



Chapelford Village Primary School

Curriculum Policy

Related Policies:

Learning and Teaching Policy

Enabling Environment Policy

Behaviour Policy

Academic Guidance and Feedback Policy

Curriculum Statements

SMSC and Values Policy

Learn

Achieve

Respect

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POLICY

Curriculum at Chapelford village Primary School

At Chapelford Village Primary School, we follow the Early Years Foundation Stage and National Curriculum as a framework for our curriculum. However, we have carefully designed our curriculum and provision to ensure that our children receive an education that fulfils our school Vision, Mission Statement and Ethos.

Mission, Vision statement and Ethos:

Our school mission states:

We are a learning family with high expectations, working in partnership, embracing and developing individual talents and inspiring the personal growth of our family members.

Through a creative approach, where enjoyment is key, we encourage everyone to **learn, respect and achieve**.

Our vision for our school is:

An exceptional school, recognised for inspiring and challenging individuals to achieve their dreams. Our families are instrumental in developing a lifelong love of learning.

We will be respectful, happy and healthy citizens of the future.

Our ethos:

Learn, Achieve, Respect

At Chapelford Village Primary School we believe that every child has the right to an inclusive and diverse curriculum that is ambitious and that will equip children with the skills that they need to be successful in life. As a school we monitor, evaluate and review our curriculum to enable us to design our curriculum to ensure that children are achieving depth to their learning which enables them to apply their knowledge, skills and understanding in all subjects.

Our curriculum aims to ensure our children are **developing lifelong learning** (i.e. they **learn things that they remember for life** AND are able to **keep learning for the whole of their lives**). Our learning experiences aim to develop long term, **memorable sticky** knowledge and skills which can be applied flexibly. Therefore, our curriculum prioritises **ALL curriculum subjects**. This is because we know that long term, deeper knowledge grows when **links are made** between concepts, which **build on prior knowledge** and are **applied in different contexts**. This will mean that our children become **lifelong learners**.

Our curriculum not only includes the formal requirements but also rich and deep educational visit and residential that we carefully plan to enrich the learning experience. Our underlying belief that every child should feel valued and experience the feeling of success in a wide range of curriculum areas. We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development which means that in practice our curriculum places equal importance on core and foundation subjects. Due to our contextual diversity we place a strong emphasis on securing the basic skills of reading, writing and mathematics in every year group.

How

Our curriculum is carefully planned to facilitate links between learning where appropriate (e.g. a whole class, high quality, challenging text related to the current foundation topic to enhance learning of key concepts, vocabulary, etc.). We have carefully identified the key learning for each subject in each year group to ensure that learning builds systematically on prior knowledge (*available on school website*). This is supported by, pre learning tasks and questions which take place prior to planning for learning and teaching. Learning is then planned to ensure key learning is developed through imaginative, structured experiences. We know that a wide range of linked learning will **create opportunities** for our children to demonstrate and celebrate their strengths, as well as challenge all our children across the curriculum. Children are expected to become independent learners but also to **celebrate difference** by supporting and celebrating the learning and well-being of ALL of their peers. By doing this, children will be equipped with **RESPECT - resilience, empathy, self-awareness, positivity, excellence, communication and teamwork skills**. This forms the school's Character Education Programme - **Commando Joes**. We carefully monitor children's progress with their personal development and our well planned and thoughtful approach to SMSC helps to ensure that every child is well cared for and supported

We place high priority on ensuring children's physical and mental wellbeing are met. We understand that children will not be successful learners unless they are emotionally secure, therefore we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children's physical and mental wellbeing are as valued and important as academic development.

How we know it works

As we have identified key learning in each subject and in each year group, we are able to evaluate how effectively our children are learning. Through developing and maintaining highly effective subject leaders across the school, who are able to accurately evaluate their subject, as well as passionately promote and support it, we are able to ensure high standards across all subjects. Subject leaders examine long term and medium term planning, books, conference with pupils and participate in learning walks to ensure that appropriate teaching strategies are used to ensure maximum impact and progress in their areas of responsibility. Leaders are also able to identify subjects/Year Groups/Pupil Groups where additional support is needed. We also believe that high standards in assessments in Reading, Writing and Maths (each term) and Statutory Assessments is a key indicator of the long term effectiveness of our whole curriculum.

Curriculum Organisation:

- Each Year Group follows an overarching theme every term. See Long Term Plan. Each subject block provides opportunities for our pupils to be immersed in the context of their learning.
- High quality and challenging texts are used as a focus for English (Writing Pathways) teaching for ALL pupils. These are related to the overarching topic where appropriate.

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- Effective timetabling ensures there is enough time for teachers to deliver the entire block of lessons and create opportunity for in depth learning.
- Lessons are planned to provide high quality learning opportunities that focus on knowledge acquisition and skill application and progression.
- Children will use quality, up to-date, age appropriate resources to support their learning.
- Each theme begins with a WOW Hook and a Pre learning Task will be undertaken - this will allow for any common misconceptions to be identified, previous knowledge and skills to be assessed and inform the planning for the area. At this point a pre learning vocab check will also be undertaken and vocabulary relating to the area of learning will be introduced and discussed.
- Where appropriate, learning is supported with visiting experts and educational visits.
- The following subjects are taught all year round, with links to the overarching theme where this enhances learning:
 - English (including reading, writing, spelling, grammar and punctuation)
 - Maths
 - Religious Education
 - Physical Education
 - Computing
 - PHSCE - including Character Education
 - MFL

The following subjects are taught in focus blocks of 3-5 weeks over a term:

- History
- Geography
- Science
- Art and Design
- Design Technology

Relationships

Fundamental to Chapelford Village is the vision, values and ethos that are promoted across the school and through the curriculum - Learn, Achieve and Respect. We expect ALL staff at Chapelford Village to model and nurture these in all they do. Following our school value of respect, teachers value a pupil's sense of belonging, demonstrating respect towards them and actively learn about the individual. This, in turn, builds a culture of active, happy and enthusiastic learners. We believe that developing positive relationships between teachers and pupils has a positive, significant and long-lasting impact on the pupils' lives, both academically and socially. Pupils work better in class when they feel that their teacher values, respects and cares for them. Teachers establish a positive relationship with their pupils by communicating with them and providing constructive and helpful feedback to them. Respect between teacher

and pupil ensures both feel enthused when learning and teaching. The communication between pupils and teachers also serves as a connection between the two, which provides a positive learning environment. Research indicates that pupils will make better academic achievement through positive relationships with the teacher. The more our teachers connect or communicate with their pupils, the more likely they are able to help pupils learn at a high level and accomplish quickly.

Teachers at Chapelford Village also believe it is extremely important to continually develop good relationships with parents and carers as this enables all pupils to achieve their full potential and celebrates their successes. By working in collaboration, teachers and parents communicate regularly about pupil progress, curriculum planning and how best to support individual pupils in order to provide the best educational experiences for all children.

Teaching Pedagogy

At Chapelford Village we believe that learning should be a rewarding and enjoyable experience for everyone, as a school we acknowledge that children all learn in different ways. (See School Teaching and Learning Policy). Through our teaching at Chapelford Village Primary School we aim to provide all of our pupils with the best possible opportunities to succeed, creating the foundations for them to follow their dreams and aspirations, which is woven through our school vision of becoming an "Exceptional School". We place utmost importance upon learning, teaching and achievement. Our teachers aim to enthuse, engage, model and motivate pupils to learn, and foster their curiosity and enthusiasm for learning, through detailed planning and high quality delivery of lessons. We acknowledge that people learn in many different ways, and when planning our lessons, we take this into account, ensuring challenge and differentiated learning meet the needs of the diverse groups of learners we have. We encourage our pupils to take responsibility for their own learning - this is developed through the school's Character education programme that develops **RESPECT - resilience** in overcoming set-backs, **empathy** to others understanding actions, consequence and feelings, **self-awareness** to have confidence and understanding of one's self, **positivity** and develop a high can do attitude, an awareness of **excellence** to understand ambition and aspiration, to develop effective **communication** skills that allow for effective relationships to be established and the experiences to allow for effective **teamwork** skills to be developed that involve problem solving. When teaching, we focus on motivating our students and building on their skills, knowledge and understanding of the curriculum. We provide high quality teaching and learning experiences so that children become lifelong learners.

Questioning

The importance of questioning is to encourage pupils to use their 'thinking skills,' encourage cognitive metacognition and cause new learning. Dynamic questions require pupils to use what they already know and extend their knowledge and understanding. A variety of well-planned open and closed questions are planned to inform teachers on-going assessments and facilitate productive thinking, which are essential elements of great teaching. High order questions are used to challenge pupils thinking and develop conceptual understanding, which therefore results in new learning.

Good questioning:

- Allows the teacher to check the pupils' understanding, pitch and direction of the lesson.
- Allow pupils to practice and develop mastery within the subject.
- Allow pupils to verbalise their thinking by explaining their strategies, methods and learning.
- Allows pupils' understanding and thinking to be stretched.

Effective Learner behaviours

Teaching within the school encourages and promotes pupils to have high levels of engagement, motivation, resilience, confidence and independence in order for them to make rapid and sustained progress. Teachers develop learning behaviours by modelling effective thoughts and decision-making, creating a culture of resilience and perseverance and provide opportunities for pupils to ask questions and discuss their ideas. Teachers ensure pupils make links to prior learning and experiences and allow learners to fail and provide opportunities to explore errors and promote rational reasoning. Teachers plan a variety of opportunities for pupils to collaborate with peers to solve problems, share strategies and build on each other's ideas.

Metacognition

Teachers use metacognitive approaches to help pupils become independent lifelong learners. The evidence from the Educational Endowment Foundation indicates that teaching these strategies has been positively associated with academic performance, helping students improve their learning, leading to better outcomes. Pupils are encouraged to engage in taking ownership of their learning and become active learners. Such active learning might involve collaboration, higher order thinking, visualisations, reasoning and problem solving. Pupils are cognitively challenged through planned opportunities that develop semantic processing and working memory.

Assessment

Formative assessment underpins all of our teaching and learning. The best indicator of progress and standards is in pupils' work and in their responses to learning in lessons. Formative assessment is underpinned by 'steps' in each subject.

English and Maths and Foundation Subjects

Our tracking system- Target Tracker

Bands and Steps

- ▶ **'Bands'** refer to the Year Group in the National Curriculum
- ▶ **'Steps'** refer to progress against Age Related Expectations (ARE)
- ▶ Children making between 5 and 6 **'Steps'** progress each year denotes 'expected' progress
- ▶ Judgement of **'Steps'** is determined by the number of National Curriculum Statements achieved

Steps			
B/B+ Beginning/+	W/W+ Working Within/+	W+/S Within +/Secure	S+ Secure +
Age related expectation at the end of Autumn 2 For children to be 'on track at Autumn 2 they must be at least a B for current year group	Age related expectation at the end of Spring 2 For children to be 'on track at Spring 2 they must be at least a W current year	Age related expectation at the end of Summer 1/2 For children to be ARE at the end of Summer they must be at least a W+	Children who are 'exceeding' age related expectations
20-40% national curriculum statements achieved	60-80% national curriculum statements achieved	80-100% national curriculum statements achieved	Evidence of cross curricular mastery of national curriculum statements

The Judging Progress

- ▶ Our day to day business in the classroom has not changed: judgements are based on what we hear and see as well as recorded work produced by our children.
- ▶ Children receive feedback on what they do well, what their next steps are and how they might achieve them.
- ▶ Our day to day assessments set challenging next steps for children to impact and improve their learning. We have an expectation that children will respond to their feedback in future work, as well as making improvements to existing work. Target Tracker is updated at least half termly in relation to statements and attainment (Steps) judgements are made each term for each subject
- ▶ In year progress is measured through teacher assessment and formal tests (NFER)
- ▶ Summary attainment is measured through teacher assessment and summative formal tests

Moderation

- Year Group Leaders moderate assessment throughout the year as an ongoing process (e.g. during PPA sessions and through Year Group Leader meetings where pupils learning is shared). This is part of ongoing professional dialogue across teachers.
- In addition, the school moderates with external consultants each term for English and Maths and moderates across other schools.
- Standardised (NFER) assessments take place at the end of each term which are used to support teacher assessment. **Teacher Assessment remains the most important assessment method.**

Reporting to Parents

After our own teaching staff, parents are our most valuable asset for supporting the learning of our children. Parents at Chapelford Village are keen to support the school and contribute to their children's learning in any way that they can. Staff at Chapelford Village are expected to establish and maintain constructive and positive relationships with parents. Therefore, teachers

should ensure parents are kept informed of any significant issues with progress and/or behaviour at the earliest appropriate opportunity. Any concerns raised by parents, no matter how small, should be addressed by teachers and, where appropriate, shared with Line Managers and feedback given to parents. On the vast majority of occasions, working closely with parents can address issues effectively and promptly. Any parental discussion related to concerns about progress and/or behaviour must be recorded on CPOMS.

In addition to ongoing and informal reporting to parents, formal reporting takes place as follows:

Parents' Evenings

Parents' Evenings take place three times per year over two evenings - October, February and July.

The purpose of these meetings is to report progress so far to parents, key targets for the next half term and parental support. There should be 'no surprises' for parents or teachers at these meetings (see above). Parents will have access to all pupils' books in the February and July Parents Evenings.

Written Reports

Written reports are provided to parents at the end of each term - December, April and July.

Mid-Year Reports (December and April) - these are brief reports - one side of A4 plus an attendance report outlining attainment against age related expectations and key progress.

End of Year Reports- these reports are slightly longer than end of term reports. Parents are invited to request a Parents Evening at the end of the academic year if required.

Facebook

The school Facebook Page is used to pass key information and to share/celebrate our children's achievements.

Website (www.chapelfordvillageprimary.co.uk)

The website is a key source of communication on the school curriculum.