whole school motto where we strive for everyone to be the best that they can be!

Values Led- Our curriculum is truly values led. Influenced by our core values of Wisdom, Courage and Respect-these are the first layer of values of which our curriculum is crafted. Ancaster is a true values-based school where we are able to incorporate a multitude of values that support the development of the ethos, aims and vision of the school to enable everyone to flourish and thrive. We are proud of our heritage as a Church of England Primary School and as such, we ensure that there are exceptionally high levels of SMSC across the curriculum and the constant reflection to continue to encourage the school to sharply focus on helping our stakeholders be the very best version of themselves.

Introduction

At Ancaster Church of England Primary School, we are committed to providing a curriculum which is broad and balanced, and provides our children with exciting learning opportunities in order for them to gain essential knowledge, skills and understanding whilst fostering their curiosity. We intend that all children should enjoy their learning, achieve their potential to *be the best they can be* and become independent life-long learners. Our curriculum is underpinned by the National Curriculum for Key Stages 1 & 2 (2014) and the Early Years Foundation Stage Framework (2021) as well as a range of carefully mapped enrichment opportunities designed to enable learning to be revisited and applied in new contexts.

Curriculum Intent

Our exciting and engaging curriculum seeks to encourage children's curiosity whilst developing a lifelong love of learning. Our curriculum is mapped to the National Curriculum expectations which equips children with the essential knowledge, skills and vocabulary from the full scope of the primary curriculum. We have tailored our curriculum to provide challenging learning opportunities for every child to reach their full

potential and ensure that they are prepared for their next stage of education and development. The curriculum also puts Personal, Social, Economic and Health Education (PSHE) and strong pastoral care at its core to support and engage our most vulnerable learners as well as to nurture the health and emotional wellbeing of our whole school community.

Organised and sequenced to secure and deepen understanding, our curriculum is designed to ensure that explicit connections between different subject areas are identified and explored in order to make learning memorable. Each year, the children's identified learning builds upon previously taught content in **clearly mapped out, sequential units which detail the knowledge, skills and vocabulary** from Reception through to Year 6.

Timely **retrieval opportunities** are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught knowledge which improves fluent recall and independence.

Specific vocabulary is progressively mapped to provide children with the ability to continuously develop language acquisition. In order to provide our children with the skills to access learning, we place a high value on the promotion of oracy and reading to ensure high quality outcomes in every aspect of the curriculum.

We have designed the curriculum to develop and promote learning that stretches beyond the academic. We recognise the importance of providing a range of opportunities that enrich the wider curriculum and enable children to experience learning through a range of different contexts. These **enrichment opportunities** are carefully planned to ensure that associated knowledge is able to be retrieved and built upon in order to further strengthen understanding.

Our curriculum promotes our core Christian values of wisdom, courage and respect and enables pupils to understand the significance of our local, national and global context; making positive contributions to their community and society.

In order to meet the needs of all children, our curriculum is adaptive and flexible. Regular opportunities for evaluation, involving all stakeholders, are planned so that our provision continues to have maximum impact enabling our children to be the best they can be.

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and Responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board is responsible for:

- approving and monitoring the content of this policy;
- liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment;

- formulating a Standards and Curriculum committee who assists the school with the creation and implementation of the curriculum;
- ensuring the curriculum is inclusive and accessible to all;
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- fulfilling its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum;
- they manage requests to withdraw children from curriculum subjects, where appropriate
- the school's procedures for assessment meet all legal requirements;
- the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- the governing board is advised on whole-school targets in order to make informed decisions;
- proper provision is in place for pupils with different abilities and needs, including children with SEN.

Curriculum Leader and Subject Leaders

The curriculum leader has responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning questions and outcomes. The curriculum leader oversees the work of the subject leaders working collaboratively with them to ensure support for subject development and ensuring a consistency across all areas of the curriculum.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- keep themselves and other staff up-to-date with developments in their subject by relevant reading, INSET and policy development;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book scrutiny, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' plans and quality of teaching and learning;
- liaise with appropriate bodies e.g. other schools, governors, the LEA about matters relating to their subject
- provide efficient resource management for the subject.

SENCO

The SENCO is responsible for:

- collaborating with the headteacher and teachers to ensure the curriculum is accessible to all;
- ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010;
- carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need;

- liaising with external agencies where necessary to ensure pupils who require additional support receive it.

All staff

All staff will ensure that the school curriculum is implemented in accordance with this policy.

Curriculum Implementation

Organisation and Planning

Long Term Plans

Our curriculum is carefully mapped in long term plans to ensure that pupils acquire identified knowledge, vocabulary and skills in a sequential and progressive manner ensuring coverage across each subject within the curriculum. New learning is based upon what has been taught before and prepares pupils for what they will learn next. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey both within our school and beyond.

Throughout the curriculum delivery, opportunities are given for children to be able to revisit, recall and apply the knowledge and skills taught to support their retention of this learning and their understanding to become successful confident learners. This is done through the regular use of retrieval tasks and three Wow Days per year which provide our children with the opportunity to revisit and celebrate their learning from across the that term. Our enrichment opportunities, such as visits and visitors, enable the children to retrieve this learning and apply in real-life situations beyond the classroom where applicable.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. For specific details about individual subjects please see the relevant policy for each subject.

Subject Overviews and Yearly Plans

Our Subject Overviews are created from our Long-Term Plans by our Subject Leaders for each individual subject to show the key learning in that subject across the school, setting out how it builds on what has been taught previously.

Our Yearly Plans set out the learning of each year group for the academic year in each subject area across the curriculum, including enrichment opportunities.

All curriculum documentation outlined above is available on our website.

Quality First Teaching

Our lessons have been designed using Rosenshine's Principles of Instruction to incorporate a focus on retrieval of prior learning so that children know more and can remember more as well as the explicit teaching of identified vocabulary to extend spoken and written language. Mastery principles also ensure that new learning is presented in small chunks with children given the opportunity to learn new content through explicit teaching and modelling, guided and independent practice which meets their differing needs. (Our children understand this process as I do, We do, You do). This enables teachers to identify misconceptions and address them at this point of learning. Information gained by teachers at the end of each lesson, as outlined in our Feedback Policy, enables gaps and/or misconceptions to be identified and subsequent lessons to be re-shaped to address these aspects. Children are grouped using fluid groups which change depending on children's outcomes from a lesson. All lessons begin with a learning question which allows the children to understand exactly what they are learning in that lesson and how it links to knowledge they learned earlier in the year, in another subject in the current year or the previous time it was taught to them. Lessons end with a review section which enables the children to re-visit the learning question and carry out an exit task which allows them and the teacher to determine their learning in that lesson.

Our children's well-being is important to us and we use our curriculum to teach children to recognise their feelings and moods and provide them with the vocabulary in order support them in articulating how they are feeling. We have engaged with the NHS 5 Ways to Wellbeing Project in order to promote mental health

and wellbeing and to normalise the language around it. As part of this project we have incorporated mindfulness practices into our provision.

In line with the Equality Act 2010, we promote equal opportunities to all of our pupils throughout our practices. Every child is recognised as a unique individual and so where we need to make necessary amendments to ensure that all opportunities are equal we do so, using our knowledge of our children's needs. This includes removing barriers, putting in support mechanisms and giving children the opportunities to achieve. We use our Church School Values (Respect, Wisdom and Courage) to further promote positive attitudes to learning and leading a successful, meaningful life.

Inclusion and Differentiation

Teachers set high expectations for all pupils and plan lessons so that pupils with SEND can access every National Curriculum subject, wherever possible and ensure that there are no barriers to every child achieving. This may include children with identified SEND having work which different to their peers dependent on their needs. Provision Maps for pupils with SEND and other additional needs are completed termly and set out how provision can be adapted to support children's needs enabling them to fully access their learning and to be the best they can be.

Regular formative assessments identify individual children or groups of children for differentiated activities both within quality first teaching and targeted provision.

Extra support and interventions are provided for children as necessary through a number of routes eg Catch Up tuition through the National Tutoring Programme Tuition Partner and School Led Tutoring options or specific programmes of support as advised by the Specialist Teacher and in line with our SEND Policy. Interventions are time- limited and an assessment takes place pre and post of the intervention to monitor the impact.

Pupil Progress meetings, SEND Clinics and Pupil Premium Clinics take place regularly throughout the school year to discuss current and future provision and interventions. We discuss impact of interventions, potential barriers and further actions required for individual children or groups of children to fulfil their potential.

Communication to Parents/Carers

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents twice a year either in the form of parent consultation evening where parents make an appointment to meet with their child's teacher to discuss his/her progress;
- Annual end of year written report which details children's strengths and areas for development as well as providing assessment against national judgments;
- School website and year group pages inform parents what has been happening in the wider Curriculum;
- The school's *Facebook* feed informs parents about learning and enrichment activities which are taking place across the whole-school or in different classes;
- The use of ParentHub to be able to send direct messages to parents or to be able to keep them informed of events taking place in each class through their year group channel.
- Home-School Reading Records which contain a weekly section for 'Messages from school..' and 'Messages from home...' to facilitate communication between ourselves and parent/carers.

Teachers are also available at the start and end of each day for any necessary communications.

Spiritual, Moral, Social, Cultural Development

We strive to create a learning environment that promotes our pupils' spiritual, moral, social and cultural development (SMSC) equipping our pupils with the knowledge, skills, attitudes and values they will need to be healthy and respectful citizens and to succeed in their future lives.

Opportunities are provided throughout our curriculum, as well as through whole-school and class Collective Worship and extracurricular activities:

- we encourage our pupils to be reflective through pupil voice.
- develop opinions and points of view through class discussions.
- celebrate and recognise achievements through weekly Celebration Worship each Friday along with the parents/carers of the children being recognised that week;
- explore what is happening in the world through weekly 'What's in the news' Worship
- celebrate and recognise the exemplification of our values through the use of teams and team points.

British Values

We teach British values throughout the curriculum and as part of our Collective Worship provision, these include:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs

Curriculum Impact

Assessment, Recording, Monitoring and Evaluation

Short and medium-term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessment is ongoing and uses work in children's books as evidence to form judgement for the objectives in the national curriculum. Feedback follows the school's policy and identifies areas for children to improve upon. Teachers use this information to identify common misconceptions and adjust future lessons accordingly to provide further teaching and modelling, independent practice or challenge enabling children to respond and reflect on their learning in order to improve. Outcomes from formative assessments enable us to see how children are keeping pace with our curriculum and to identify gaps which can be addressed through in-class targeted support or by our tutoring routes.

Summative assessments support teacher assessments in the core subjects. We use standardised tests in reading, grammar, punctuation and spelling and maths three times a year to provide us with information of what children are able to do independently, demonstrating an understanding and retention of from learning from across a period of time. The outcomes of these assessments form another evidence source for teachers to use to inform their formative assessment.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents three times throughout the school year: twice through Parent Consultation meetings and in writing at the end of the school year in the form of an End of Year Report.

Monitoring, Evaluation and Review

Our Governing Body is responsible for monitoring the way the school curriculum is implemented. The Governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects. Governors for the curriculum areas are identified and we have a Governing Monitoring Timetable for each term when governors are programmed to visit the subject leader for their named curriculum area.

The Standards and Curriculum committee reviews curriculum development via the Governors' subject monitoring reports, the Headteacher's report, the SDP and the SEF.

Links with other policies

Subject Policies

EYFS Policy

Feedback Policy

Teaching and Learning and Assessment Policy

SEND Policy