



# Curriculum Policy

<b>Approved by:</b>	Curriculum Committee	<b>Date:</b> 26.09.19
<b>Last reviewed on:</b>	September 2019	
<b>Next review due by:</b>	September 2020 to include update to RSE	

## 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Ensure a Mastery approach to learning, delving more deeply into each area so that pupils can 'master' each step; using micro-progression to ensure that pupils have an excellent and clear understanding of their learning (Mastery learning is breaking down into small units with a clear understanding of key outcomes and making sure they are mastered before moving on)
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Ensure that all teachers and other professionals are "lifelong learners", committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences.

- Promote a positive, caring attitude, where achievements at all levels are acknowledged and valued, that is prevalent throughout the school.
- Encourage all pupils from the earliest opportunity to develop independence, self-discipline, responsibility and the ability to build resilience.

## 2. 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](#).

## 3. Roles and responsibilities

### 3.1 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

### 3.2 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

### **3.3 Other staff**

Other staff, such as Key Stage Leaders and Subject Leaders, will ensure that the school curriculum is implemented in accordance with this policy.

## **4. Organisation and Planning**

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

This policy makes reference to The New National Curriculum 2014. It is linked to our Equality, SEND, SMSC, British Values, Assessment and Feedback policies.

### **Mulberries Pre-School and Reception Curriculum**

In our Early Years Foundation Stage, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2017 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In addition, we have dedicated hall time for our 3-4 year olds to develop their physical skills and use an outside specialist to deliver a PE curriculum for the children in Reception. We follow the RE and P.S.H.C.E Schemes of work for children aged 3-5. We follow the White Rose Scheme of work for Maths in Reception.

Continuous Provision in both indoor and outside areas is an important part of developing our characteristics of effective learning as well as adult led class, group and individual learning.

## **English**

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum through our topics. Key texts are chosen to match the topic and more importantly engage and enthuse the children. Spelling, Punctuation and Grammar is, where possible, linked to the key texts, however, it is sometimes taught as a separate lesson. We teach our pupils to speak clearly, using Standard English to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed through reading and our pupils are encouraged to read for pleasure and to read widely. More information about spellings and homework can be found on our website.

Phonics is taught through Letters and Sounds and Phonics Play. Phonic awareness helps the development of reading by segmenting and blending sounds. We use a variety of reading materials including The Oxford Reading Tree Scheme and Collins Big Cat Scheme for EYFS and KS1. In KS2, we use the Accelerated Reader system which challenges children to read and complete quizzes in order to achieve their reading targets. There are a huge variety of texts and authors included on the AR system ranging from Michael Morpurgo, David Walliams and Roald Dahl. The children are heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. A range of ICT programmes are used to enhance learning, like AR and Phonics Play. Parents are given clear expectations about reading at home.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published in class books and on the school website, as well as in the larger community, such as the public library. Handwriting is taught as a discrete lesson but then is reinforced during all written activities. Children begin to use a cursive script in KS1 and by KS2 are awarded pen licences for continuously joined and neat handwriting. A range of extra activities are used to promote literacy within the school including World Book Day.

*National Curriculum English Programmes of Study:*

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

## **Mathematics**

Our teachers ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many

with an emphasis on practical work. In each lesson there is a short and simple mental maths session. In Reception pupils work on number, place and value, learn how to do basic addition and subtraction, take measurements and recognise basic shapes and their properties. We build on skills and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts. Termly Maths Investigation Weeks provide extra activities throughout the year to promote mathematical skills and thinking.

At Maple Tree, staff follow plans from White Rose Hub, Third Space Learning and Hamilton Trust. Early Years use plans from White Rose Hub, the Early Learning Goals and statements from Development Matters to ensure thorough coverage. Sumdog is also used to enhance the children's learning and TTRockstars to aid the mental recall of times tables.

*National Curriculum Mathematics Programmes of Study:*

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

## **Science**

At Maple Tree, staff follow plans from Hamilton Trust and, in Early Years, from Twinkl and the Early Years Foundation Stage Profile statements. Science is taught for two hours a week, as a separate lesson but is linked to our topic work where appropriate, except in Early Years where it is all topic or seasonal based. We encourage our pupils to be inquisitive and curious, and to inspire them with a sense of awe and wonder. Skills are taught and developed, and scientific terminology is introduced each lesson. Pupils are able to carry out simple tests and experiments using equipment and to gather and record data. Visits and school trips, e.g the Science Centre, or to the farm, will complement the delivery of our science curriculum. We also have a dedicated science week in the Spring term.

*National Curriculum Science Programmes of Study:*

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

## **Art and Design**

At Maple Tree Primary School, art and design has a significant and valuable role to play in the overall ethos of the school. All children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. Children learn the skills of drawing, painting, printing and collage and are given the opportunity to explore and evaluate different creative ideas. Children are introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures. Children work individually and within a group to develop their social and personal skills.

Our design and technology lessons encourage the designing and making of models and structures which link to our termly topics. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown.

*National Curriculum Art Programmes of Study*

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

## **Computing**

Computers and other technological aids are used throughout the school. ICT skills are taught as a discrete subject and as a means of supporting other areas of the curriculum. The children can use computing for research, for problem solving, and to learn new skills to bring them into the 21<sup>st</sup> Century, where technology is continually developing. The children are encouraged to communicate ideas and information in a variety of forms, where appropriate, using equipment and computer software to enhance their learning.

Computing has deep links with mathematics, science and design and technology and provides insights into both natural and artificial systems. This subject also enables children to become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology at a suitable level for the future workplace and as active participants in an ever-growing digital world.

At Maple Tree, the children learn about online safety from an early age and also begin to build on their programming skills using simple commands. This then develops as they move through the key stages to coding and using programs to create animations. They are also taught word processing skills and how to use the internet for digital literacy and research. The children at the upper end of the school are given the skills they need to create spreadsheets and create short films.

*National Curriculum Computing Programmes of Study:*

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

## **MfL (Modern Foreign Languages)**

Learning a foreign language is quite an invigorating feeling and it provides an opening to other cultures. At Maple Tree Primary School, learning French provides opportunities for the children to communicate for practical purposes, learn new ways of thinking and creating a good foundation for learning further languages.

In KS2, each class has a 20-30 minute French lesson per week. The children will learn through games, songs, repetition and conversations. Each child builds on their French vocabulary, where they will learn certain key words and phrases to help them with French dialogue.

The expectation in Upper KS2 changes is to broaden the children's vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary and to develop their own conversational skills to aid them to write short sentences in French.

*National Curriculum Language Programmes of Study*

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

## **Music**

Across the school music is used in a variety of ways, both in dedicated music lessons and to enhance other curriculum areas.

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies also provide an opportunity to practise singing. Pupils perform to parents in Christmas productions, Harvest and Easter assemblies. There is an extra-curricular school choir for children from Reception upwards where children learn songs to perform to the local community.

Pupils explore rhythm, timbre and composition through the opportunity to play a variety of instruments. In Key Stage 2 all children are taught to play tuned instruments and read musical notation. Children can also choose to learn to play the guitar in school with an extra-curricular music teacher. Children can learn other instruments through Inspiring Music.

We encourage listening to a wide range of music with concentration and understanding. Music lessons are often linked to topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. Music can be heard every day in our classrooms.

Teachers across the school use the following resources to plan their music curriculum:

Charanga Musical School <https://www.inspiringmusiconline.co.uk/site/>

Sing Up <https://www.singup.org/>

*National Curriculum Music Programmes of Study:*

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

## **Physical Education (PE)**

The PE Curriculum at Maple Tree Primary School enables all children to take part in some form of physical activity every day. 'The Daily Mile' can be their first activity of the day and this prepares the children for learning. PE sessions for Reception and Key Stage 1 focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member.

Key Stage 2 pupils participate in activities that are rotated on a termly basis and include dance, gymnastics, tennis, dodgeball, tag rugby, football and athletics. Swimming is introduced to the timetable from Upper Key Stage 2. All children within the school are involved in a Sports Day which encompasses our school values of teamwork, cooperation, courage, honesty and trust. We ensure wider participation in the community by involvement in interschool sports and tournaments and local authority competitions.

*PE Programmes of Study:*

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

## **P.S.H.C.E (Personal, Social, Health, Citizenship, Economic) including S.M.S.C. (Spiritual, Moral, Social, Cultural) and Values Education**

At Maple Tree Primary School, we see Personal, Social, Health, Citizenship and Economic (PSHCE) and Values Education at the base of all that we do in preparing pupils for the 21<sup>st</sup> century. PSHCE enables children to become healthy, secure, independent and responsible members of a diverse society. Although PSHCE is non-statutory, we see it as an important and necessary part of all pupils'

learning. The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning. We follow a scheme of learning through 3Dimensions PSHCE.

Through our curriculum, our school environment and Values Based Education, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work, in the community and for the future. All children participate in PSHCE learning and topics, such as, relationships and health which are revisited each year with progression being made age appropriately. Throughout the year we hold themed days and an Anti-Bullying Week that all children take part in. Children take part in local, national and international charitable fund raising events that the teaching of PSHCE plays an important role in.

All our year groups have timetabled PSHCE time but we encourage a cross-curricular approach to the development of PSHCE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot.

*National Curriculum PSHE programmes of Study*

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

### **RSE (Relationships, sex education)**

From September 2020 RSE will be statutory in all primary schools. Whilst we currently teach many aspects of this through our science and PSHE programmes there is a consultation with parents, staff, governors and children this academic year to jointly decide on the relevant content for the children at Maple Tree. All stakeholders will be informed of progress during the course of this year.

### **R.E. Religious Education**

At Maple Tree Primary School, we follow the SACRE Agreed Syllabus for Central Bedfordshire. RE (Religious Education) is taught to all children as we see it as an important element in the broad and balanced curriculum we aim to provide. Through our RE curriculum we provide children the opportunity to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. Through discrete lessons, assemblies and circle time we aim to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We want the children to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning. RE is taught through stories, role play, discussion and debate and the use of the local community. Local church volunteers present weekly assemblies with a Christian focus to children from EYFS to year 6. Parents and carers are invited to participate in Easter and Harvest assemblies each year. EYFS perform in a Christmas nativity, Key stage 1 a Christmas themed play and Key stage 2 a Christmas carol concert.

## **Topic**

We use topics to deliver humanities subject skills and understanding. Our topic programme is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in topic teaching. So, for example, a history Romans topic could include clay oil lamp making in art, making a model of a chariot in design and technology and catapult testing and measuring in maths and science. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures.

*Humanities Programmes of Study:*

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

## **Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks: History off the Page visits offer the children the opportunity to live the experiences they are learning about and not just read about; the Year 4 overnight camping trip enables the children to develop resilience and independence and school trips to farms, gardens and places of interest enthuse the children further in their topics.

## **Extra curricular activities**

A wide range of activities is offered at the start of each term. Parents of children wanting to attend such activities are asked to sign a consent form. Most teaching staff participate in the provision of extra curricular activities at some stage during the year. We also have many enrichment activities organised by external providers.

## **5. Assessment**

The school has policies for Assessment, Monitoring and Marking.

### **Reporting on Attainment**

All work carried out by the children is monitored and evaluated. A written school report is made available to parents annually in the summer term. Parents are invited to Parent/Teacher Consultation meetings in the Autumn and Spring terms. The Governing Body receives regular reports on the children's attainment compared to the national picture and similar schools and the children's prior attainment.

### **Target Setting**

All children are set next step learning targets through teachers' marking and feedback and our use

of assessment for learning. Curricular targets are also set twice each year for maths and writing. The school sets the statutory targets in the Autumn term for those children reaching the end of key stage 2 in the following academic year. These targets are set in close consultation with the teaching staff using the evidence from ongoing standards analysis. Using the May assessment level as a base, challenging end of year targets in Numeracy, Writing and Reading Comprehension are set for each child.

## **6. Inclusion**

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. We use a mastery curriculum. Mastery is how a child can apply much of the curriculum as a whole in more in-depth and complex, cross-objective, multi-modal methods.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and 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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **7. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *learning walks*
- *liaison with subject leaders*
- *talking to pupils and our Junior Leadership Team*
- *looking at work/books*
- *discussion at Curriculum committee meetings held termly*

Subject Leaders monitor the way their subject is taught throughout the school by:

- *planning scrutinies*

- *learning walks*
- *book scrutinies*
- *data analysis*
- *talking to pupils*

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the headteacher and subject leaders. At every review, the policy will be shared with the full governing board.

## **8. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment, marking and feedback policy
- SEN policy and information report
- Equality information and objectives
- RSE policy – to be completed Autumn 2019
- Curriculum Intent, Implementation and Impact statement

*Signed:* ..... *Date:*.....

*Chair of Governors*