

Curriculum Policy

Author: Sarah Hawker (Headteacher)
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1. Introduction

Park Street Church of England Primary School is a school with a Christian character and seeks to ensure that all who learn and work within the school are enabled to experience *'life in all its fullness'* [Jn 10.10] - to be people *'fully alive'* [St Irenaeus].

To this end, all of our work, our policies and our procedures seek to ensure that we honour God, love our neighbour as ourselves, do to others as we would have them do to us, we don't judge others, and we seek to be good stewards of God's creation. These basic tenets of our Christian faith inform our values of "Honesty and Respect, Friendship and Kindness, Learning and Fun."

2. Context

Park Street C of E Primary School is situated in the centre of Cambridge, nestled amongst the most historic and prestigious colleges and theological institutions of Cambridge University.

Its geographical location means that we have the benefit of welcoming many children of visiting families from diverse nations and backgrounds, sometimes for just a short period of time.

These children become part of our 'family'; our aspiration for them is the same as for our long-term residents, to send them out into the world as curious, creative, flourishing learners, whose experience of our school and its curriculum will have shaped them in understanding, virtues and habits, so that they can make the most life 'in all its fullness' (John 10.10).

Our curriculum has been designed in sympathy with the Church of England Vision for Education (2016), 'Deeply Christian, Serving the Common Good'. We work together to ensure that all Park Street children:

"discover an education that embraces excellence and academic rigour within the wider framework of spiritual, physical, intellectual, emotional, moral and social development which enables their children to flourish..."

"Our school is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences...in order to serve the flourishing of a healthily plural society and democracy"

3. Statement of Intent and Curriculum Aims, Implementation and Impact, and Statement of Principles.

3.1. Statement of Intent

'Making Connections' is at the heart of our curriculum planning. The curriculum is structured so that it consists of a clear progression of learning in each subject, from the Foundation Stage to Year Six, with connections between topics. Due to the mobility of a large number of our students, we work to ensure that they are supported to develop the skills and opportunities to make connections themselves with their previous learning and experiences (which may have occurred in a variety of other contexts) and our curriculum. The richness of the knowledge and experience they bring from other cultures and countries, also gives us opportunities to encourage pupils who have been here longer, to make meaningful connections outwards. Without connection, there is little interest or curiosity, and curiosity always precedes meaningful and authentic learning. It is essential that we are giving all children the skills to make strong learning connections to help them to develop the thinking habits they need to succeed. When they move on, this also gives them the confidence and skills to connect effectively with learning presented to them in their new context.

Teachers' planning will be guided by consideration and research in the programmes of study to ensure pupils' engagement with knowledge and skills that the children perceive to be relevant and interesting to them. Topics are introduced by a 'Big Question', and where possible, an outside trip or stimulating launch experience. Making the most of opportunities offered by the local area to support learning and develop children's 'Cultural Capital' is built into curriculum units as much as possible. Children also generate their own questions for exploration, as they start a new topic. The teacher's planning, or 'Learning Journey' is then constructed to take account of the curriculum progression documents, children's prior learning, opportunities for exploring and extending cultural experiences, and connecting with pupils' individual questions.

Knowledge, opportunities and experiences are recorded in Displays of Work and pupils' Exercise Books, which they use frequently to explain their learning and consequently embed this in their long-term memories. Furthermore, a 'real' outcome is planned whenever possible: for example, exhibition for parents, performance or theme day, to motivate pupils and give them further opportunities to share and demonstrate their learning.

3.2. Curriculum Aims











We aim to:

- Ignite and propagate a love of learning in all pupils and help them to understand their progression in learning, make connections, develop resilience and take responsibility for their next steps
- Equip pupils with the knowledge, 'cultural capital', skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally, helping them to develop the ability to choose and apply these in relevant situations
- Ensure we meet the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum
- Ensure all pupils achieve well in all aspects of the curriculum, making appropriate rates of personal progress so that they leave Park Street fully prepared for the next stage of their education
- Encourage empowering partnerships between all learners in the school (pupils and staff)
- Develop an 'Aspirational Learning Community' amongst both pupils and adults through an inspiring and creative curriculum which is continually developed, enhanced and celebrated.

3.2 Implementation

Teachers plan using 'Learning Journeys', which ensure that learning builds on previous knowledge, and is coherently sequenced, with connections made as the unit progresses. These are shared with the pupils every lesson, with pupils encouraged to follow their progress along the journey. The language and model of 'Solo-Taxonomy' is used, to support children in recognising and exploring connections and links as they learn. Children who find making connections difficult have this modelled through support in following their progression through the 'Learning Journeys' and through the shared use of 'Solo-Taxonomy'.

Table 1.1: SOLO levels, symbols and hand signs

Prestructural	Unistructural	Multistructural	Relational	Extended abstract
				
Learning outcomes show unconnected information and no organisation.	Learning outcomes show simple connections but importance is not noted.	Learning outcomes show connections are made but significance to overall meaning is missing.	Learning outcomes show connections are made and parts are synthesised with the overall meaning.	Learning outcomes go beyond the subject and make links to other concepts – generalising, predicting, evaluating.
No idea	One idea	Many ideas	Related ideas	Extended ideas
				

Opportunities to shape a unit around pupils' need to make connections are capitalized on. For example, in the Eagle Class topic about the Second World War, pupils research their own families' connections to historical events. This leads to children making links between their forbears' experiences across the globe, and on different 'sides' of the conflict.

3.3 Impact

At the end of their time at the school we hope that pupils will be:

- **Proud** - of themselves, the school, its Christian values and their time at the school
- **Articulate** – able to speak up for themselves and others through enrichment and cultural capital
- **Resilient** - self-reliant and confident in their knowledge and abilities
- **Kind** – willing to help others and work as part of a tolerant community
- **Successful** – through having an understanding of their own progression and stages of learning; being able to make connections with new content and links with larger concepts, skills and knowledge from a solid foundation; exhibiting a will to succeed through self-awareness and a positive attitude
- **Thinkers** – have independent and creative thoughts and understand the benefits of a love of learning

3.3. Statement of Principles

This policy is rooted in our school values of

- Honesty and Respect
- Friendship and Kindness
- Learning and Fun.

We demonstrate

- **honesty** through developing children's understanding of truth, comparing factual information with opinions and points of view, in all curriculum areas. We encourage honesty in making mistakes which we recognise as the basis for much new learning.
- **respect**, one of our three basic rules, through exploring diversity and equality and how these values have developed together geographically across the world, through history and religion and through science and culture.
- **friendship** in the way that we work with others in all areas, embracing opportunities to build relationships with new children who enter our school.
- **kindness** through our learning about how people have not always been kind to each other, and are not always kind, and the difficulties this can cause. We develop ways to increase kindness in our school and in the wider community, through sharing our learning.
- **learning** in the creation and implementation of a curriculum which challenges, inspires and promotes success for every child through encouraging them to be active partners in their learning. It is demonstrated through our 'Learning Journeys', at the heart of our curriculum planning shared with children and parents.
- **fun** through recognising that committing learning to long-term memory happens most successfully when children are excited and engaged by their learning and understand how to protect and improve their wellbeing.

4. 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](#).

5. Roles and Responsibilities

5.1. The Governing Body

The Governing Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Appropriate resources are 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

5.2. Headteacher

The Headteacher 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 Body
- 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 Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body 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

5.3. Other staff

Subject Leaders for all curriculum areas will take responsibility, under the direction of the Head Teacher, for understanding the curriculum in their subject and how that manifests in learning throughout the school. They will also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject and provide or signpost staff towards training and resources.

Time is allocated in staff meetings for development of subject areas, and for teachers to share how they are implementing improvements in their class.

All staff will ensure that the school curriculum is implemented in accordance with this policy.

6. Organisation and Planning

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Mathematics
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- PE
- RE (for which we follow the Cambridgeshire agreed syllabus)
- Languages (French) (in Key Stage 2)
- PSHE (for which we follow the Cambridgeshire PSHE service curriculum)

RSE is taught as part of our PSHE curriculum (see separate policy for this), following the resources provided by the Cambridgeshire PSHE service.

Spiritual, Moral and Cultural Development is a 'golden thread' running through our curriculum. This can be seen, for example, in the Eagle class 'Slavery' topic, 'Science and Religion' in RE, British Values in Key Stage One's 'Off around the UK' topic, and Woodpecker Class's learning about moral decisions relating to the environment in their 'Rainforest' topic.

Spiritual development is also promoted through Collective Worship, where half-termly themes such as 'Forgiveness', 'Courage', and 'Justice' are explored through a largely Christian context, but drawing out contributions from children of other faiths and none. Moments of spiritual reflection are included and encouraged.

We recognise and promote the key importance of the core subjects and developing the pupils' expertise in reading, writing and maths. We aim to facilitate the pupils' learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum. The curriculum should not fully prioritise Core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development, but each should support and enhance the other aspects.

Our long-term curriculum plan is organised thematically, linking to progressions of objectives from the National Curriculum. These have been organised into stages of learning, and are articulated in small steps. Links are made between subjects as much as possible so that English, Art, and Design Technology particularly link with the theme for the term.

Teachers make use of a range of high-quality resources to encourage independent learning and inspire pupils. More details of these can be found in individual subject policies. We take advantage of partnerships with the parent, local, national and global communities when these will create real and meaningful contexts within the curriculum for the pupils. This is done through real and virtual experiences that enable pupils to have a wide range of valuable experiences.

Planning

Teachers use the school's long-term topic plan, curriculum progression ladders, and assessment of pupils' prior knowledge to create medium term plans for the half-term. These are condensed into 'Learning Journeys' to be shared with the class. Pupils refer to these to see the connections between lesson objectives and to understand their progression through a unit of work, revisiting them frequently to embed the learning in their long-term memories.

Learning Journey objectives are reproduced with 'Success Criteria' onto 'Challenge Headers' for each lesson, to ensure that pupils are clear about their learning expectations. Children are assessed against these objectives and success criteria. Maths and English judgements are made on our 'Learning Ladders' system, in other subjects, children's attainment is recorded half-termly on the teachers' planning documents.

EYFS

The Foundation Stage Curriculum is organised into prime and specific areas:

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

These are crucial for developing children's curiosity and enthusiasm for learning.

There are 4 Specific Areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Art and Design

These curriculum areas are taught through half-termly cross-curricular themes linked to our English and topic learning. Children's individual learning experiences are developed through skilled practitioner conversations and continuous provision.

Phonics is taught daily using the Storytime Phonics programme.

The curriculum is delivered through a mix of whole class, small group and individual learning opportunities.

7. 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:

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

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 Equality & Inclusion Policy, and in our SEN Policy and Information Report.

8. Monitoring arrangements

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

- Monitoring Visits
- Meetings with the subject leaders and SENCO
- Challenging the Headteacher during meetings

The Headteacher and Subject Leaders monitor the way their subject is taught throughout the school by:

- Evidenced discussions with teachers in staff meetings
- Scrutiny of books and planning
- Scrutiny of 'Implementation Folders' alongside exercise books
- Pupil conferencing
- Access to data on 'Learning Ladders' for English and Maths attainment and progress
- Learning Walks
- Consideration of the classroom environment and displays

Monitoring priorities are in line with aims outlined in the School Development Plan, and Performance Management objectives for all staff.

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