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**HIGH CLARENCE PRIMARY SCHOOL**

**Curriculum Policy**

**September 2020**

Definition of Curriculum:

‘A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent), translating that framework over time into a structure and narrative, within an institutional context (implementation) and evaluating what knowledge and understanding pupils have gained against expectations.’ (Ofsted 2019)

**Curriculum Intent Statement**

Intent:

High Clarence Primary School intends to support every child to become confident, empowered learners with the resilience to face challenges and engage as future learners and citizens. They will be proud of themselves, their school, their local community and will be prepared for the world beyond.

Our children will be taught by staff who have high aspirations for them. Governors and parents will work effectively with staff to ensure high standards of education are achieved for all children. A bespoke curriculum will place the child at the centre of everything we do focussing on English and Maths as priority subjects.

Implementation:

It will begin as they enter Early Years, giving the children the best start in their school life by encouraging a positive image of themselves. They will be taught in a safe, yet stimulating environment enhancing their interests and exploiting all learning opportunities which will be relevant to each and every child’s understanding. This ethos will follow through all key stages until transfer to secondary education. It will be continuous provision at its best.

The bespoke curriculum will meet national curriculum requirements and there will be effective teaching of knowledge, skills and vocabulary across all subjects. It will be planned to provide a range of imaginative, creative, experiential experiences in order to meet the learning needs of all pupils This will include effective use of the outdoor environment. Such experiences will both enhance and extend the national curriculum by the effective use of school visits, visitors into school, before and after school clubs, theme days/weeks, involvement with local, national and international areas of focus in order for them to be fully involved in the world around them.

<http://www.foundationyears.org.uk/eyfs-statutory-framework>

http://www.gov.uk/national-curriculum/key-stage-1-and-2

The curriculum has been designed to encourage the children to be curious, to explore, influence and enjoy their own learning, through work which is age appropriate and progressive. This will be organised within a framework of themes and topics relevant to their needs and interests. It will encourage children to work in a range of groupings in order to facilitate both independence and resilience as well as encouraging speaking, listening and social skills. Support of parents will be a key factor in this success.

Alongside this will be the development of all aspects of Spiritual, Moral, Social and Cultural education in order to ensure they develop a sense of responsibility and life skills to prepare them for the future. The children will be encouraged to verbally articulate their thoughts and opinions yet be compassionate and understanding of others views.

Impact

Children will achieve their full potential, both academically, socially and emotionally. They will have the confidence and resilience to challenge themselves but also enjoy their learning. Through involvement with such a curriculum they will build on their knowledge and skills, they will learn and remember more throughout their primary education in order to be fully prepared for the next stage of their education.

High Clarence Primary School aims to provide a bespoke curriculum which aims to meet the needs of all pupils in order to give them academic success through developing their knowledge, skills and understanding. It has been organised to help children meet national curriculum requirements in such a way as to ensure relevance and progression from Early Years through to Y6. There is a culture of high expectations and aspirations for all children and a commitment to inclusion. Pupils are challenged and supported by staff to meet their full potential. All staff endeavor to foster a love of learning and to promote a positive attitude towards this.

Pupil premium/SEND funding is used to employ skilled teaching assistants who support children effectively in order to meet their expectations.

The curriculum celebrates diversity and utilizes the skills, knowledge and cultural wealth of the community whilst supporting the pupils’ spiritual, moral, social and cultural development. Within the curriculum is a focus on pupils’ physical development, their health and safety as well as emotional well-being, resilience and a sense of responsibility to themselves, their family, their school and community.

Engagement with parents and the local community enriches the curriculum and is a key factor in the school’s success. School has a responsibility to guide and encourage children to be responsible citizens of the future.

**Early Years (Foundation Stage/ Nursery and Reception)**

The Early Years curriculum has been designed to help children learn and develop emotionally, socially, physically, cognitively and linguistically through a child-led approach. It is based on ‘In the Moment Planning’ by Anna Ephgrave. Planning is based on observations and assessments of each child in a spontaneous cycle. It is organised in such a way as to allow children to pursue their own interests and natural curiosity in an independent way, which then develops confidence and resilience as they tackle the challenges that they have set themselves. They are supported by skilled, knowledgeable, responsive staff who know their children well. The staff interact appropriately so that learning opportunities are developed and enhanced.

The environment has been adapted accordingly, both indoors and out, in order to facilitate the above whilst adhering to the requirements of the Early Years Foundation Stage (EYFS) statutory framework.

<https://highclarence-stockton.secure-dbprimary.com/stockton/primary/highclarence>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

**Key Stage 1 (Y1 and Y2)**

The Key Stage 1 curriculum is delivered through a two year topic framework and is supported by the use of Cornerstones Curriculum. It builds on the foundations put in place in Early Years. Staff provide a coherent, skills and knowledge-based primary curriculum which is presented in a fun and engaging way. It nurtures engagement, curiosity and innovation and brings learning to life. It involves a range of Imaginative Learning Projects and each project links to national curriculum subjects. It provides schools with the flexibility to adapt its use and coverage. This ensures that children are given a range of opportunities to embed knowledge and master new skills in a range of contexts whilst still adhering to the expectations of the national curriculum. Cross- curricular links are made to develop wider skills. It is also designed to promote SMSC and fundamental British values.

There are four stages within this programme:

* Engage – hook children in with a memorable experience
* Develop – allow children time to gather the skills and knowledge they need to develop a deeper understanding
* Innovate- offer creative experiences that allow children to apply their skills, knowledge and understanding
* Express – provide the space and time for reflecting, evaluating and celebrating learning

<https://highclarence-stockton.secure-dbprimary.com/stockton/primary/highclarence>

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

**Key Stage 2 (Y3-Y6)**

The curriculum has been designed to meet national curriculum requirements through the delivery of a two year topic framework. An integrated topic approach is used and where possible links are made with English/Maths strands in order to consolidate learning. Opportunities for a range of practical activities are organized to include visits/visitors to and from school, partnerships and collaborations with local schools and external providers in order to enrich the curriculum and consolidate learning. This practical approach supports children’s memory and learning and this can then be used to consolidate learning within other subject areas. Sporting coaches and Music Specialist teachers enhance teaching in school as well as providing first hand CPD for staff.

<https://highclarence-stockton.secure-dbprimary.com/stockton/primary/highclarence>

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

**English and Maths:**

The English and Maths curriculums are led by teams who are confident, knowledgeable and skilled practitioners within their subjects. They network closely with other local schools, external advisers from LA and other external consultants. In all key stages the subjects are taught in classes but work is differentiated accordingly to meet children’s individual needs. In all year groups there are small 1 to 1/small group interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Cross-curricular links are made within the topic frameworks to consolidate learning in Reading, Writing and Maths across school e.g. report writing can dovetail with a history topic, measurement can be linked in Science or PE. Such links help to consolidate learning and extend their knowledge and their thinking.

A range of opportunities to support the key subjects of Reading, Writing and Maths as well as other subjects are organised to enrich learning e.g. visits by Mobile Library, librarian visits, Book Week, theme days, whole school activities and opportunities within and outside school. This enhances their reading, vocabulary in a range of contexts which embeds their learning.

After school clubs and events also extend these opportunities and enhance learning. All external agencies who work with the children are aware of the needs of the children and the work they have been involved with through close liaison with school staff. The school has a range of good quality resources and learning materials including computers to support and enhance teaching and learning.

Computing is a key factor in terms of its development as a subject in its own right but also as a support/challenge for other subjects, particularly English, Maths and Science.

The outdoor environment and the local community are considered an opportunity for active learning for all pupils. The school grounds are also used to enrich different curriculum areas e.g. Science, PSHE, PE.

Pupils have opportunities to share their learning with each other as well as visits from parents/carers, governors through school based open days, external exhibitions, performances, competitions involving other schools etc. Developing their responsibility and resilience towards their learning as well as encouraging a sense of independence and motivation is a key development across school.

**School Visits**

This is an important area which enhances curriculum development. Owing to the isolation of The Clarences, trips are differentiated according to need and experience of the children:

* EY may be involved with visits to support their learning within the local area, shops, supermarkets, theatre, parks, sporting events.
* KS1 travel to local farms, churches, sporting events, theatre, parks, river trips.
* Lower KS2 travel further afield to the beach, swimming baths, churches, parks, theatre, sporting events
* KS2 trips may be out of area to such venues as Jorvik, Nunnington Hall, river trips, Beamish, Hollywood Bowl, Forest schools etc.

This all consolidates their learning through extending their geographical and historical knowledge as well as implementing a range of practical opportunities, extending both knowledge, understanding and skills as well as vocabulary, physical aspects and creative development which can then be applied to other curriculum areas.

**Transition between key stages**

The curriculum design may have a slightly different area of focus within each key stage so it is important that all staff liaise closely in how they plan, teach, assess and review children and the reasons why. Therefore it is vital that opportunities for early transition work is completed prior to a child transferring from pre EY/EY/KS1/KS2 to ensure the continuation of successful teaching styles/strategies/programmes with a child, particularly G&T/vulnerable/SEND. This also includes effective implementation of transition to KS3. This is all outlined in the Transition Agreement.

All subject leaders have access to a range of CPD in order to have training and opportunities to develop their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues within school. Staff network with a range of schools in order to enhance their own practice in order to raise standards in teaching and learning. This is important within a small school organization.

**Assessment:**

As part of formative assessment staff introduce the topics by assessing children’s knowledge of the topic prior to it being taught. Teachers’ planning is then focused on these findings and children are then assessed against what they have learned at the end of the topic.

All children’s attainment and progress is closely monitored and appropriate actions taken to ensure any child who is not making the progress expected for him/her is remediated. Early Years implement the STEPS tracking programme and KS1 and KS2 use Target Tracker (Y1-Y6). (See Assessment Policy). Appropriate assessment is used to set challenging targets and to plan challenging work for all groups including:

* More able pupils
* Pupils with low prior attainment
* Vulnerable pupils
* Pupils from disadvantaged backgrounds
* Pupils with SEND
* Pupils with English as an additional language.

Moderation of children’s work is completed within school, with other local schools and the LA to ensure judgements are validated.

Further information can be found in the SEND Policy and Equality Policy.

The Governing Body, Headteacher and senior leaders have full responsibility of ensuring this policy is adhered to and implemented effectively in order to ensure all children have access to all areas of the curriculum regardless of gender, ability, culture, ethnicity and faith. The headteacher will report to the governors on a regular basis on the effectiveness of the curriculum and she will be held to account for its success. Governors will be invited into school to observe for themselves the work the school is involved with to meet national curriculum requirements and its effectiveness.

**Legislation and guidance**

This policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework. It also reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

Alongside this are the 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 the Governing Body as set out in the Department for Education’s Governance Handbook.

For other curriculum areas please see the following policies:

* Early Years Policy
* Subject policies
* PSHE
* SRE
* SMSC
* British Values

J Orridge

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