



Curriculum Policy



Last Reviewed: October 2022

Next review date: October 2023



Our School Vision and Values

At Elm Tree we will work together to give all children a place to thrive.

Elm Tree is a place where children can be seen as the individuals that they are. A safe and nurturing community that allows children to succeed socially, emotionally and academically. A place in which we ensure that we are creating wonderful memories for each child.

We do this by:

- ensuring that all children feel safe, special and happy;
- working hard to identify and meet individual needs’;
- always being caring and consistent;
- providing children with a knowledge rich curriculum that unlocks doors and provides them with a foundation for achieving success;
- empowering all members of our school family to achieve their full potential;
- building strong relationships with children and their families to support them in all areas;
- inspire our children to achieve their very best.

We recently consulted with our school community to renew our school values after a period of change within our school. The following were the leading values that were shown to be important to us all.

- Trust
- Acceptance
- Respect
- Resilience
- Inclusion
- Friendship

We use these values as a guiding beacon to lead us in all that we do as a school family.



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 will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils 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



Other staff

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

The Curriculum Lead is responsible for overseeing the development, implementation and monitoring of the whole Foundation Curriculum.

Subject Leads are responsible for the monitoring, assessment and quality of provision in their own subject areas – in line with the curriculum expectations of the school.

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

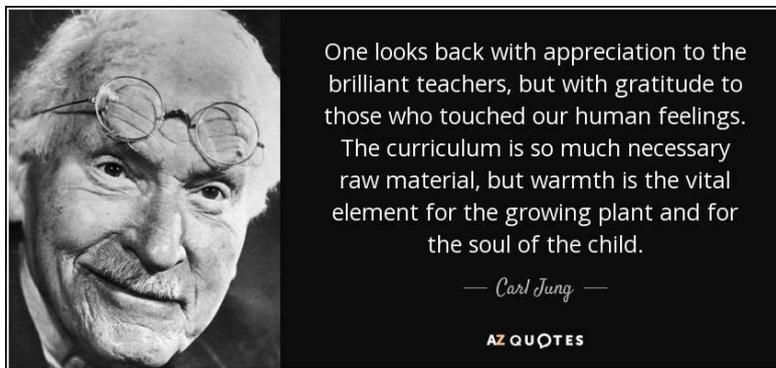


Curriculum Intent

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

(UN Convention on the Rights of a Child, Article 29)

Curriculum Vision and Drivers



Our overarching aims for our children are to inspire them to become fully engaged with learning, to provide an inclusive environment in which children can become confident individuals who are accepting of themselves and each other and resilient when facing challenges in life and learning.

Our whole school ethos is to embrace our children's differences and place them at the centre of all that we do. We work together to provide them with the provision that they need to build their skills and knowledge. We value each child and support their development in all areas, never forgetting our core responsibilities to reduce learning barriers, strengthen knowledge and build self-esteem, confidence and resilience. This is what forms the foundation for our broad and balanced curriculum.

The aim of our curriculum is to empower our children to achieve their full potential, giving them a strong foundation of knowledge that unlocks doors for them and allows them to build on their successes.

Our children have largely been disaffected by their experiences of the education system. By creating a nurturing and safe environment for our children and building strong relationships we can give them the opportunities to be successful learners and achieve their potential in life.

Our school vision and values underpin the drivers for our curriculum ensuring that we are creating learners who are **READY, RESPECTFUL and SAFE**. Our curriculum drivers embody our approach to learning and teaching at Elm Tree Primary School. These drivers are woven through our curriculum design, planning and lesson structure alongside informing wider environment and enrichment opportunities.



Curriculum Drivers

Understanding how special each child is.

Respect and valuing ourselves and others are vital for our children to know they are special, unique and can make a positive contribution throughout their lives.

Remove barriers to learning

Our children all have a range of barriers which affect how they learn. It is vital to do all that we can to remove these so that children are able to access a full education and the world around them with confidence, independence and make sure that they are ready for their next stage.

Social and emotional learning (SEL) is at the heart of our curriculum.

Children learn how to regulate their behaviours and develop positive mindsets to be confident, resilient and successful learners who are part of an emotionally and physically safe learning environment. In developing SEL this supports children to have positive mental health and wellbeing and equips our children to be able to cope and adapt as part of an ever-changing world.

Providing a psychologically safe environment for all.

Being able to be your whole self, take risks, learn from mistakes, feel valued, trusted and motivated is key to a happy and successful school. Developing emotionally safe classrooms and workplace which are welcoming, develop a sense of belonging, recognise and build on strengths are central to our schools' culture.

The development of reading, language and vocabulary

The development of these skills is critical for our children to become confident communicators for life. Exposing children to opportunities to develop their language and vocabulary and giving them a wide range of experiences for talk are vital to enable children to access learning, the world around them and connect, collaborate and co-operate with others both in and out of school.

Experiential, learning opportunities to enthuse, excite, engage learners and raise aspirations.

Through promoting active learning, with gamification as a central tenet of our curriculum, children can develop, practise and consolidate skills and knowledge through short burst, fun and active provision which interests every child. This also places emphasis on talk led environments to support pupils' communication and collaboration skills.

Secure learning in working and long-term memory.

We understand that learning is about a change in long term memory. Children need repetitive exposure to language, knowledge and skills to become confident and proficient learners who can learn more and remember more.



Implementation

Our curriculum is delivered in ways that are matched carefully to the learners within each pathway. Children study National Curriculum subjects at their own developmental stage whilst also working hard with staff on their individual EHCP targets to make sure that they can make the most of their time learning at Elm Tree and give them the tools to achieve success moving forwards.

Our school has different pathways to ensure that we are able to place children in an environment that fully meets their needs. Our KS1 pathway is taught on a 3 year rolling programme and our KS2 departments have programmes which cycle teaching and learning over a 2 and 4 year cycle, dependent on pathway. These programmes are mapped progressively from EYFS to UKS2 to meet the needs of individuals within pathways.

The Pathways are as follows:

Pathways to Success		
Establish EYFS and KS1	Endeavour KS2	Enlighten KS2
<ul style="list-style-type: none"> • Pre-formal approach to learning • Children based on age not stage and classes organised according to stage where possible. • Play based environment focusing on development in Prime area as in a EYFS setting • Topic based approach. • Mix of child and adult led learning 	<ul style="list-style-type: none"> • Pre-formal and semi-formal approach • Child profile generally children who have higher cognitive need e.g., Global Delay, MLD and also children who have Communication and Language Needs • Children accessing curriculum below aged related expectations • Progress measured in smaller steps due to time needed to embed learning • Topic based approach 	<ul style="list-style-type: none"> • Semi-formal and formal approach to learning • Child profile generally children who have a primary SEMH need although other needs are also present. • Follows a KS2 curriculum adapted to meet the needs of individuals. • Children able to access subject specific learning

From entry we place a large focus on the fundamental prime areas of Personal, Social and Emotional Development, Communication, Language and Literacy and Physical Development. Where these aren't part of the specific National Curriculum planning, they are assessed and developed through our therapeutic team, specifically our SALT, OT and Thrive practitioners. We focus on these as without them children are not developmentally able to access the full National Curriculum programme. After assessing these, and taking into account children's individual needs based on their EHCPs and professional judgement we then use a sandwiched approach to ensure that children are not only accessing learning at these early developmental stages but also accessing an academic curriculum at a level that is more age appropriate to make sure that children are not caught in a cycle of continual catch up.



Leaders have created Long Term plans which ensure coverage of the National Curriculum, appropriate sequencing and progression and meet the needs of the learners in the different Pathways. (See Appendix A – Long Term Planning for each pathway). Topics have been mapped out for each half term in planning which is individual to each pathway. The topics have been planned in terms of progression of skills and knowledge, however as we recognise that many of our children join us at very different stages of their educational journey we ensure that we are clear about the prior knowledge which is necessary before children are able to access the core knowledge that we aim to teach within each topic so that we can meet individual needs and make sure that children have the foundations to build on which help them to create strong schemas within subjects.

Topics in Establish aim to be foundational to those in Endeavour and Enlighten, so children can connect prior learning. They are carefully planned by subject leaders, who set out the core knowledge and skills that children learn within each topic so that children can make real progress in their learning. Teachers then work hard to plan and deliver engaging lessons which begin with understanding the children's individual starting points within a topic and build on these, making sure that knowledge is embedded using the Path to Success pedagogy. Ours is an inclusive curriculum which allow flexibility for our unique learners' individual needs, providing them with challenges that are pitched at the right level for each child so as to work on not only knowing and remembering more but also working to build children's resilience and independence.

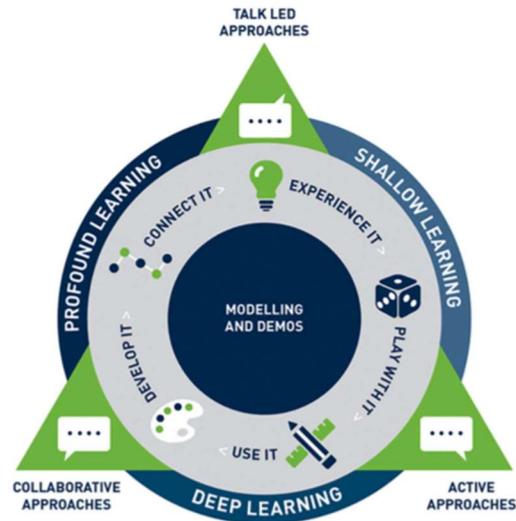
Path to Success

Our children come to us as they have been unable to succeed in education for a variety of reasons. We are aware that traditional mainstream education has not been a positive experience for many of them, so we strive to ensure that our provision does not replicate this at the expense of our children's needs and focus on providing a positive educational experience which allows children to value education and move forwards in their lives as confident and optimistic learners.

Using a whole school pedagogy called The Path to Success we can develop and enrich children's learning, whatever their individual needs. At its heart this system has collaboration, talk led and active approaches, which are often typically the areas which our children need the most support in when they arrive at our school. The pedagogy has distinct phases which teaching, and learning can move back and forth across to make sure that children are given the opportunities to develop deeper learning.



Path to Success (TT Education)



At Elm Tree, we use the Path to Success methodology. This has collaboration and active approaches at its heart. Its' process is applied across our curriculum as the core techniques it embodies can be used to teach any skill or operation. In using the Path to Success, we aim to develop and enrich children's ability to problem-solve, think creatively, improve their skills as learners alongside developing oracy, collaboration and active learning at a level appropriate to them as individuals. As such, this approach encompasses our *READY*, *RESPECT* and *SAFE* aims.

Experience it.

Children need rich experiences which they can relate to in order to support them in developing a particular skill set. **'Hook, experience, context, purpose'** are used to help teachers think about how learning is introduced and sequenced to inspire children.

This means asking themselves:

- *What was the hook you used to engage, inspire and excite your children?*
- *What experiences did children bring to the activity, or how were you able to replicate experiences to make the learning link to the real world.*
- *Did you choose a context which was relevant and did all the children have a clear purpose for their learning or was it simply 'complete the activities on page 10'."*

We expect lessons, topics and subjects to have a clear purpose, staff to consider how they will hook children in e.g., through a story or experience to link learning to real life contexts and experiences.

Play with it:

The power of playing short burst games to practice key skills daily should not be underestimated. Not only do they act as a hook to excite, engage and challenge the children but they also support children in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding. We encourage gamification within every subject and that teachers plan for children to be active learners. This supports children to have the foundations to become secure in their skills.

Use it:



Once children have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move onto use it in context. Practical application in context is key to successful outcomes for children.

Develop it:

High-quality modelling and demonstration should be underpinned by an active, talk-led, collaborative learning climate, in which children move from learners to teachers. If a child can teach a particular skill, it means they must have learnt it and are more likely to remember it. We aim to move all our children into becoming teachers. If a child can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another child, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface level learning to deeper learning and understanding.

Connect it:

This refers to children making connections across the curriculum. With a deeper understanding, children will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the child from deep learning into profound learning, which will stay with them forever.

We place particularly high value on the Experience it and Play with it aspects of the system as without these opportunities our children are unable to relate their learning to anything. As a school we recognise the importance of play when it comes to development and learning, whether that be academic or non- academic. These opportunities allow us to support children to practice skills in a fun and meaningful way again and again so that they are able to develop fluency in those skills.

RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the statutory National Curriculum for Science, and other aspects are included in Religious Education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent



families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism, or the illegal use of drugs.

SMSC curriculum

As a school we understand how important Social, Moral, Spiritual and Cultural development is to academic progress and attainment as well as a child's own personal development. This is not something which is a stand-alone subject but something that permeates the school and is linked to everything that we do within the department. All areas of the curriculum and school life contribute to SMSC development. The development of SMSC is planned into teaching and learning experiences to ensure that children flourish and thrive.

We recognise that for children to aspire and be successful in the wider areas of their lives, they need to be given rich and sustained opportunities to develop. We believe that there are six key areas of development that are interrelated and contribute to a child's SMSC development:

- Personal Development
- Social Development, including an awareness of political and current affairs
- Physical Development
- Spiritual Development
- Moral Development
- Cultural Development

Summary of key areas of coverage for each area of development

Personal Development

1. PSHE curriculum and provision
2. Thrive
3. Resilience development strategies
4. Support for transitions
5. Work to develop confidence and self-esteem
6. Mental health and wellbeing support and provision

Social Development

1. PSHE curriculum and provision
2. Links with charities
3. Peer Mentors
4. School Council
5. Pastoral support from all staff



Physical Development

1. PE curriculum
2. Commando Joe activities
3. Anti-bullying and Safeguarding policies and strategies
4. Activity based extra-curricular visits
5. DT units relating to food preparation and nutrition

Spiritual Development

1. RE curriculum
2. Support for the expression of individual faiths
3. Inter-faith and faith specific activities and speakers.
4. Visits to religious settings

Moral Development

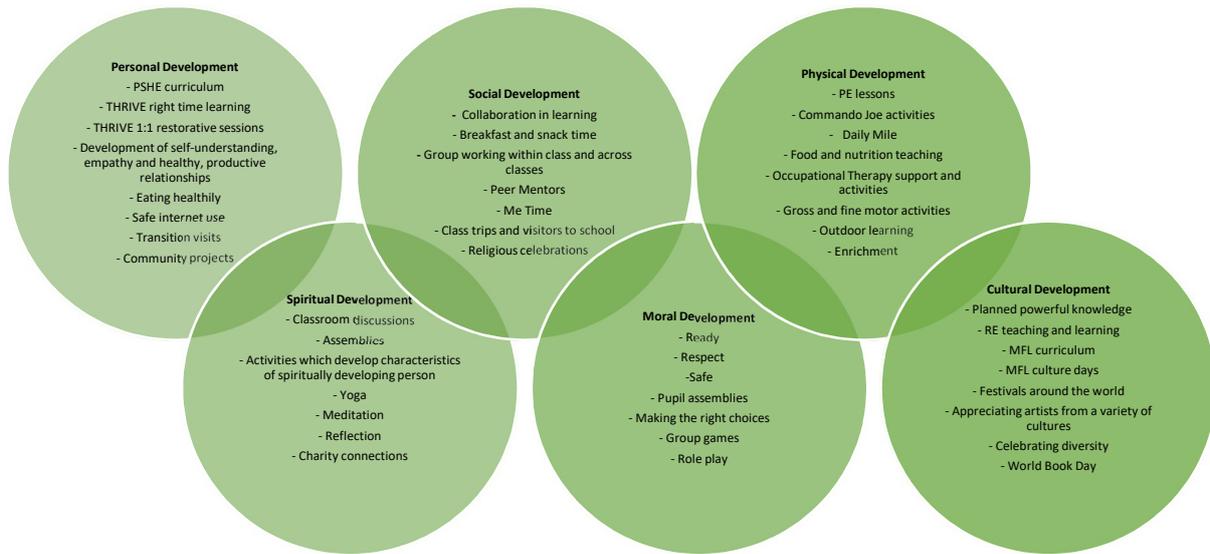
1. PSHE and RE curriculum
2. School behaviour policy; Ready, Respect, Safe.
3. Contributions to charitable projects

Cultural Development

1. Specific, well planned powerful knowledge in all subjects
2. PSHE curriculum
3. Art, Music and Drama curriculum
4. Access to languages and cultures of other countries through curriculum
5. Promotion of racial equality and community cohesion through the school's ethos which informs all practice.

Each curriculum area makes its own contribution to our children's cultural capital development and supports SMSC development across the department.

Where you may see SMSC at Elm Tree.



Cultural capital essentials for learning and life

'The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.'

Our staff look at the three parts of cultural capital:

- The essential knowledge
- The best that has been thought and said
- An appreciation of human creativity and achievement.

Whilst planning subject leaders and teachers include these aspects within the work that they do to ensure that our children are exposed to carefully curated and specifically chosen staples throughout their time at Elm Tree. Subject leaders have thought about how each of these elements relate to their own subject and shared this with teachers in order to deepen understanding of the concept of cultural capital. By planning these experiences into our curriculum we are able to give our children experiences and knowledge that they may not be exposed to without proper planning, giving them familiar knowledge to use as they move on in their lives.

British Values

As part of the whole school curriculum we will teach children about the fundamental British values of:

- Democracy



- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

Where it is relevant teachers will include these within subject specific planning but these will also be taught outside of lessons using a variety of appropriate activities, for example, voting for members of class to take up specific roles such as School Council representative, understanding and following school rules, encouraging children to make individual choices etc.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all children.

Teachers will plan lessons so that our children can study all National Curriculum subjects, wherever possible, and work hard to ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Enrichment

At Elm Tree we place great value on the activities which enrich our curriculum and our children's lives. As part of the Path to Success, the experiences that we give our children are key to the fundamental building blocks of learning. This also is true for the individual needs that they have which are based on their EHCPs. The enrichment experiences that we plan extend all learning for our children and allow them to access the curriculum at a deeper level whilst also developing their own social and emotional skills.

Impact

Subject leaders are responsible for driving standards in their subject. They are required to closely monitor their subject and quality assure teaching and learning. Subject leaders create an action plan which details how they will raise standards in their subject which is reviewed throughout the year. Subject leaders closely monitor their subjects in a variety of ways, including:

Subject leaders closely monitor their subjects in a variety of ways, including:

- Pupil data
- Book and observation views
- Pupil Voice



- Staff voice
- Learning walks
- Moderation
- Pupil Progress Meetings
- Lesson observations

Their findings are collated and presented throughout the academic year. Together, they identify strengths and agree steps on how to drive their subject forward to raise standards. Subject Leaders work to quality assure judgements in moderation meetings and to ensure standards are consistent across school.

Class teachers assess pupils' attainment in all subjects. They report children's attainment at three data points in the year in Core subjects. Foundation subjects are assessed using Knowledge and Skills Progression documents to determine where children are after teaching each topic and revisiting knowledge is based upon these assessments. Pupils' attainment is discussed during Pupil Progress meetings with Team Leaders. Barriers to learning are discussed in these meetings and actions are implemented to try and overcome these.