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Curriculum Policy  
Of  
Upton Snodsbury C E  
First School



## Upton Snodsbury C E First School

### Rationale

The new Primary National Curriculum, statutory from September 2014, states:

*The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.*

At Upton Snodsbury C E First School, we passionately believe that our children have the right to a broad and balanced curriculum. The curriculum of the school underpins all the learning that takes place and an engaging and inspirational curriculum can foster curiosity and a passion for learning so that children may develop into life-long learners. In June 2014, we redesigned our curriculum to ensure that there were more opportunities for subjects to be linked, so that learning would be purposeful and meaningful for pupils and so that they could apply their reading, writing, mathematical and information communication technology skills across the curriculum.

The curriculum at Upton Snodsbury C E First School aims to promote

### **Independence – Confidence – Community- Environment**

As the key drivers in our delivery of the New National Curriculum.

We believe that we have achieved a curriculum model that reaches every child within the school and balances the acquisition of knowledge with the development of key skills. It excites, inspires and motivates our children and staff, making learning purposeful and allowing our children to recognise the part they play within the community of the school. This policy is intended to provide

an overview for our curriculum and the key principles and practices which embody it.

### Whole-school themed based learning

Each term, classes immerses themselves in a cross curricular theme. These themes are exciting topics which act as stimuli for all the learning that takes places within most of the curriculum subjects. Our themes allow for subjects to be linked and also give context to the National Curriculum skills which the children are learning, their interests and engagement, our School Improvement Plan priorities for each academic year and our key drivers. When selecting school themes, we give much thought to selecting topics which:

- Place the development of children's literacy at the heart of all learning.
- Are broad enough to allow for a range of curriculum subjects to be explored in sufficient depth across the school;
- Can be explored at an appropriate depth and level of challenge, ensuring progression across the school;
- Enthuse staff and pupils;
- Allow for exciting 'wow' events to take place;
- Allow for constant reinforcement of pupils' spiritual, moral, social and cultural development;
- Are accessible to all children of all abilities.

The themes that are explored are planned over a two year cycle, which keeps the curriculum fresh and means that we are constantly reviewing and updating planning. Across the year we also plan a whole school linked theme and various themed weeks to enable the whole school to work together. This enables:

- Staff to work together and share expertise when planning and delivering learning opportunities;
- Children from the same families in different year groups are able to work together at home on the same themes, making it easier for parents to support learning at home;
- The school council are involved in evaluating themes they have enjoyed, this gives the children a sense of ownership of their learning;
- "WOW!" opportunities such as dressing up days, theatre groups and visiting speakers can be planned and will benefit the entire school.
- Open afternoons for parents and Pupil Performances can revolve around a specific theme, allowing parents the opportunity to understand progression across the school.

### Breadth, depth and progression.

Breadth: In selecting themes, staff are careful to choose topics which allow a broad range of curriculum subjects to be explored.

Therefore, staff give careful consideration in selecting themes which can be taken in a variety of directions, exploring a wide range of skills across the curriculum. In some themes, certain subjects are more prominent than in others. For example, in a History based theme, there may be less Geography occurring. It is the role of Subject Leaders and the Curriculum Manager to ensure that adequate time is dedicated to each subject across the school. It is also part of the role of Subject Leaders to ensure that themes facilitate the provision of their subject and suggest ways that staff could link the themes to their subject.

Depth: We understand that when we embark on whole-school themes it must allow for the depth of study to be maintained in each year group. In order to ensure that this happens, staff only make links to the whole-school theme when it is appropriate and, if skills or knowledge need to be taught discretely, they will be. Subject Leaders take responsibility for monitoring the breadth and depth at which their subjects are taught.

Progression: With thematic learning, it is important to ensure that progression takes place. Subject Leaders provide class teachers with skills progression documents for each subject and these are used to ensure that the lessons they are planning for each subject are age and level appropriate. Subject Leaders monitor these documents to ensure that teachers are providing appropriate challenge across the curriculum. Each term, Subject Leaders request samples of work from each year group to ensure that there is a progression in skills taking place as the children progress through the year groups. Overviews of the learning skills are monitored by subject leaders for coverage and also used for assessing pupils skills each term.

### Effective teaching

A broad and balanced curriculum must go hand in hand with effective teaching. It is our belief that good teaching leads to good learning and progress. It is our expectation that every lesson at Upton Snodsbury C E First School will be at least 'Good' but preferably 'Outstanding' against the Ofsted criteria. In planning across the curriculum, teachers will ensure a range of learning styles are accommodated so that all children can be engaged. We strongly believe that 'every lesson counts' and that all pupils should show progress in every lesson. Therefore, there is a comprehensive Teaching and Learning policy in place which is stored centrally in the staff room. This policy details the different strategies that teachers can employ in their delivery of the school curriculum.

### 'Wow! Opportunities

We believe that children should frequently experience a sense of awe and wonder in their learning. Our curriculum model allows for frequent opportunities for teachers to provide these moments. For each theme, the staff consider how these moments can be achieved. There is at least one whole school educational visit each year, linked into the theme of the term. There are also opportunities for class teachers to take their classes on trips specific to their learning or for visits in the local community. We believe in allowing the children the opportunity to learn from 'experts' in whatever area they are studying. Therefore, authors, scientists, performers and musicians are invited into school regularly to provide the children with an insight as to how the skills they are learning at school can lead to success in later life. These 'wow' opportunities are not viewed in isolation, but provide a stimulus for work across the curriculum.

### Parental involvement

We understand the importance of parental involvement and the impact that support from home can have on a child's education. Therefore, we strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home. A termly curriculum letter, compiled by class teachers, informs parents of what the children will be learning during the next term, with suggestions of how parents could best support their learning. The Head Teacher produces an over view of our National Curriculum for each year group on the school website for the year. Each week photographs and curriculum information is shared on our website so that parents can discuss their learning at home. Open afternoons, in which the children can share their work, happen frequently throughout the year, as do class sharing of learning within school at Worship times. Parents are invited into school for concerts, music recitals, special reading times, curriculum evenings, Christmas performances and end of year productions, with the intention of sharing and celebrating the work that has happened in school. Displays of work, Open Garden tours and services in St Kenelm's Church are also shared with parents.

Parent's evenings happen twice a year and all parents are welcomed into school for a meeting with their child's teacher regarding their learning and general development. This is supplemented by the end of year reports, which show the children's academic attainment and effort supported by comments by the class teacher and targets for each child.

Each year, at our Annual Parents Forum, parent's views are sought as to how well the curriculum has met the needs of the children throughout the year. This is reviewed and documented on the minutes and shared with our Governing Body.

In the Foundation Stage and early into Key Stage 1, children have learning Journey books, which are used to maintain the communication between home and school in this important stage of children's development. Parents comment on these regularly. In all year groups homework books enable communication and reading diaries which are checked regularly offer valuable comments from parents

### Role of Subject Leaders and the Curriculum Managers

Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils. Since the introduction of the National Curriculum, there has been an expectation that all teachers, after successfully gaining Newly Qualified Teacher Status, will take an additional responsibility. This forms part of their standard teaching duties; the amount of responsibility and the number of subjects which a teacher leads is often dependent on the experience of the teacher. With the implementation of the new National Curriculum, strong subject leadership is essential as we wish to provide our children with an enriched, broad and balanced curriculum.

Subject leadership falls into two categories: Core subject leadership (Maths, English and Science) and Foundation subject leadership (all other subjects). Leadership is also required for other school initiatives such as Eco-School and School Council, SMSC and Subject Leaders are responsible and accountable for the subject throughout the school and are expected to possess an in-depth knowledge of the provision of their subject.

The key roles of Subject Leaders are:

- Ensuring that there is a policy for the subject and that this is kept up to date and in line with national policy.
- Writing, monitoring and evaluating an annual action plan for their subject.
- Monitoring the provision of the subject through observations, drop ins, work scrutiny, evidence collation, pupil interviews and planning reviews..
- Ensuring that resources are plentiful, up-to-date and in good condition.
- Ensuring progression takes place across the school.
- Provide guidance and training to staff within their area of expertise.
- Assist with planning, teaching, assessment and reporting within their subject.
- Keep well informed of any assessment that takes place for their subject
- Ensure that their subject has a high profile within the school.
- Organising whole-school events such as enrichment days for their subject such as Arts Days, Book Weeks and curriculum meetings and evening

- Regularly report the provision of their subject when required at staff meetings or Governor Meetings.
- Representing the school in local cluster groups.

As well as Subject Leaders, Upton Snodsbury C E First School also has a Curriculum Manager who oversees the curriculum across the school. There is a Key stage 1 curriculum coordinator, a Key stage 2 curriculum coordinator, and an EYFS shared coordination role. The Head Teachers as Curriculum Manager oversees all coordinators ensuring there is consistency and progression throughout the school. Long term planning and medium term planning is reviewed as a staff and curriculum coverage and key skills assessments overseen by the Head Teacher. Analysis of coverage, assessments and pupil data influence school improvement priorities each year and subject priorities.

### The curriculum and inclusion

Like all aspects of school life, the curriculum is designed to be accessible to all. It is expected that all children have the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. If children are identified as having special educational needs, we will do all we can to ensure that the needs of these children are met. In most instances, class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level appropriate to them. If class teachers feel that it is necessary to modify the curriculum in order to meet the needs of children with more severe special educational needs, then this will be done in consultation with the SENCO. Our curriculum model also allows for children who are identified as Gifted or Talented in specific areas to be extended in their learning.

### Planning

Planning takes place across the curriculum in three waves: long term planning and medium/short term planning.

Long term planning in maths and literacy has been created from the NNC and is an agreed overview led by Subject Leaders for teachers which details the skills that the children in each year group need to possess by the end of an academic year in maths and literacy and in the foundation subjects. This planning is essential as it ensures that progression is taking place across the year. Children are assessed in Ks1 and Ks2 as working at developing, working securely or mastering age related skills in their year group.

### Medium Term Plans

Teachers annotate these plans to show what objectives they have met within their lessons; this is monitored by Subject Leaders and the Curriculum Manager.

Medium/short term planning is the planning which is completed by the class teacher to show the lessons within a theme. Teachers are not expected to complete individual lesson plans for every subject but medium/short term planning should contain enough detail to allow for any teacher to deliver a lesson. The learning objectives on these plans will be taken directly from the long term plan or reflect a need identified by the class teacher's assessment for learning. Maths, Literacy Science, RE, MFL and PE are all planned for separately, although often linked into our thematic contexts. While Geography, History, Music, Art, Design and Technology and ICT are planned together using a cross curricular planning format. The school has adopted Cornerstones thematic planning to convey coverage of key skills across the year. (appendix 1)

### Specialist Teachers

The majority of our curriculum is taught by our teaching staff but other professionals are also employed to promote diversity and expertise in their subject area. Children in year 3 and 4 are taught clarinet, French and Games by a visiting specialist. Year 1 and 2 receive Games coaching from outside coaches this is overseen by our P.E. Co-coordinator. Our in school specialist teaches RE to year 2, 3 and 4 following the Worcestershire Agreed Syllabus. For R.E. Individual music lessons are delivered in keyboard from Worcester Youth Music, lessons are also arranged for guitar, flute and clarinet as requested

### Extra-Curricular Activities

Extra-curricular activities after school are planned from pupil interest. Each term children complete with their parents a questionnaire so that clubs are planned according to interest and demand. Try it out sessions are encouraged and in the Summer Term a new range of activities are introduced to the children to encourage participation in new events. Clubs according to support the needs of our children are also planned and supported by school.

This policy was agreed

Dated:	December 2017
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