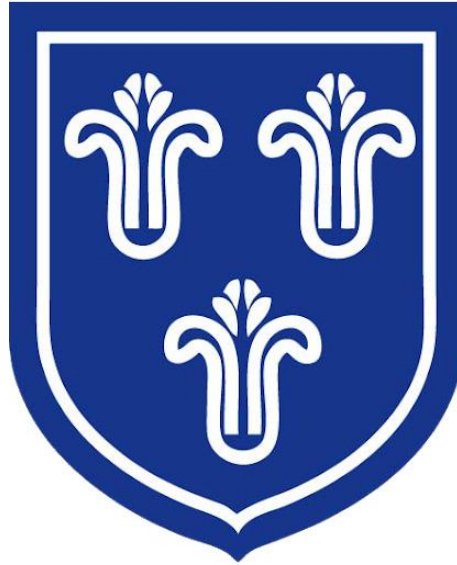


FOUNDED 1789



St Mary's CEP (VA) School, Dover

Curriculum Policy

Date: September 2023

Reviewed and Ratified By: 4th October 2023

Review Date: September 2024

Equality

We recognise the duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined with existing equalities legislation (please see 'Single Equality Scheme').

Introduction

This policy outlines the curriculum at St Mary's CEP School; the curriculum is all the planned activities that we organise to promote learning, personal growth and development.

Our curriculum includes the formal requirements of the Early Years Foundation Stage Framework and the National Curriculum. Our formal curriculum also includes Religious Education (RE), Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE).

In addition to our formal curriculum, we provide a range of other activities in order to enrich the experiences of the children at St Mary's CEP School. We believe that the curriculum also includes what children learn from the way they are treated and are expected to behave.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Christian Vision and Values

St Mary's CEP's school curriculum is underpinned by the Christian Vision and Values that we hold dear.

Our Christian Vision

Through the loving example of Jesus Christ, we strive to provide opportunities for all members of our diverse school community to flourish within a caring, aspirational, spiritual and inclusive environment.

We aim to create successful learners, confident individuals and responsible citizens ready to take the next steps in life.

Our Christian Values

Peace; Friendship; Respect; Trust; Perseverance

Aims

Our curriculum has been developed in accordance with National Curriculum requirements, our school's Christian Vision and Christian Narrative. It enables learners to develop a range of skills, knowledge and understanding in breadth and depth, so that:

- Learners can demonstrate or explain concepts orally, concretely, visually and abstractly, AND the learner can apply the skill or concept in different contexts automatically.

- Topics and themes take account of learners' own interests, enabling them to be involved in making choices and generating questions about their own learning.
- Through creative and memorable learning experiences, the holistic child is able to flourish and reach their potential
- Learning addresses local, British and international issues and themes help to develop learners' understanding of British Values, cultural capital and spiritual development.
- Outdoor and offsite learning is given a high profile, using our local environment as effectively as possible.
- All curriculum areas and topics encourage and foster high levels of creativity, build independence and create successful learners ready for the next step in their education.

St Mary's CEP school recognises the value of each of our three Key Stages – Early Years Foundation Stage, Key Stage 1 and Key Stage 2. We adhere to Department for Education statutory guidance relevant to these key stages and are in full agreement with the guiding principles laid down in the Early Years Foundation Stage Statutory Framework and the statement of aims included in the National Curriculum Handbook for Primary Teachers in England:

Early Years Foundation Stage (EYFS) Statutory Framework

Four guiding principles should shape practice in early years settings. These are:

- *every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured*
- *children learn to be strong and independent through positive relationships*
- *children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.*
- *the importance of learning and development. Children develop and learn at different rates.*

The National Curriculum Handbook for Primary Teachers in England

Statement of aims:

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.

Subjects

Areas for learning and development in the EYFS:

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

In Years 1 - 6 we teach the following national curriculum subjects:

Core subjects
English
Mathematics
Science
Foundation subjects
Art and design
Computing
Design and technology
Languages (Key Stage 2 only)
Geography
History
Music
Physical education

In addition to the above, we teach Religious Education (RE) and Personal, Social and Health Education (PSHE), which includes Relationships and Sex (RSE) Education, to all classes.

We recognise and promote the key importance of the core subjects and developing the children's expertise in reading, writing and mathematics. We understand the huge benefit to all children of becoming confident and secure readers; we prioritise the acquisition of early reading skills in EYFS and Year 1 and use the phonics scheme Success for All (SFA) to shape this work.

Organisation and Planning

Strong teaching and learning are underpinned by reflective and responsive planning. All staff should take the responsibility to plan, evaluate, re-shape and monitor regularly.

Progression of Knowledge and Skills

Subject Leaders have developed progression of knowledge and skills documents which outline the intent, implementation and planned impact for each subject, these have been agreed by the Senior Leadership Team. These documents are designed to reflect the evidence from research and to ensure that prior knowledge is built upon in each subject. Each subject is taught discretely, knowledge and skills may be taught in a cross-curricular when this approach is purposeful and adds to children's understanding of the world. We recognise the importance of subject specific vocabulary and this will be developed in each year group.

Curriculum Design for Key Stage 1 and Key Stage 2

Each year group will cover a broad range of subjects and themes. In the foundation subjects, topics tend to last a term. Some subjects e.g. Art and Design and Design Technology are taught every other term (three out of six).

We aim to provide meaning to the pupils' learning. This is done by:

- Where possible using our local context to give the learning relevance to the pupils
- Providing clear purpose to learning and making links to other subjects whilst maintaining subject discipline
- Building towards end points
- Reviewing prior learning in the subject and exploring how it links to current learning
- Using a range of teaching styles to support all learners

We use a range of professionally produced schemes to frame our planning. Schemes are bought in following research by Subject and Senior Leaders so that we can be assured that they meet the requirements of our planned school curriculum. Further detail can be found in the appendix.

Long Term Planning

Subject content for each year group is laid down in long term planning documents. These have been developed in partnership with subject leaders, senior leaders and class teachers.

Medium Term Planning and Website Overviews

Class teachers produce termly medium-term planning and website overviews which detail the objectives to be taught for each subject within the term.

Short Term (Weekly) Planning

Weekly planning, written by class teachers, consists of a timetable and also a grid showing the learning objectives and tasks for the week by subject. This whole document will be about two sides of A4 (typed).

Shared Staff Drive

Subject Progression of Knowledge and Skills documents are saved on the Shared Staff(T) drive, 0000CURRICULUM and then in the relevant subject folder

Long term, medium term and weekly planning documents are saved on the Shared Staff(T) drive, !STAFF RESOURCES!/PLANNING and then in the relevant academic year folder.

Progression of Skills and Knowledge documents and Long-Term planning documentation will be reviewed annually by subject and senior leaders, any changes are to be made during this process. Outside of this review, documents are to be adhered to as laid down in order to maintain integrity to our planned schemes of learning.

Timetabling

The children's school day is 6.5 hours; 8.40am – 3.10pm which includes registration, Collective Worship, break and lunchtime as well as teaching time.

Children arrive to class from 8.40am (children must be at school by 8.55am) and dismissal is at 3.15pm.

Registration, meet and greet and settling in for the school day happens before 9am. Collective Worship starts at 9am and finishes by 9.20am.

There is a 15minute morning break for each class.

Lunchtime is 12midday – 1pm.

Home time is 3.10pm for YR and KS1 and 3.15pm for KS2.

Morning teaching time is 8.40am – 9am and then 9.20am – 12midday (there will be a fifteen-minute break for each class during this time – see separate schedule). Afternoon teaching time is 1pm – 3.10/3.15pm.

The amount of time available each day for teaching is **five hours 15 minutes** – registration, transition to/from Collective Worship, break and lunchtime and preparation for dismissal need to happen also within this time.

Careful consideration must be given to what is taught between 8.40am and 9am so that children who arrive closer to 8.55am do not consistently miss out on curriculum provision.

Typically, daily English and mathematics lessons will take place each morning with foundation subjects being delivered in the afternoons. There is some flexibility around this depending on the schedule for PE.

Ten-minute Storytime (teacher reading a text to the children) will happen in all classes at 2.55/3pm.

RE will be taught in all classes for one hour a week (please refer to ‘Religious Education Policy’).

Measuring Success – Impact

As result of our curriculum and its delivery, pupils will make good or better progress from their starting points. Knowledge progression documents give clear end points for each year group. These will form the basis of teachers’ formative assessment in each subject. Summative assessment data – using 21 Steps – is captured each term for reading, writing and mathematics in Year 1 – 6. Reception class summative data is captured termly using Development Matters.

Home Learning

We believe in the importance of parental involvement and seek to provide guidance for parent/carers on how they can help their children to improve with their reading, this includes helping children to develop a love of reading through exploring story books.

All children need to demonstrate rapid recall of all times tables by the end of Year 4 so we value parental support in assisting their children to learn these facts in the preceding years.

Teachers set home learning tasks – typically maths and English based – on a Friday with work to be returned the following Wednesday.

Pedagogy and Training

As a school we will be using the works of Tom Sherrington and Olive Caviglioli to develop our practice during the academic year 2023-2024. Sherrington and Caviglioli’s work is captured in their book entitled ‘Teaching Walkthrus Five Step Guides to Instructional Coaching’. Their work harnesses the

ideas from cognitive science and other areas of research. Their combination of visual images and complementing technical professional guidance is extremely accessible and will be explored in Professional Development Meetings (PDMs) throughout the year.

Sherrington and Caviglioli have curated techniques as laid down by:

Barak Rosenshine '10 Principles of Instruction' (2010);

Dan Willingham 'Why Don't Students Like School?' (2009);

Shimamura 'A Whole-Brain Learning Approach for Students and Teachers' (2018 free online);

William et al 'Five formative Assessment Strategies' (2005);

Ron Berger 'An Ethic of Excellence'.

Aspects to be explored include: Behaviour and Relationships; Curriculum and Planning; Explaining and Modelling; Questioning and Feedback; Practice and retrieval.

Teaching staff will be supplied with a copy of Walkthrus.

Behaviour for Learning

We have already undertaken training based on Paul Dix 'When the adults Change Everything Changes' the principles of which are embedded within our whole school Behaviour Policy and practice. This text will be revisited during the academic year 2023-2024 to account for changes in teaching and support staff.

Roles and Responsibilities

The role of the governing board

The governing board will monitor the effectiveness of this policy and hold the Executive Headteacher and Head of School 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

The role of the Executive Headteacher and Head of School

The Executive Headteacher and Head of School are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum 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 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
- They monitor teaching, learning and outcomes in all subjects in order to plan effectively for CPD etc

The role of the subject leaders

The subject leaders will

- Ensure that plans are in place for a broad and balanced curriculum which meets the needs of all learners - including those with special educational needs.
- Provide an expert lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in their subject area
- Provide efficient resource management of the subject

The school gives subject leaders non-contact time so that they can carry out the necessary duties involved with their role; it is the responsibility of the subject leader to request this time according to need. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. Subject leaders should review the way the subject is taught in the school and plan for improvement, this may be working alongside a member of the Senior Leadership Team.

Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning objectives are clear and that progression is planned into schemes of work and seen within books.

Subject leaders will report outcomes of monitoring undertaken to the Senior Leadership Team so that these outcomes can feed into yearly action plans. Subject leaders may also report to governors. Subject leaders for English and Mathematics receive termly 21 Steps Data; they should analyse this data and action plan accordingly.

The role of teachers and class-based support staff

Teachers and teaching assistants will deliver the curriculum aims as laid down in the school curriculum documentation (outlined above) and the content as laid down in the school agreed planning and/or syllabi.

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:

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- Pupils who grasp new learning quickly

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.

Monitoring Arrangements

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

- Meetings with/reports from subject leaders
- Class visits
- Policy reviews
- Termly pupil data review
- Pupil voice

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

- Reviewing planning
- Learning walks
- Lesson Observations
- Book scrutinies,
- Seeking pupil and staff voice
- Analysing data (if applicable).

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

This policy will be reviewed annually.

Links with Other Policies

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment Policy
- Feedback Policy
- SEN policy and information report

Appendices:

1. Schemes of work
2. Maths and English Feedback/Presentation Expectations
3. Handwriting
4. The Learning Environment



Curriculum Policy Appendix 1

Schemes of Work

Subject	Scheme of Work
Phonics & Reading EYFS	SFA
Phonics & Reading Y1	SFA
Reading Y2	St Mary's CEP, Dover School Text Map and Accelerated Reader
Reading KS2	St Mary's CEP, Dover School Text Map and Accelerated Reader
Writing	Talk for Writing
Handwriting	Letterjoin
Spelling	SFA and National Curriculum
Mathematics	White Rose Hub
Religious Education	Understanding Christianity and Kent Agreed Syllabus for other religions
Science	Kent – Andrew Berry
Art	Kapow
Design Technology	Kapow
History	St Mary's CEP, Dover School Progression of Skills Document
Geography	St Mary's CEP, Dover School Progression of Skills Document
PSHE	Jigsaw
Computing	Kapow
MFL	Twinkl
Music	Kapow
PE	St Mary's CEP, Dover School Progression of Skills Document



Curriculum Policy Appendix 2

***Please refer to 'Feedback Policy' for further detail.**

Maths Feedback/Presentation Expectations

- **Learning Objective Stickers:**
 - *Stuck in at the top left-hand corner of the page
 - *Typed - Short date
 - *Typed - Learning objective (using 21 steps descriptors)
 - *Three boxes to assess:
 1. Self-Assessment (child marks in **green pen** – smiley face; straight face; sad face)
 2. CT Assessment (A = achieved LO; ☹️ = need more work)
- New page for each new piece of learning (when appropriate)
- Children to respond to feedback/corrections/Response Questions in **Green Pen**
- Children to record with a sharpened pencil in Class R-4
- Children to write in **blue pen** in Class 5 and 6
- All children to use a sharpened pencil when drawing shapes; graphs; tables; lines etc.
- KS2 children to draw a left-hand margin (2 squares in width) using a pencil and ruler
- 1 mathematical symbol per square (to the CTs discretion)
- Errors to be crossed out neatly using a ruler (to the CTs discretion)
- Task sheets are glued in straight and neatly (no flappy edges!)
- Most questions are answered in exercise book (not on the sheet – some exceptions) with clear working out– clearly numbered/working systematically

- All questions should be acknowledged > clear balance between CT feedback (**using pink pen**) and self-marked by child (**using green pen**)

- CTs use the structure of White Rose Hub and 21 steps to plan and teach

- CTs can use a variety of resources to demonstrate variation and challenge

- Tasks must provide opportunities to demonstrate the concept in a variety of ways:
Fluency > Application > Reasoning
Pictorial > Concrete > Abstract

- Children should be encouraged to explore problems and 'prove it' allowing them to justify and reason (using mathematical vocabulary)

- It would be appropriate to see some Maths work evidenced photographically

- Manipulatives must be used to support/scaffold learning

English Feedback/Presentation Expectations

- One objective on the objective sticker and the feedback is linked to this Success criteria/Steps to success should clearly identify what the child needs to do to achieve the LO.
- 3 assessment circles on objective sticker
*Three boxes to assess:
 1. Self-Assessment (child marks in green pen – smiley face; straight face; sad face)
 2. CT Assessment (A = achieved LO; ☹️ = need more work)
- Live feedback at all times in sessions by Teacher and TA. Teacher works with a group, as does TA, and they feedback as the session progresses. Teacher may move to another group to do the same.
Research indicates that best practice and evident of progress is greatest when feedback is given at POINT OF NEED. This is through teacher-pupil conferencing/dialogue.
- Remaining books to then be reviewed at the end of the day – this will help with workload
- 2 highlighters: Green – success > highlighting success against the LO

Pink (“Pink for Think”) – developmental > the child will need to edit/improve this part (this may not always be secretarial marking i.e. grammar/punctuation)

- No written comments or codes as previously used.
If you are reviewing work at the end of the day and desperately need to write a comment – use a post-it-note and stick on page > pupil can then read/CT to refer to when work is reviewed
- Responding to this to be planned at the start of the next session
“First 5”. This could be a slide in your Power point. Children to edit the highlighted patches or give a question for the children to respond in their green pen – shows clear evidence that the children are self-assessing and editing/improving their work.

Example:

LO – To use expanded noun phrases

WWW – Most children included some good adjectives to describe the noun and engage the reader

EBI – Some of you could have used adventurous vocabulary (from the word bank) to improve your writing even further

Now try (in your green pen):

Correct any blue highlights (this may involve CT/TA to go around class and support – what this means)/there may be a post-it-note in the book

OR you could pose a question:

Fabulous Dilapidated exhilarating

Use one of the adventurous adjectives to complete a sentence to describe the noun (linked to the text)

- Evidence of books being acknowledged daily: highlighting; assessment on LO sticker; children using their green pen
- Use photographic, with a blurb included, to evidence the learning journey.



Curriculum Policy Appendix 3

Handwriting

Please refer to our 'Handwriting Policy' for further detail.



Curriculum Policy Appendix 4

The Learning Environment Expectations

An effective learning environment must be creative, stimulating and resourceful.

Every classroom must:

- Display a visual timetable
- Be kept tidy and organised, with no clutter, have clear surfaces and clean and tidy resources
- Have displays that are current and of a high quality. Ensure that learning and celebration are balanced through displays
- Have an organised book corner which is well furnished and stocked.
- Be literature-heavy – through display of reading materials and writing (promoting a love for reading).
- Have working walls that demonstrate high value in children's work and efforts
- Consider how 3D aspects or interactive elements can be added to display
- Ensure that handwritten elements model the quality of handwriting expected from the children and follow guidance
- Have displays that promote child independence and ownership
- Include working walls that are titled; show scaffolding prompts (modelled writes); display key vocabulary; and demonstrate a clear learning journey
- Has a worry box