

Bitterne C of E Primary School



Policy for Curriculum

Headteacher
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Reviewed by	Leadership Team and Full Governing Board	Authorised by	Leadership Team
Last Review	January 2023	Date	6 th January 2023
Next Review	January 2024	Review Cycle	Annually

Our vision for the Curriculum at Bitterne CE Primary School

At Bitterne CE Primary School, we teach a broad, balanced and inspirational curriculum through the school's core Christian values of **Love**, **Trust** and **Forgiveness**.

- Our curriculum demonstrates **Love** with the care in which we plan units that are exciting and engaging for the children. The learning experiences should help the children to develop their awe and wonder of the world, while helping them to understand their importance as global citizens.
- Our curriculum is rooted in **Trust** in that it is challenging. Through planning inspirational learning experiences, we trust the children to achieve well, to know more and to remember more. We support the children to remember their learning from previous years, building on a clear progression of skills and knowledge in all subjects.
- **Forgiveness** is the third core value that is ingrained within our curriculum. We help the children to learn about communities and cultures in our vastly diverse and fascinating society, helping them to identify how everyone has a responsibility to live alongside one-another and the environment, and how mistakes of the past can allow our children to learn and contribute to a better future to the society in which they live.

The National Curriculum

We aim to:

- Ignite a love of learning in all pupils and nurture positive, resilient and optimistic learning behaviours.
- Guarantee a rigorous approach to the teaching of reading, which develops children's confidence and love of reading, with a clear vision of how reading is prioritised to allow pupils to access the whole curriculum.
- Facilitate the children's acquisition of ideas, knowledge, skills, beliefs and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally.
- Capitalise on children's own interests and wonder of the world, adapting the curriculum to facilitate investigation and child-led learning.
- Ensure the statutory entitlement of every pupil to a broad and balanced curriculum of all subjects within the National Curriculum is met and maintained.
- Ensure that topics are planned to inspire and engage all children, developing life-long learning memories and experiences.
- Pursue a relentless drive for improvement in education in all subjects, so that all pupils achieve well by learning more and remembering more.
- Monitor and evaluate progress of all pupils in all subjects, so that they leave Bitterne CE Primary fully prepared for the next stage of their education.
- Promote an 'Inspirational Learning Community' amongst both pupils and adults through the way the curriculum is designed, enhanced and celebrated.

It is essential that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. Pupils should be active partners in developing the curriculum. Their questions, interests and ideas are therefore utilised to capitalise on planned learning experiences.

Throughout Key Stage 1 and Key Stage 2, a wide variety of teaching and learning approaches and styles are used to promote engagement within the curriculum. Staff regularly utilise a range of high-quality resources to encourage independent learning and inspire pupils. The use of the whole school environment, both inside, outside and the woodland area, is also used to enrich the curriculum. Furthermore, we build learning partnerships with parents, local, national and global communities, which support the curriculum by giving children real learning experiences and life-long learning memories. The curriculum has been designed to ensure there is a clear progression of skills and knowledge between year groups, which build on prior learning and understanding.

The curriculum provided for our pupils will cover the following National Curriculum subjects. Please see the respective subject policy for more details:

- English (including phonics and Speaking & Listening)
- Maths
- Science
- PSHE
- Art and Design
- Design Technology (including textiles and food technology)
- Computing (including e-safety)
- Geography
- History
- Music
- PE and Sport
- RE (for which we follow the Hampshire-agreed syllabus “Living Difference”)
- Modern Foreign Languages (MFL) – French (Key Stage 2 only)

Learning More and Remembering More

Across the curriculum, we have designed our curriculum and structured lessons to ensure that the children are Learning More and Remembering More.

What is learning?

Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned.

(Kirschner, Sweller and Clarke, 2006)

So why does learning not always stick?

Pupils do not always learn what we intend them to learn for a variety of reasons: Reasons include:

- Attention deficits
- Lack of prior knowledge
- Memory overload
- Poor or incorrect assessment

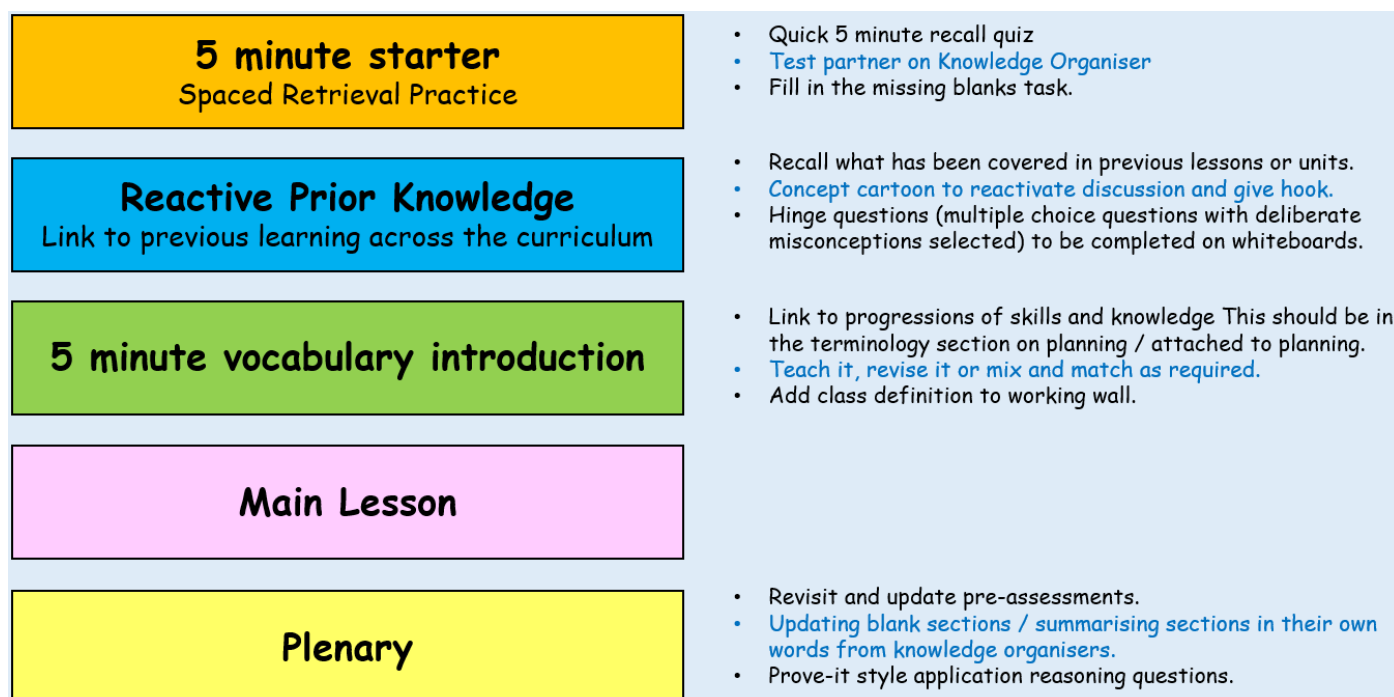
Our curriculum has been designed to:

- clearly structure how concepts have been linked to prior learning, based on the progressions of skills, both in the current year group and previous year group.
- how pre-assessments, and the prior knowledge and skills of the children, have informed the subsequent teaching
- ensure that units and lessons have been structured to recap prior learning from both within and before the unit, using strategies such as **retrieval or spaced practice, interleaving topics** and **through dual coding, such as using concrete or pictorial examples.**
- how differentiation and scaffolding have been used effectively to promote good or better outcomes of pupil progress

Examples of strategies that are used across our curriculum to ensure that children are **Learning More and Remembering More** include:

- Think, Pair Share, Check
- Knowledge Organisers
- Low-stakes quizzes
- Multiple Choice quizzes, using hinge questions to identify misconceptions
- Mind mapping concepts
- Giving children responsibility to summarise their knowledge and understanding of concepts

Lessons are adaptable and teaching should respond to the needs of the children as identified through assessment, both between lessons and within the lesson. However, the general structure of a lesson should follow as below:



It is important that teachers not that this is a guide, not a script, and that teachers should proactively plan all lessons according to the learning needs of all children. Teachers should use strategies as outlined in the Feedback and Assessment policy in conjunction with this policy for curriculum.

Personal Development

Our core school values of Love, Trust and Forgiveness support all of our pupils to be safe, happy and learn well through all areas of the curriculum.

Spiritual development: Spiritual development is vital in developing our children to be active citizens of our global community. Through developing their understanding of their own spirituality, the spirituality of others, of the world around them and in God, children become more confident in understanding the world, the purpose of life and their role within it. We promote this through daily Collective Worship, half-termly themes on wider Christian values, Circle Times and other times for pause and reflection.

Moral development: Moral development is promoted through Collective Worship, PSHE lessons and through our implementation of Restorative Practice. Through helping children to reflect on their choices and behaviours, we support children in their development of collaborative working and empathy. Furthermore, we create opportunities for the children to develop their own courageous advocacy, helping them to reflect on wider issues such as the environment, charities and other topics that may be important to them.

Social development: Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHE and reflection. Furthermore, the School Council (alongside other pupil voice groups and surveys) meet regularly, giving children a real opportunity to feedback their own thoughts regarding the standard of education, what is going well and what can be made even better for them at schools.

Cultural development: Cultural development is promoted across the curriculum through giving children to explore other cultures, settlements or parts of the world in all subjects. Furthermore, specific projects such as Diversity week and Anti-Bullying week support the children in developing an understanding of different cultures, identities and languages while sharing and celebrating difference at Bitterne CE Primary. Cultural development is supported through daily Collective Worship and PSHE units.

Inclusion across the Curriculum

Inclusion of SEND

All children should make good progress in all subjects of the curriculum, irrespective of age, disability, or other specific learning needs. All pupils with Special Educational Needs or Disabilities should have a curriculum designed for them that gives them the knowledge and cultural capital that they require to succeed in life.

Where required, the learning journey and steps in learning must be adapted to ensure that children with SEND can access the curriculum. Children with SEND will have lessons adapted according to the provision outlined on their Passport to Success to ensure they are able to access all lessons appropriately and make good or better progress.

For children in the Shooting Stars group and Squirrels nurture group, the curriculum overview provides opportunities for children to develop their knowledge and skills of all curriculum subjects at a level appropriate to their development. Teachers liaise with the Shooting Stars Lead to ensure learning can be reinforced back in the classroom. These nurture groups are primarily aimed at supporting children at a pre-Key Stage 1 or Key Stage 1 level.

Research has proven that children are stimulated by the outdoors, and typically in this environment, memories are created that build on the children's self-esteem and enthusiasm for learning. For children in the Woodlands group, the curriculum has been specially designed to teach the children about knowledge and skills across the foundation curriculum subjects in a different environment. Targeting statements at a Lower Key Stage 2 level, children will receive lessons that are carefully designed to build understanding in all subjects and develop their emotional wellbeing.

For more information, please see the Inclusion policy.

Inclusion of the Greater Depth

At Bitterne CE Primary School, we seek to challenge children who are more able and offer them inspirational opportunities to further their love and enthusiasm in all subjects. All teachers will adapt lessons to cater for children who are more able or working at a 'Greater Depth' level. This will focus on giving the children greater independence for investigation and research, trusting them to pursue their own lines of enquiry. There may be different opportunities offered to these children, with the provision adapted to give them deeper opportunities to develop their love of learning. Furthermore, the curriculum will be adapted to allow children to further their own interest in the curriculum subject and take on causes which are important to them related to the world in which they live. We then will create opportunities for the children to apply the aims of the National Curriculum to their enquiry or area of interest.

For more information, please see the More Able, Gifted and Talented policy.

Curriculum Leadership

[Please see the Curriculum Leadership Overview for full details of the Subject Leader's role and how this relates to the wider Leadership structure – Appendix 1].

Roles and Responsibilities

The Headteacher has the overall responsibility for the quality of education for the pupils and the outcome in terms of both attainment and progress. The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by the subject leaders and other stakeholders. The curriculum lead will ensure rigour in Raising Achievement Plans (RAPs) and ensure robustness in the monitoring, evaluation and feedback of respective subject leaders. The curriculum lead will retain an overview of the curriculum and work alongside the Leadership team to develop opportunities for enrichment in the wider curriculum.

Subject Leaders' primary role is to ensure the relentless improvement of development of their own subject, through showing interest, enthusiasm and leading by example to promote the highest

standards of education. They must ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. At Bitterne CE Primary, each subject leader has produced a Progression of Skills and Knowledge, which, when used alongside the National Curriculum and Curriculum Overview, will ensure that the correct objects will be covered and assessed in each year group. Unit planning should be on the school's Learning Journey format, apart from where the subject policy otherwise states (for example: in RE). Furthermore, the subject leader must monitor the Behaviour and Attitudes of children within their curriculum subject and monitor where provision could be adapted to increase enjoyment and engagement.

Subject Leaders produce annual Raising Achievement Plans (RAPs) for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues. Class Teachers have the final responsibility to produce class specific, medium- and short-term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes an 'Inspirational Learning Community'.

Monitoring and evaluating

The Headteacher has the overall responsibility for the quality of education for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Curriculum Leader. These tasks will link into a programme of monitoring, informing the Strategic School Improvement Plan and subsequent actions, as well as informing performance management of teaching staff. The Headteacher and Curriculum Leader will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and pupil interviews. They will provide written feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement. In line with the current Ofsted guidance, there should be a view of "Let's see this in action together": the impact of the learning should be evidenced, with the children learning more and remembering more. This will be completed in collaboration with the curriculum lead to ensure consistency across standards and the quality assurance of monitoring.

The Curriculum Link Governor will act as critical friend to the Curriculum Leader. Half-termly meetings will discuss progress made and support the identification of next steps for development. The Curriculum Leader will also attend the Children and Learning Committee Governor meetings on a termly basis.

Subject Link Governors for Core subjects will act as critical friends and will meet termly with Subject Leaders and analyse a range of evidence. The governors will produce a written report of their meeting with questions that must be responded to by the subject leader before the next Full Governors Meeting.

Covid-19 Transition Curriculum

Bitterne CE Primary have taken advice from the Local Authority (Lynn Ross, School Improvement Partner) and Ofsted (Dan Lambert, HMI) in devising the robust and effective response to the challenges caused by the Coronavirus Pandemic. Our response is guided by four key principles, which are outlined below.

1. Our moral compass is to make the best decisions for the children

The programmes of study have been adapted to prioritise the learning for all children during the pandemic. The subject leaders have re-structured the curriculum accordingly to account for lost or adapted learning. The learning each class teacher, year group and phase select for the children has been adapted during the pandemic to support all pupils in their emotional response to the 'new normal', with greater emphasis placed on PSHE, dealing with emotions, building relationships and bereavement during the pandemic. There are still adaptations made, when required, to the curriculum at Bitterne CE Primary School.

2. The curriculum is modified to ensure the most important aspects are taught

Subject Leaders have identified which parts of the curriculum were not taught due to the Coronavirus pandemic and subsequent lockdown. We have narrowed our curriculum, but, during the pandemic, subject leaders and year teams chose the best, most appropriate and most important learning. Cramming will lead to dysfunctional fluency; thus, it is about choosing the most important aspects of the curriculum that serve the children's needs. Initially, this focused on PSHE, Reading, Wellbeing and the mathematical building blocks (e.g. number bonds and multiplication tables), with topics modified subsequently to account for lost learning or learning that was moved to a different year. Subject Leaders continually review and evaluate the provision within their subject and work with the Curriculum Lead to ensure this is appropriate to the respective cohort.

3. We took a baseline of the children – emotions and wellbeing, learning behaviours and knowledge – on their return in September 2020 and again in March 2021

The first weeks back following lockdowns or holidays focused on assessing all children for key aspects: emotions, wellbeing and relationships, learning behaviours, and the knowledge and understanding for specific topics. As a result, subject leaders re-structured units to take account of lost learning, and learning that required continued adaptation. In line with the Feedback and Assessment policy, day-to-day AfL in identifying what children remember and do not remember, coupled with on-going emotional support, continues to form an integral role in day-to-day teaching.

4. A robust and effective system for evaluation must be in place to encompass all aspects

All leaders are expected to be able to explain the rationale behind choices made during the Bitterne CE Transition Curriculum. Targets are expected to reflect this and be evaluated regularly, so that the changes in individuals, classes and cohorts are quickly identified and acted upon. All leaders will be challenged on the choices that they have made and the impact of those choices. Evaluation and adaptation of the Curriculum is essential to ensure that the response to Covid-19 continues to be appropriate for all.

This policy will be reviewed annually.

Appendix 1

Curriculum Development - Subject Leadership and Accountability

HT Andy Peterson
To hold the curriculum leader accountable for subject leadership and evaluation of impact.
<u>Curriculum Leader</u> James May
<ul style="list-style-type: none">• To ensure evidence against evaluation questions is rigorously gathered.• To hold subject leaders accountable for subject development in school.• To support subject leaders with development of action plans.• To scrutinise and quality assure evidence collated by subject leaders in the development of their subject.• To lead curriculum INSET training.• To report data, evidence, impact and action planning to HT, SLT and governors.• To ensure consistency in planning - between year group topics, between year groups and between subjects.• To support subject leaders in monitoring planning and links to English and maths.• To liaise with subject leaders and year leaders in ensuring consistency in planning.• To liaise with the Business Manager and Head Teacher to organise sufficient release time for all subject leaders.
<u>Subject Leaders</u>
<u>Subject Leadership:</u> <ul style="list-style-type: none">• To be accountable for subject development and report to the curriculum leader.• To create a curriculum planning folder that demonstrates effective development.• To ensure subject knowledge is up-to-date through reading relevant background information linked to government initiatives.• To create an overview of topics and a Progression of Skills and Knowledge for each year group and across the school. The Progression of Skills and Knowledge should clearly state what the expectations for children attaining Working Towards, Expected and Greater Depth are.• To liaise with Phase Leaders about changes to planning - e.g. new topics.• To ensure planning shows progression of skills across topics within year groups and between year groups.• To ensure that the subject page on the school website is up-to-date, including displaying the current policy, curriculum intent, progression of skills and knowledge, and children's work where relevant.• To ensure clear learning intentions are evident within planning, including success criteria where required• To ensure medium-term planning is recorded on the schools agreed format to show consistency across the school.• To record evidence of trips and extra-curricular activities that impact on the children's learning.• To ensure subjects are adequately resourced, audit resources and liaise with year leaders on purchases of resources.• To ensure display boards demonstrate a range of work, across the school, in the subject area.
<u>Subject Improvement:</u> <ul style="list-style-type: none">• To create Action Plans for the subject that is linked to RAP.• To organise and ensure regular reviews of their subject - lesson sampling, work book scrutinies, pupil conferencing, parent feedback, planning and assessment reviews.• To organise and ensure pupil conferencing is rigorous and collate evidence.

- To collate, record and analyse progress data.

Subject Training:

- To assess the needs of colleagues in the training of the subject to ensure teaching and learning is good or better.
- To support class teachers in the delivery of planning, including NQTs and teachers new to the school, and including through in-class coaching where required. To attend appropriate training to develop subject knowledge.
- To liaise with outside agencies to develop own subject knowledge and that of colleagues.
- To disseminate information to colleagues in staff meetings and or INSET days.
- To attend subject cluster meetings.

Reporting to Leadership and other stakeholders:

- To attend regular meetings with the Curriculum Lead to report regarding standards in your subject
- To create **Position Statements** for the subject/s they are responsible for in February and June.
- To ensure report statements are accurate and feedback to parents is appropriate and efficient.
- To liaise with and record minutes of meetings with year leaders.
- To attend governor meetings and report on progress of subject.

Please see attached **Key Maintenance and Management Tasks** schedule.

<u>Phase Leaders</u>	<u>Class Teachers</u>
<ul style="list-style-type: none"> • To liaise with subject leaders about changes to planning and topics across their particular phase. • To liaise with subject leader when purchasing resources. • To ensure subject leaders have data required. • To liaise with subject leaders to ensure report statements are appropriate and effective. • To ensure the assessment of subjects is recorded during the teaching of the topic and is fed back to the subject leader where required. 	<ul style="list-style-type: none"> • To ensure that every unit has a clear pre-assessment to act as a baseline for children's knowledge. • To use the subject leaders' progression of skills to inform medium term planning. • To provide subject leaders with evidence of children's work. • To ensure subject leaders are able to pupil conferencing children. • To proactively identify gaps in their own subject knowledge, research this as required and to contact the subject leader for coaching if required. • To ensure subject leaders have data required.

Evaluation questions

- What evidence is there that all subject leaders are secure in their understanding of standards and progression of **skills and knowledge** in their subject?
- What evidence is there that all subject leaders are clear in the strategic overview of their subject and the curriculum intent or vision?
- What evidence is there that leadership of subjects is effective and is increasingly good or better?
- What evidence is there to show what standards are like in curriculum subjects?
- What evidence is there that children are making good progress in all subjects and are attaining well?
- What evidence is there that the Progression of Skills and Knowledge is clearly embedded across year groups and across year group topics? How are children building on their prior skills and knowledge?