

Summerville Primary School

Curriculum Policy

Date	April 2021
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Designated Governor	
Signature	
Chair of Governors	Gail McNally
Signature	
Head Teacher	Joanne Jordan
Signature	

RECORD OF UPDATES

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Safeguarding

Summerville Primary fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are also committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. It is our duty to protect children and young people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the Designated Child Protection Person who have local contact details for PREVENT and Channel referrals.

1. Intent, Implementation and Impact

1.1 Curriculum Intent Statement

At Summerville Primary School, we aim to make every day full of wonder, excitement, challenge and fun, equipping today's children for tomorrow's world.

The aim of the curriculum at Summerville Primary School is to provide the knowledge and skills needed for our pupils to develop as independent, confident, successful learners with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our curriculum has been designed so that it:

- Is relevant and useful, enabling children to develop sustainable skills and knowledge for life in the 21st century.
- Is based on current research around cognitive learning.
- Develops children's moral, spiritual, social and cultural understanding alongside physical development, well-being and mental health.
- Provides a highly inclusive environment where learners enjoy their education and pupils at all levels are helped to achieve their potential.
- Develops critical, creative, philosophical thinkers who have something to think and talk about.
- Takes into account the context of the school, our community and the local area.
- Promotes diversity and reflects our commitment that 'there are no outsiders here'.
- Develops kind, brave, humanitarian, active members of the school, local, national and global community.
- Recognises that development of reading and vocabulary is essential so that children can access all learning and read well enough to question and challenge

what is written in publications, social media, online and in the press. We will develop proficient readers who love literature and read widely, crossing the gateway into knowledge that has been set down for us in print.

- At all times endorses high expectations, quality support and challenge to motivate children to produce their best work.
- Nurtures and challenges children, teaching them essential life skills so that they can and will look after themselves, others and the planet.
- Provides our children with wider experiences, adventures and an insight into a range of culture so that as young people and later as adults, they believe they can join in with all that life offers, transcending social boundaries.

In our curriculum, the development of knowledge, skills and understanding is carefully planned to ensure coverage and progression through a 3D curriculum. This is structured in a way that makes remembering inevitable. From EYFS to Year 6, the children revisit content and skills, building on what has been taught before to ensure learning is transferred to pupils' long-term memory. Subject leaders play a crucial part in the success of the curriculum by sequencing, planning, monitoring and evaluating the knowledge and skills that are built upon across school in their subject and between other subjects.

Our curriculum provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

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.

The school provides the full core offer of extended school provision. To promote physical health and wellbeing, learners have the opportunity to access a wide variety of sports and activities after school hours and during lunch times.

1.2 Curriculum Implementation Statement

Our curriculum which has been designed by our subject leaders and SLT is based on the EYFS Framework and the National Curriculum, which can be found by clicking the links below.

[EYFS Framework](#)

[Link to the National Curriculum](#)

The National Curriculum document shows the statutory objectives for the knowledge, skills and understanding that we teach at Summerville Primary School from Year 1 to Year 6. Children in the Early Years Foundation Stage are taught using the EYFS

framework with an emphasis on developing key skills, knowledge and understanding through direct teaching and structured continuous provision.

At Summerville, we want to define our curriculum more widely than just statutory requirements alone, reflecting our context and vision. We offer a broad, balanced curriculum for all our learners which is carefully sequenced and designed with knowledge, creativity and life skills at its heart. We want the children to learn about a wide range of subjects and develop a wide range of skills. Reading is at the heart of our curriculum and children are encouraged to read widely and regularly to ensure that they develop a strong vocabulary base and understanding of the world.

Cognitive Research

Our curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. We have designed a curriculum built on current cognitive research regarding how memory works to ensure that children not only have access to 'the best that has been thought and said', but are taught this in a way that ensures they can remember the curriculum content in future years. We make use of knowledge organisers (which are sent home regularly) to ensure children know exactly which information is expected to be learned over the course of their study in a particular subject. We also revisit and reinforce key knowledge, prior learning, skills and concepts to ensure children securely grasp what they learn.

One of the central aims of the curriculum at Summerville is to ensure that our pupils are both "interesting and interested". We want them to be 'interesting' to talk to, because they know a great deal about the world and 'interested' in finding out more. We understand that knowledge is 'sticky', in other words, the more pupils know the easier it is for them to know more. This is why we place particular emphasis on children knowing by heart and building rich webs of knowledge as they progress through the curriculum. Then they are able to make connections and develop their own schema as they move through school.

Planning

All our units of work have been carefully planned by the subject leaders to ensure full curriculum coverage and progression within units, within year groups and throughout the school. The subject leaders have also made the explicit links within and between subjects and included these in the medium term plans so teachers can share them with the children.

Quality First Teaching

At Summerville we provide high quality, inclusive teaching for all our pupils and all our staff have the highest possible expectations for the children. Teachers are expected to impart knowledge accurately and with enthusiasm and take into account prior knowledge and build upon this in a systematic way.

Each lesson has clear, concise learning objectives and the children will be supported in a variety of ways so that everyone can achieve their potential. Teachers are highly skilled in how they explain, model and question the pupils to move the learning on.

We expect that children will develop resilience and accept responsibility for their own learning and work independently.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment may be formative or summative and is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching;
- Using differentiated, open-ended questions that require children to explain and unpick their understanding;
- Providing effective feedback during the lesson and through marking;
- Providing opportunities for self-assessment;
- Using retrieval activities to establish prior knowledge;
- End of unit mini quizzes;
- Diagnostic testing to identify gaps in learning;
- Use of more formal standardised assessments including PIRA and PiXL termly tests;
- Moderation and monitoring of written work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.

This assessment information is recorded on the school assessment system, discussed during pupil progress meetings between class teachers and subject leaders/SLT and is used by teachers to inform future planning.

The assessment information also forms the basis of discussions at parents' evenings and is documented in the end of year reports to parents.

Inclusion and SEND

We provide a curriculum that is successfully adapted, designed and developed for pupils with special educational needs, disadvantaged backgrounds and/or disabilities and that challenges the more able children. We recognise the fact that children have different abilities and at Summerville we teach the full curriculum to all children, whatever their ability. We provide suitable learning opportunities for them by matching the challenge of the task to the ability of the child and removing any potential barriers. We achieve this by:

- Setting common tasks, which are open ended and can have a variety of responses;
- Setting tasks of increasing difficulty with some children not expected to complete all the tasks;
- Grouping children by ability and setting different tasks to each ability group;
- Providing resources of different complexity according to the ability of the child;
- Challenging more able children;
- Supporting children with EAL;
- Using learning support assistants to support the work of individual children or groups of children.

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 SEND policy and information report. At Summerville Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability.

Interventions

In some subjects, individuals and groups who are not making sufficient progress are identified and provision for a suitable intervention is mapped according to need which will allow the child/children to progress. Detailed plans are put into place and the intervention evaluated and adjusted if necessary.

Monitoring

The subject leader will be responsible for monitoring the quality of teaching and learning in their subject. They will regularly undertake book scrutinies, lesson observations/learning walks and review and improve units that have been taught.

Pupil and Staff Voice

We regularly conduct pupil and staff voice questionnaires to seek views on our curriculum and identify areas in which we could improve.

Parental Involvement

Parents will be given opportunities to support and be involved in pupils' learning at Summerville through our open door policy, parents' evenings, our online learning platform Seesaw and regular communication and publication of information electronically.

Balance of our curriculum

Balance in the curriculum is about the amount of time dedicated to each curriculum area and how it is used. At Summerville, we have allocated time for each subject in order to meet statutory requirements. Consideration has been given to the frequency of subjects taught and whether some subjects can be taught in blocks.

1.3 Curriculum Impact Statement

As a result of our curriculum, all children will make at least good progress from their starting points. By the time the children leave Year 6, they will be equipped with the necessary skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about their world and have a secure grasp of reading, writing and mathematics. They will be confident and motivated learners ready for the next stage of their education.

The children will demonstrate knowledge, skills and understanding across a wide range of subjects and state that they have enjoyed their time at Summerville Primary School, have fond memories and a platform to confidently access opportunities in the future.

Evidence of work will show that the National Curriculum has been met and a wide range of topics covered. Standards will be high and the quality of learning in the foundation subjects will match the standards in the core subjects such as English and maths.

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 Head teacher 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 Head teacher

The head teacher 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 Subject Leaders

The subject leader will be responsible for:

- Producing an agreed policy, vision and curriculum overview for their subject.
- Producing and regularly reviewing long-term plan and units of work (MTPs) for their subject which are compatible with the school's overall curricular aims and which meet the statutory requirements.
- Developing and overview of their subject's curriculum and providing a strategic lead and direction for the subject in the school.
- Providing advice and support to teachers on appropriate resources, teaching strategies and approaches to assessment.
- Co-ordinating the purchase, organisation and storage of appropriate resources in their subject.
- Collecting a portfolio of pupils' work and teacher assessment in the subject to ensure consistency of standards.
- Monitoring the standard of the children's work and the quality of teaching in their subject.
- Keeping abreast of recent developments in their subject, ensuring they have an excellent subject knowledge, attending relevant CPD and participating in the planning and delivery of school based INSET and training events.

3. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy.
- Assessment policy.
- Teaching and Learning Policy.
- SEN policy and information report.
- Equality information and objectives.
- Individual subject policies.