

**Church Lane Primary School and Nursery**

**Curriculum Policy**

**About us:**

Our main aim at Church Lane Primary School and Nursery is to offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. This purpose is reflected in our school motto ‘Tall oaks from little acorns grow’.

**Our aims and values:**

We work to ensure that all children in our care gain an education that is tailored to their needs and those of the local community. Reading, Writing and Maths are extremely important but they cannot stand alone. The rest of the curriculum is important to develop well-rounded children who have the experiences; vocabulary and knowledge required to both access and comprehend literature as well as thrive in the wider world.

For us this means that our curriculum must provide:

* A broad range of experiences (including trips, experience days, theme weeks and extra curricular clubs) that allow our children to develop their knowledge and understanding of the world around them.
* A deep understanding of the world around them and how the children could respond to that world and succeed there.

The opportunity to develop well-rounded, ambitious children drives us. Although we constantly keep up to date with contemporary educational thinking, we will only embrace new developments that further our vision, aims and values.

**About our curriculum:**

To ensure our children can grow, develop and reach their full potential we ensure that they have a deep understanding of the skills they will need. We use the National Curriculum to help inform content but our main goal is to make sure our children develop the skills needed to become historians/ artists etc. and be able to apply their skills in new situations. We want our children to be inspired and be aspirational and aim high. To meet this goal we have adopted Chris Quigley’s Essential Curriculum – ensuring our children work towards a deep understanding of key skills they will need in their future lives.

The curriculum is split in to 2 yearly skill lists called milestones – the children spend the first year learning new skills before embedding this learning in more depth and different contexts. These skills are based around main objectives that remain the same throughout a child’s journey through the school. This allows children to develop, build and sustain their knowledge over time – making important links. The skills are then built on and developed further as the children progress through the school and their education.

Training, CPD and continuous monitoring happen regularly to ensure the curriculum is effective. This means that the curriculum is always developing to suit our children’s needs.

**How it is applied:**

To achieve deep understanding through an engaging topic based curriculum teachers are free to plan and deliver topics along any theme. This ensures that all groups of children are engaged in learning.

Each class will get a folder full of the milestones in year 1 with a topic tracker attached. This will follow the children through the school alongside an example topic book from each year providing a number of benefits:

* Coverage will be tracked through ticks placed by milestones and input into the coverage map. Teachers will fill in topics they have covered and ensure repetition doesn’t occur within the same milestone.
* Subject leaders will be able to track coverage and skills easily – ensuring prompt and timely intervention happens if the need should arise.
* All teachers are aware of prior and future learning; ensuring a smooth learning journey where skills are truly built upon and learnt in depth. Learning will then be sustained over time rather than forgotten after the point of delivery.

**How it is assessed:**

The teacher of each class completes assessment. The children’s ability is judged to be either **commencing/developing/secure/advanced/deep**.

Due to the fact that more advancing and deep lessons are taught during the second year of a milestone; children will only be assessed as greater depth when in years 2/4/6 and only when they show evidence of this. Years 1/3/5 can advance some children to advancing activities and level them as such on I track.

This assessment system allows for quick and easy monitoring by subject leaders and senior leadership. Preventing children from falling behind and ensuring all groups are adapted for and catered to.

**What it should look like in school:**

The curriculum is supported by a variety of classroom technique to ensure the children are challenged and inspired:

* Language around learning focuses on an objective and a skill of the lesson
* Language around the room and on displays promotes action and roles rather than a topic name. Encouraging the children to ‘be’ rather than just do.
* Inspirational people are shared with the children and displayed. They often change throughout the course of the year linking to themes.
* Objectives are displayed around the room to help the children continually make links in their learning no matter what the content is.
* Children’s work is valued and displayed – not just as part of a topic display but as authors/artists/mathematicians on its own merit.

**How is the impact of this curriculum measured?**

The impact of our curriculum is measured through progress and pupil and staff perceptions, which will show attitudes and memory of skills.

**Policy created**: September 2018

**To be reviewed**: September 2019

**Created by**: Roberta Minucci (Curriculum Leader)