



# Manor Park CE VC First School

## Curriculum Policy

### **Our Mission Statement:**

*Inspiring all to learn and grow*

March 2022

## Manor Park CE First School Curriculum Policy

The Connected Curriculum at Manor Park CE First School encompasses all core and foundation subjects and enables us to provide a high standard of teaching and learning.

We aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach. Our Connected Curriculum aims to deliver a twenty-first century education that will equip our children with the skills required to be independent and responsible citizens.

### **Aims:**

Our Connected Curriculum aims to:

- Raise achievement
- Provide a broad, balanced and enriching curriculum
- Build on children's cultural capital
- Challenge thinking
- Enable safe 'risk taking'
- Promote curiosity, i.e. for further study
- Develop key skills in order to prepare children for real-life and everyday situations
- Provide opportunities to apply knowledge and learning in practical ways
- Develop Key Characteristics for discrete subjects (for example to develop the Key Characteristics needed to be a historian etc)
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom
- Develop excellence and enjoyment
- Develop social skills and encourage children to become more active citizens within the school community and beyond
- Personalise the National Curriculum through the use of the Essentials Curriculum into a programme of study that helps all pupils to succeed in their academic and personal development in a way that builds the vision and values of our school
- Reach out to and become connected in our local community

The **Core skills** we would develop are:

- Communication
- Application and fluency of number
- ICT
- Collaboration
- Improving own learning and performance
- Problem solving
- Thinking and questioning skills
- Information processing
- Reasoning and enquiry
- Creative thinking
- Evaluation and reflection

These skills should be transferable across subjects.

## National Curriculum Requirements

Years 1 to 4 plan and assess using the National Curriculum and the Depth of Learning Tracker. Children in Year Two (currently) sit SATs based on the Teacher Assessment Framework. Years 1 to 4 use “Depth of Learning Tracker” to make judgements.

## Organisation and Planning

Our curriculum is organised into topics and our planning incorporates both National Curriculum objectives, Essentials Curriculum milestones and EYFS objectives. Topics are based on children’s questions and children practise skills they have been taught in previous years and gain more knowledge as they progress through the curriculum. Throughout the school children and staff are being encouraged to think reflectively and ask deeper questions to provide all children the opportunity to develop mastery. We have adopted the philosophy for children (P4C) approach to support this. A whole school overview is maintained by the Teaching and Learning and Curriculum and Assessment Leaders to ensure that topics are balanced and coherent across the school. Curriculum coverage is also monitored through liaisons with DASP Middle Schools.

In order to ensure that the curriculum is relevant to the specific needs of the children that attend Manor Park, we have worked as a staff to develop three key **curriculum drivers**: Community, Growth and Initiative are our current drivers. These drivers underpin all topics in all year groups to ensure impact and development across the whole school. Where possible, teaching from all curriculum subjects will be covered through the vehicle, making purposeful links in learning. The ‘Vehicle’ model allows the learning to be responsive to the cohort of children and the adults in that year group at the time, drawing on interests, specialisms and areas of expertise. The overarching aim of our curriculum design is to build opportunities to develop our children’s cultural capital.

Opportunities for **Speaking and Listening** are optimised and basic skills are delivered through this holistic approach to teaching. The use of **ICT** is planned for in a range of topic areas and discrete skills taught which can be applied in children’s independent learning.

Where possible, we endeavour to deliver a connected curriculum where skills and content from one subject area are both imported and exported into other areas of learning and relevant links to the topics are made. However, the following subjects are taught as dedicated, discrete sessions:

- **Aspects of English** – Phonics (RWI in Early Years and Y1 and Pre School from the Summer Term).  
Guided Reading and Handwriting are taught discretely as they build up basic skills.
- **Maths** – The Singapore Maths Approach is used through the White Rose materials, where key Mathematical skills are taught discretely alongside weekly problem solving lessons. Fluency in Maths is a key priority this academic year.
- **Aspects of Science** – Key scientific skills of enquiry are often topic based.
- **RE** – RE is taught in accordance with the national framework for Religious Education, “Discovery” RE and Understanding Christianity. Main Christian Festivals are explored and celebrated through the “Jump Into The Picture” approach to learning.
- **PE (Swimming in Year 4)** - supported by School Partnership coaches.
- **MFL** – KS2 only

Our planning is organised in the following way:

**Long Term Planning/Curriculum Map** - This gives a broad outline of the objectives/skills taught in each subject area and each year group and is reviewed at the time of writing the policy. It shows progression and continuity between skills taught in a cross curricular way across the school. All planning is kept in folders on Google Drive.

**Medium Term Planning** - This details specific objectives to be taught within each subject area of the curriculum and the links between them. Medium term plans for every year group in all subjects have been updated in 2022.

**Short Term Planning** - This breaks down the objectives into weekly (daily for English and Maths) achievable targets and activities. Success criteria underpin the lesson goals and differentiation is evident.

Pupils are part of the Topic planning process at all stages. This can be seen in the **Topic Walls** in each classroom where the questions generated by the children form the basis of each topic's development. These questions are shared with parents through Topic Leaflets and home learning activities. The questions are answered as the topic progresses and answers are then displayed on the Topic Wall. Each topic is planned to include the '**WOW**' factor, e.g. special events and experiences, off-site visits and / or visitors into school. Parents are informed in the first term of each school year what the Curriculum Expectations are for that academic year through a Curriculum Expectations leaflet. All leaflets can be found on the school website. All classes have a **LEARN and GROW** display where children are reminded of the attributes of a successful learner and this display is constantly revisited to support the development of children as learners. Children's achievements are celebrated regularly in the school through displays, sharing **learning outcomes** with parents on a termly basis (and the rest of the school community) and class 'Celebration Assemblies.' Children who have gone 'Above and Beyond' are invited to a celebration on a Friday with either the Headteacher or the Deputy Head.

## **Monitoring and Evaluation and Assessment**

The SST monitor the progression, continuity and effectiveness of the connected curriculum together with the governing body. Staff are deployed into the following Curriculum and Learning Teams (CALTs): Each CALT consists of a Core Subject and Foundation Subjects.

- Maths
- English / Drama / MFL / Library
- RE / Collective Worship/ PSHCE/ SMSC / British Values
- Science / Geography/ History /Forest Schools / Outdoor Learning
- PE / Art / DT / Music /ICT

**CALT** - CALTS meet regularly. Each CALT has a leader and the CALT leader is responsible for ensuring that developments are made inline with the SDP and priorities in the school.

In Preschool, practitioners complete a two year check which is shared with the child's Parent/Carer and then their Health Visitor. Parents are asked to check the report and are encouraged to ask any questions or make contributions towards it.

Throughout pupils' time in Early Years, they are continuously assessed against the Early Years Framework. Assessment is mainly through observations and either small group, or one to one learning with pupils.

Personalised next steps and support are put into place for those children who are assessed as 'not on track' to meet the Early Learning Goal. These are reviewed regularly to ensure that

children continue to make good progress. For those children 'on track,' planning indicates the objectives/skills that the children will be learning and are assessed against. Again, pupils are assessed through observation and group work to ensure that they are demonstrating the skills and therefore meeting these objectives.

At the end of Reception, a profile is made for each child across all seventeen areas of learning. This shows whether they have met expected levels of development, or if they are not yet reaching expected levels ('emerging'). From September 2021, pupils are required to be assessed against the Reception Baseline Assessment (RBA) within the first six weeks of starting Reception. They are assessed against early literacy, communication, language and mathematics skills. Reception teachers use the summaries that this assessment provides and their own knowledge of each individual pupil to make a baseline. Preschool practitioners and Parents/Carers also make a contribution towards this.

In Years 1 to 4 pupils are assessed in line with National Curriculum age-related expectations in Reading, Writing, Mathematics and Science. Children are also assessed using Depth of Learning for Foundation subjects. They are graded throughout the year according to whether they are working well below, working towards, working at or showing mastery in these age-related expectations.

Writing targets are written with the children and Assessment for Learning (AFL) strategies form our ongoing assessment practices for all subjects including foundation subjects. This provides information to inform next steps for learning whilst working through topics.

## **Inclusion**

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities.

## **The Foundation Stage**

The curriculum that we teach in the Early Years classes meet the requirements set out in the revised Early Years Foundation Stage (September 2021). Our curriculum planning focuses on the Development Matters statements and on developing children's skills and experiences towards most children achieving the Early Learning Goals by the end of the Foundation Stage. The Early Years staff work closely together to ensure that experiences given to children in Preschool are built upon and developed further in Reception. Positive partnerships are built with all feeder Preschools and Nurseries to ensure a smooth and happy transition for all children joining our setting.

During the Foundation Stage, the Early Years staff carry out continuous observations to track and assess children's progress and attainment. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers in the form of an online 'Learning Journey', called Tapestry. Year 1 teachers also use Tapestry to share learning that cannot be captured in books. The Tapestry Learning Journeys can be accessed by all parents and carers whenever they choose via a unique username and password issued by the school. Parents sign a 'safe usage' policy before they are allowed access to their child's account to ensure that any photographic materials are for personal use only and that any comments made by parents are suitable and appropriate.

We are well aware that all children need the support of parents/carers and teachers in order to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through our open door policy, parent

consultation meetings, end of year reports and sharing of individual school books. Knowledge Organisers are posted on the school website for both core and foundation subjects.

Our remote platforms are used to provide blended learning and as a clear way to communicate current learning to both children and families. Manor Park TV is another way of supporting parents through the Parents' Subject Support Channel.