

# Fairfield Endowed CE Junior School

## Curriculum Policy 2020

### Rationale

At Fairfield Endowed CE (C) Junior School we aim to provide a safe, caring and friendly place for all our pupils in order to allow them to learn effectively in a secure environment.

Our school policy reflects who we are, why we are here and how we want to live. Our school vision reflects our Christian purpose.

### Policy Development

This policy was formulated in consultation with the school community:

Members of staff, governors, parents/carers, children and young people.

Other documents referred to in the development of this policy include:

All Curriculum subject policies

Teaching and Learning Policy

Teachers Terms and Conditions

Our aims

A broad and balanced curriculum introduces children to the world, broadens their minds and shapes their future. If we are to prepare children for adulthood, the world of work and future citizenship, we need to ensure the foundations are laid to enable them to flourish and succeed.

In addition, our curriculum aims to ensure all children understand the need to manage risk and keep themselves safe as part of a wider approach to safeguarding.

The New National Curriculum forms the basis of our curriculum and programmes of study are developed through the school's own choice of topics to maintain pupil's interest and engagement and promote the school's individual beliefs in how best to meet the needs of our pupils.

The school recognises that the curriculum should be built around the idea of the connectedness of curriculum, teaching, assessment and standards within the quality of education judgement. [Ofsted May 2019-Inspecting the Curriculum pg 3]

The end result of a good, well-taught curriculum is that pupils know more and are able to do more [Ofsted May 2019-Inspecting the Curriculum pg 3]

## The Quality of Education

The curriculum is developmental, the main stages being:

- Intent – how it's conceived
- Implementation – how it's taught
- Impact – how it's experienced

### Intent

The SLT plan the curriculum in consultation with staff at different stages of the process. The SLT is made up, therefore, of the Headteacher, the Deputy Headteacher, core leaders and those most experienced staff [those on upper threshold levels]. Other staff, and those with specific subject specialism are invited to contribute as the curriculum evolves. The role of the SLT will also be to support and advise colleagues in the effective delivery and assessment of their subject.

Our school curriculum comprises all learning and memorable experiences which will enrich children's lives and widen their experience of the world because we recognise that our children's life experiences can be limited on entry to the Junior School

We therefore plan for a curriculum to excite and inspire and extends life experiences. We plan for a curriculum which ignites imagination and encourages curiosity. We also plan for a curriculum which promotes inclusion through the provision of alternative learning journeys as well as ensuring that all children have the opportunity to access learning outside of the classroom, attend field trips and outdoor learning and meet people of interest along the way.

The Key Stage 2 Curriculum is grouped as follows:

Core learning	Sciences	ICT	PSHE/SMSC	Humanities	The Arts	PE
Literacy Numeracy	Biology Physics Chemistry Forest School	Core & transferable skills in the wider curriculum	RE PSHE Extra- curricular learning	History Geography Forest School	Music Art D&T French	Dance Gymnastics Swimming Athletics

This way of addressing the curriculum promotes the connectedness of intent, teaching and assessment in these areas.

### Implementation

#### Planning & delivery

When planning the curriculum we consider the following principles

- Pupil's entitlement to a broad and balanced curriculum
- Continuity across the key stage [sometimes between lower and upper school]
- Progression-building on previous experiences
- Locality-considering the school community and location and the opportunities these offer
- Developing a greater depth and range of knowledge, understanding and skills

- Linking subjects or units of work to facilitate holistic learning
- Opportunities to apply key skills learnt in literacy and numeracy
- Access strategies and effective differentiation
- How topics promote whole school initiatives
- A 'less is more' approach ensures that teaching develops deeper learning opportunities [as one based on coverage can be meaningless to our pupils].

Each topic develops and uses core skills in speaking, reading, writing and maths.

Reading leads each topic and lesson by way of an introduction to the learning journey.

Each term, teachers plan for a trip/visit/visitor for their year group or class.

Each topic works towards putting on event for parents and other children in the school [mainly class assemblies, classroom events or workshops for parents or exhibitions].

### Teaching the curriculum

Teaching approaches vary between subjects and are dependent upon the children's experiences and abilities as well as motivational factors.

- Talk for Writing is the schools approach to teaching writing.
- Project Read is in place to develop reading and VIPERS to develop application.
- White Rose materials are in place for maths as well as references to Stick, Mark Boom which prioritises the teaching of basic skills at the beginning of each year [place value, number, calculations].
- Teaching approaches in other subjects vary from academic to more practical experiences.

### Impact

The end result of a good, well-taught curriculum is that pupils know more and are able to do more. Impact always informs future planning.

We track pupil attainment termly using formal testing procedures so we can see linear progress and directly compare. We do this ultimately to provide the children with experience of end of key stage formal testing. We formally assess reading and maths.

We formally test progress in spellings, timetables and arithmetic weekly.

We measure progress in reading using book bands twice a year for age related pupils and 3 times a year for cusp children and those working below.

We use teacher assessment when judging writing and all the subject areas.

- Evaluate learning through observations, monitoring planning, work scrutiny and pupil discussions.
- Monitor using data or other evidence which shows impact especially for specific groups of pupils – where this is statistically relevant.
- Feed back to staff the outcomes of the monitoring process to ensure an impact on future teaching.
- Plan for development of the subject area and attend training to further develop their expertise in that field and keep up to date with national thinking [including funding, awards recognition for the school, local and national competitions].

- Report to the Headteacher the outcomes of their findings.
- Raise the profile of their subject in the school through displays, school trips, curriculum events and information for parents, taking part in competitions, making links with other schools including across key stages.

Evidence of good progress can be seen in children's books and in their outcomes. It can also be seen in the children's own sense of pride in their achievements, in their increasing knowledge of the world and in their wanteness to learn.