



# **Curriculum Policy**

Agreed at (please indicate with a \*):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

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# Curriculum Policy

## 1. What is the vision for the curriculum at Stamford Green?

- a) Our school vision is to be a continually improving learning community for all, where children realise their potential. This will be realised through our school/nursery motto of 'Working together to be the best we can' and our seven commitments, to each child, during their journey with us.
- b) Whatever their starting point, children leaving Stamford Green, will be equipped with the skills, experiences and knowledge to thrive and adapt in an ever changing world. They will appreciate and be inspired by the diversity of the natural environment, people and cultures around them. Broadening our children's horizons and giving them the belief that they are capable of achieving great things drives our curriculum. This is underpinned by our school values that give the children the knowledge and understanding they need, to make informed choices and to be a positive influence in the communities that they belong to. Therefore, the foundations of our curriculum are built on the following three strands:

<p><b>Excellence</b></p>	<p>We have high expectations for the learning experience that the children receive at Stamford Green. Our high standards for classroom environments and the teaching and learning that take place within the classroom ensures that there is consistency for all children of all ages and that all children achieve to the best of their ability, across the curriculum.</p> <p>We believe that all of our children deserve high quality learning experiences therefore, we have planned an exciting and engaging curriculum that will prepare them for to be continually learning.</p>
<p><b>Learning without Limits</b></p>	<p>We are aspirational for all children and have developed an exciting, ambitious and progressive curriculum from Nursery – Year 6. It builds and develops their skills and knowledge so that they make progress through knowing more, remembering more across all areas of the curriculum.</p> <p>We passionately believe that everyone is capable of amazing things. Each subject area, along with our Thrive Experiences and Opportunities, encourages the children to be inquisitive, show curiosity and ask questions which deepen their learning and skills further. This is so that they see themselves as mathematicians, writers, historians, geographers and engineers, to name a few!</p> <p>Our commitment to learning without limits means that we don't set a ceiling or a limit on what any individual is able to do. We encourage our children to challenge themselves in their own learning, asking questions and deepening their understanding of the world around them.</p>

## Opportunity

We are committed to utilising experiences beyond the classroom to extend and add to the learning for all children. This ensures that the children have first-hand experiences that enhance the curriculum and give every child the opportunities to excel, grow and foster a love of learning.

Our Thrive Experiences and Opportunities complement the learning to enhance the children's knowledge and understanding. We ensure that we not only think about the places that the children can visit to enhance their understanding of subject curriculum areas, but also carefully plan for opportunities for their own personal development, ensuring that they become kind, courteous, polite citizens of the future.

## 2. Our curriculum is brought to life by our seven commitments:

### HAPPINESS

We know that happy children learn best and we want our learners to be happy at school and so our curriculum has been planned with this in mind. Our curriculum is rich, exciting and varied so that it appeals to all children with a variety of interests. We endeavour to make our school a happy and exciting place to be where children want to come to school every day to learn more, make meaningful links and see the progress that they are making. Our curriculum prepares children for the future, as we aim to instil confidence so they can approach problem solving when leaving Stamford Green with happiness and positivity.

We ensure that the children learn through first-hand experiences such as day trips, residential trips, visitors and experiences to enhance the curriculum and develop their knowledge, skills and understanding in each curriculum to an accomplished standard.

In addition, our rich and varied offer for after school clubs and other events such as competitive sporting teams, exhibitions and performance opportunities mean that our offer appeals to many different interests and gives children the opportunity to try as well as nurture many different talents.

### INSPIRING

We aim to inspire the children through our rich and varied curriculum by ensuring that the children are exposed to people who have made a difference from a wide variety of diverse backgrounds across the globe and throughout history. We want the children to learn about different scientists, authors, artists and historical figures, to inspire them to see themselves as someone who can make a difference and a contribution to society.

Our coherently and well sequenced planned curriculum ensures that children learn the disciplinary knowledge and skills for each curriculum area, allowing them to be linguists, geographers, musicians, for example. The disciplinary knowledge and skills are carefully planned out for each year group, building upon the skills that have been learned in previous years, deepening their understanding of the subject. Children will be inspired by this knowledge – if they know how to use a range of equipment and know how to plan out an idea, they will be inspired to bring their learning together in their Design and Technology lessons. If they know how to draw, using a pencil effectively for pattern and shading, they will be more motivated and inspired in their art lessons.

## LEARNING

We want our children to leave our school in Year 6 with a well-rounded, in-depth knowledge and understanding about the world around them. With the National Curriculum as a basis, our curriculum is ambitious, to ensure that all subjects are taught to a deeper level. We do this by operating a two-week timetable system to ensure that all foundation subjects are taught each fortnight, rather than a 'blocked' timetable system. This means that skills and knowledge are regularly referred to, ensuring that children's knowledge and skills are built on within each lesson whilst also allowing for spaced retrieval and purposeful practise.

With regard to the foundation subjects, at the beginning of each term in the foundation subjects, the learning is focused around the children being able to answer an enquiry question for each subject. This could range from 'How do artists evoke emotion?' in art and design to 'Why should the rainforests be important to us all?' in geography. Throughout the term, the children will develop the skills and knowledge to be able to answer the enquiry question. This approach encourages the children to be inquisitive, curious and interested in, as well as remembering their learning, whilst also learning the skills to think and behave like an artist, a geographer and a historian etc.

## TOGETHERNESS

Our curriculum ensures that the children learn about and appreciate the diverse world around us. Our carefully planned curriculum ensures that the children learn about different people and cultures from an inclusive, diverse background in all areas of the curriculum. We want our children to know about and experience different religious places of worship so we have planned visits to different religious buildings in each year group to complement the learning in the classroom. Together, the aim is to promote tolerance and understanding of the world we all live in.

Each week, the children meet together for our weekly 'Whanau' session. Whanau is the Maori word for extended family group. The children meet in mixed age groups from Y2 - Y6 (Y1 join in the summer term) to discuss pertinent issues – ranging from matters happening in the local community or for follow up discussions from either our Diversity, Equality Inclusion and Belonging or 'What's in the news' assemblies. These groups allow the children to work with, and form friendships with, children in different year groups – fostering a sense of community and togetherness in the school.

## VALUES

As a values based school, we seek to promote an educational philosophy of valuing ourselves, each other and the environment through the core ethical principles that guide behaviour. This approach helps pupils develop a secure sense of self, respect for others and supports the raising of educational standards. Our twenty two values are woven throughout every curriculum area rather than taught discretely, although our value of the month highlights a particular value each month and this is developed in more detail in our Thursday assemblies.

The twenty two values are evident in all lessons; we see the children being resilient, having self-belief and demonstrating effort when they find things challenging. We also see manners, honesty and empathy when working in groups or with a partner. Co-operation, respect and tolerance come to the forefront when part of a team, in a PE lesson.

In addition to the school's twenty two values, the British Values are also woven throughout the curriculum. Children learn about and demonstrate the values of democracy, liberty, respect and tolerance in our weekly PSHE lessons as well as areas of the curriculum and Collective Worship. s. They are regularly revisited enabling them to be fully embedded rather than being taught as one off.

## AMBITION

Our Learning without Limits approach to the curriculum demonstrates our ambition for the children. We believe that there is no ceiling on the learning and progress that the children can make and encourage children to challenge themselves to achieve their potential. We achieve this by:

1) Sharing intended learning.

At the beginning of each lesson, the teacher will share the learning question that the children will be able to answer by the end of the lesson. This ensures that the child sees themselves as successful as they are able to answer the learning question due to the carefully planned lesson.

#### 2) Scaffolding.

Rather Than setting lower expectations for children, they support them to reach ambitious goals using a range of scaffolding processes that guides them on they way. The metaphor of 'scaffolding' embeds the ideas that, when ready, the supports are withdrawn. Scaffolding always comes down; it is only temporary and must not become relied upon in the long run.

#### 3) Feedback

Feedback is crucial in order to develop learning to a deeper level. Our planned approach to feedback ensures that children are given timely feedback in lessons, through a range of questioning techniques and feedback about work they have completed, where they know about their successes and what they could do in the future to develop their learning further.

#### 4) Additional Needs Provision

Our Subject Specific Provision, Tutoring Provision and Masterclass Provision is carefully planned to enable children to keep up, not catch up. This provision is reviewed on a regular basis, catering to the needs of individual pupils.

#### 5) Quality First Teaching

All children will access quality first teaching in their lessons. We are ambitious for our teaching staff and as part of their continuing professional development and learning, ensure that they take part in a regular coaching programme and meetings where teaching and learning techniques are explored.

#### 6) Vocabulary Development

We are ambitious for the children's vocabulary development, enabling them to have a wide and varied vocabulary. We know that vocabulary development will impact the children throughout their life and so therefore we ensure that there is the importance of planned, explicit teaching of new vocabulary in every lesson.

### ACHIEVEMENT

We are aspirational for all children that they will achieve well in every curriculum subject, leaving Year 6 with a range of skills and knowledge that will help them succeed in the future. Our curriculum compendiums for every subject are progressive from Nursery to Year 6 and detail the skills and knowledge that the children will achieve in each year group. Milestone indicators are included of the key skills and knowledge that the children will achieve each year. Our curriculum ensures equal access to learning for all pupils, with high expectations for every pupils and appropriate levels of challenge and support.

### 3. Legislation and Guidance

- a) This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.
- b) Along with our SEND compendium, 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.
- c) 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.

### 4. Subject Organisation

- a) The school operates a two-week timetable, enabling children to learn in all national curriculum subjects across the fortnightly period. A two-week timetabled ensures that there are regular opportunities to build on previous learning, allowing for spaced retrieval and purposeful practice. It also alleviates the need for 'blocking' a curriculum subject, ensuring that all curriculum areas are taught throughout each academic year.

b) The following subjects are taught each week:

- i. English
- ii. Reading
- iii. Spelling
- iv. Maths
- v. Speedy Maths
- vi. Maths problem solving
- vii. Arithmetic
- viii. Science
- ix. PE
- x. Games
- xi. PSHE
- xii. Spanish
- xiii. Music
- xiv. Religious Education
- xv. Computing

c) The following subjects are taught on a fortnightly basis:

- i. History
- ii. Geography
- iii. Art and Design
- iv. Design and Technology

d) In the foundation curriculum areas, each subject will have its own enquiry question that the children will work towards being able to answer at the end of the term. All of the learning that takes place throughout the term will culminate in the children being able to answer the enquiry question.

e) The focus for our curriculum is on the children developing the substantive and disciplinary knowledge within each subject. However, where we can make meaningful links, the context of enquiry questions within different subjects may be similar. For example, in the spring term of Y4, the children's enquiry lesson in geography is 'What impact did the human and physical geography of London have on WWII?' whilst in history their learning is 'How did life in Britain change during WWII?' This allows meaningful and relevant links to be drawn between the two subjects whilst still developing historical and geographical skills.

f) For more information about what is taught in each national curriculum subject, please see our [Curriculum Compendiums](#). For further information about how our Early Years curriculum is delivered, please see the [EYFS Policy](#).

g) We use the following schemes of work, which are reviewed and adapted so each lesson suits the individual needs of the children:

- i. PSHE – Jigsaw
- ii. PE – GetSet4PE
- iii. Computing – Purple Mash
- iv. RE – Surrey Agreed Syllabus

## 5. Feedback and Assessment

a) For further information about how the school provides feedback to the children and how teachers make assessments about a child's learning, please refer to the Assessment (including marking and feedback) policy.

## 6. Inclusion

a) Learning opportunities will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their learning.

They will listen to, and participate in a variety of experiences in a positive and constructive manner. Teachers will plan lessons so that pupils with SEND can study every national curriculum subject, wherever possible, and ensure there are no barriers to every pupil achieving.

- b) We recognise that in all classes, children have a wide range of abilities and so therefore we seek to provide suitable learning opportunities for all children by matching the challenge of the learning to the ability of the child and scaffolding to meet individual needs.
- c) For further information, please refer to our Special Educational Needs and Disabilities (SEND) policy and compendium and our Teaching and Learning policy.

## **7. Roles and Responsibilities of Governors**

- a) Our governors support, monitor and review the school policies on teaching and learning, and our curriculum policy. In particular they:
  - i. Support the use of appropriate teaching strategies by allocating resources effectively.
  - ii. Ensure that the school building and premises are best used to support successful teaching and learning.
  - iii. Monitor teaching strategies in light of health and safety regulations.
  - iv. Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
  - v. Ensure the CPDL and appraisal policies promote quality first teaching.
  - vi. Monitor the effectiveness of the school's teaching and learning and curriculum policies as well as the school's self-review processes. This may include through visits with link governors and through the LMT (Leadership and Management Team) Report to Governors.

## **8. Monitoring and Evaluation**

- a) The work of the Curriculum Leader involves working with Subject Leaders to ensure that the curriculum is well planned and sequenced and all leaders are informed about current developments in curriculum design and providing a strategic lead and direction for the curriculum across the school and ensure that the curriculum is implemented as intended across the school.