

Dean Valley Community Primary School



Dean Valley
Community Primary

Teaching & Learning Curriculum Policy

Person responsible for Policy
Written/Reviewed
Date for next Review

Vicky McPherson

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CURRICULUM VISION, AIMS AND INTENT

CORE AIMS:

At Dean Valley we aim to: support our pupils in their journey as learners from reception to year 6, developing **lifelong learners** who have the **knowledge, skills and learning attributes** to enable them to deal with whatever **challenges a rapidly changing world may present to them**.

We aim to offer an **enthusiastic, innovative** learning community which enables our **pupils to achieve their true potential**.

We aim to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Ensure consistency across year groups and key stages allowing pupils to systematically build upon prior learning
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning, ensuring we inspire, motivate and encourage pupils to engage with learning.
- Provide highly effective feedback allowing pupils to self-regulate their learning and that the feedback given moves learning on for all.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Ensure all pupils to make the best possible progress and to achieve the highest possible attainment.
- Provide pupils with an inspiring curriculum to promote creativity and a thirst for learning.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
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OUR VISION:

Our curriculum is based upon our rights respecting ethos, where all pupils are accepted as **individuals**. We work within both our **school community** and the **wider community** to shape learners to be citizens of the future.

Through the delivery of an **ambitious and extensive** curriculum we offer a wealth of **unique learning opportunities aspiring to ignite a love of learning** in every pupil guided by our curriculum drivers of **Possibilities, Diversity** and **Community**.

We encourage our pupils to make the best choices they can possibly make. We achieve this through the delivery of excellent teaching and learning that is not just about **embedding the fundamental and essential skills of English and Maths** in pupil, but also **nurturing and developing all talents** through an **ambitious, rich, deep and varied curriculum**. We allow our pupils to be original, imaginative, innovative and creative, and provide them with memorable experiences to positively impact on their wellbeing. **Know more, do more**. We work to ensure the

metacognition of our learners supports the **building of knowledge, chunked and built up over time** and that their **retrieval/recall of knowledge is strong – REMEMBERED!**

We are passionate about developing the whole child, as reflected in our Social, Moral, Spiritual and Citizenship provision and Cultural experiences and knowledge of democracy and the rule of law. Our values permeate everything we do and prepare our pupils to be upstanding citizens in their community. We encourage our learners to take responsibility for their learning so that they develop their thinking and questioning skills reflecting clearly on their choices and rights.

A broad and balanced curriculum is not just the timetabled subjects; it is every child's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, growth mindset, how to behave, how to have tolerance of others and good mental health.

We also understand that having a wide vocabulary and good reading skills are crucial for our pupils to be able to access all aspects of the curriculum. We believe that all pupils, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

OUR INTENT:

To develop phonic knowledge so that pupils can become fluent readers who enjoy reading.

To build key **vocabulary** from reception to Y6 to **enhance learning** and **support retrieval of knowledge**.

To develop the ability to write across a range of subjects.

To create positive mathematicians who can fluently recall and understand number and apply this to problem solving.

To design and deliver **clear end points for our curriculum** which alongside **well-chosen content, sequenced correctly** ensures pupil make good progress across the curriculum.

ORDINARILY AVAILABLE INCLUSIVE PRACTICE:

At Dean Valley Community Primary School, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress

For Early Years:

4 guiding principles

- Every pupil is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Pupils learn to be strong and independent through positive relationships.
- Pupils 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. Pupils benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Pupils develop and learn at different rates. (The Characteristics of effective learning).

For KS1/KS2:

- Well organised classroom with labels and picture symbols
- Clear lesson structure with objectives presented orally and visually

- Instructions given in small chunks with visual clues
- Understanding is checked by asking pupils or young people to explain what they must do
- Pupils demonstrate understanding in a variety of ways
- Peer groupings are varied and fluid
- Interspersed Activities and listening to allow for varied 'kinaesthetic' approaches
- Praise is specific and named
- Memory supported by explicit demonstration and modelling
- Classroom support planned for and used to maximise learning
- Pupils or young people are clear what is expected and good examples are used when necessary

As a school we also support our learners to:

- High expectations of themselves and all of the pupil.
- Interact with lessons and give them a go.
- Develop resilience and accept responsibility for their own learning and work independently.

ROLES AND RESPONSIBILITIES

THE GOVERNING BOARD

The governing board will monitor the effectiveness of this policy and hold the headteacher 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
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEND)

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- The school closely follows the expectations set out in the National Curriculum (2014) for English and Maths, including adhering to the programmes of study for each year group in KS1 and KS2
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw pupils 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 pupils with SEN

Subject Leaders

Subject leaders will own the responsibility for their allocated subject/s.

Subject leaders are responsible for:

- Monitoring and evaluating the teaching of their subject through learning walks, lesson observations, book and work scrutiny and pupil voice.
- Giving feedback to staff, the headteacher and governors on the outcomes of the above.
- Monitoring and summarising subject specific data.
- Writing an annual position statement and subsequent action plan.
- Identifying and attending CPD needs for their subject.
- Keeping up to date with new initiatives and disseminating relevant information and government directives to other members of staff.
- Ordering and maintaining resources and equipment in art and design.

All staff

- Teachers will ensure that the school curriculum is implemented in accordance with this policy.
- Teachers use the objectives within our curriculum to plan their lessons and set the success criteria for pupils.
- Teachers in all year groups will assess pupils attainment against the objectives set out in the programmes of study (National Curriculum 2014)

ORGANISATION AND PLANNING

Staff in year groups, in discussion with subject leaders and the headteacher have created a two-year thematic rolling plan which focusses on a spiralsed approach in order for pupils to build knowledge over time. The subject curricula at Dean Valley is built upon the National Curriculum and is planned within the Chris Quigley milestones and through the use of Kapow which carefully structures learning for each key stage in school.

Teachers translate these plans into smaller units – a Curriculum Path (medium term plan) and then weekly plans where the specific needs of the learners are addressed.

Curriculum Paths are written to ensure coverage of the English, Science and all foundation subjects. The Curriculum Paths include:

- Clear Intent for learning through the theme
- Links to diversity and the rights of a Child (articles)
- Objectives
- Progression across the subject objectives in a clear sequence of lessons
- Vocabulary
- Challenge questions
- Clear outcome

Weekly planning uses the learning objectives, skills and knowledge from the medium term planning for each session. The weekly plan identifies key resources, questions, and differentiation through scaffolding based on prior learning and promoting challenge.

Teaching is carefully tailored to meet the needs of all the pupils and builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school.

Subject leaders and the HT/SLT quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed. Middle leaders ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible.

In the National Curriculum all statements begin with the phrase ‘All pupils should be taught to...’ Each Programme of Study is divided into two sections, the first is knowledge, skills and understanding and the second outlines the Breadth of Study. At Dean Valley we cover the full range of subjects through our thematic rolling plan.

National Curriculum Core Subjects	National Curriculum Foundation Subjects	
English Maths Science	Art and Design Computing Design & Technology Languages Geography History	Music Physical Education PSHCE RE Sex & Relationships

LEARNING ENVIRONMENTS

Organisation of the classroom/learning environment is adapted to the pupil’s learning needs;

- The use of learning resources and ICT is developed to allow pupils to work independently and successfully;
- Effective use of other spaces is made: ‘the outdoor classroom and forest school area’, Computers, hall space, practical area;
- Displays are used to celebrate pupil’s work, supportive learning (Learning Walls) and the knowledge the pupils have gained.

See our EYFS policy for information on how our early years’ curriculum is delivered.

INCLUSION

Teachers set high expectations for all pupils, no ceilings are placed on any of our pupil’s learning. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers 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 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.

Intervention

Individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need.
- Detailed plans are put into place.
- All interventions are time bonded and data driven Interventions are evaluated and relevant adjustments are made.
- Pupil Progress/ Year group meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

MONITORING ARRANGEMENTS

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

- School visits
- Review Days
- Presentations done by Subject Leads at Full Governing Board meetings
- School Development Plan review

Heads teacher/SLT and subject leaders monitor the way the subjects are taught throughout the school by:

- Completing planning scrutinies against pupil's books
- Learning walks
- Book scrutinies
- Pupil Voice
- Observations
- Pupil Progress meetings

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

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. They ensure that skills and knowledge are identified in planning, suiting the needs of all pupils and developmental feedback is provided in line with the school's marking policy.

The leadership team and middle leader's feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

This policy will be reviewed every annually by the headteacher. At every review the policy will be shared with the full governing board.

LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Equality for Ch
- RSE Policy
- Marking Policy
- British values
- Inclusion Policy
- Behaviour Policy

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](#).

All schools with early years provision add:

In addition, this policy acknowledges the requirements for promoting the learning and development of pupils set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).