

# Curriculum Policy

## 2021-2022



**School: Prudhoe Castle First School**

**Head Teacher: Katie Newton**

Named personnel with designated responsibility:			
Academic Year	Lead	Nominated Local Governor	Chair of board of trustees
2021-2022	Katie Jacobs	Judith Meek	Rob Moore

Policy review dates			
Review Date	Changes made	By whom	Date shared
September 2022			

# **CURRICULUM POLICY**

## **PRUDHOE CASTLE FIRST SCHOOL**

### **Curriculum Aims**

#### **Our curriculum aims to:**

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and 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
- Support pupils' spiritual, moral, social and cultural development in order for them to know how to contribute positively to society
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Promote the learning and development of pupils in Key Stage 2 to ensure they are ready for their transition to middle school
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Support pupils in developing their future aspirations
- Equip pupils with the knowledge and cultural capital they need to succeed in life

### **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](#).

### **Roles and Responsibilities**

#### **The Governing Body**

The governing body will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The local 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 dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **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

It is the responsibility of all teaching staff and support staff to ensure that the school curriculum is implemented in accordance with this policy.

### **Curriculum Intent**

At Prudhoe Castle First School, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career and opens the doors to the wider world. Core literacy and numeracy skills are

at the heart of all we do and our ambitious curriculum provokes curiosity and excitement.

Everything begins with our curriculum drivers. They are woven through all that we do and underpin our shared belief that our role is to support children in aspiring to achieve, understanding their place in the world and broadening their horizons.

### PCFS Curriculum Drivers

- Understanding our place in the world
- Aspiring to achieve
- Broadening horizons

We believe it is our responsibility to show children that there is a world of possibility awaiting them, outside of the school gates. We also strive to encourage a love of learning, and a metacognitive understanding of how we can best learn and self-regulate, that will continue into secondary school and beyond.

Our curriculum is tailored to the needs of all of our children. We celebrate our local heritage and nurture children's understanding of the communities of which they are a part. Significant people have been woven through each area of our curriculum. These include people of local, national and international significance. The study of significant individuals brings life to our learning, meaning children are more likely to recall key facts and events.

Our sequential curriculum ensures that knowledge is cumulative. Substantive and disciplinary knowledge is at the heart of each subject and linked areas of study are exploited in order to consolidate and embed learning across the curriculum, meaning that mental models are developed over time. At PCFS, we pride ourselves on evidence-informed practice. We understand that memory lies at the heart of learning and therefore we strategically plan opportunities for children to recall and remember. This allows memories to be strengthened, meaning that children can draw on previous learning with confidence in order to build and connect.

We understand the importance of building children's vocabulary; we achieve this through carefully chosen and ambitious shared texts, as well as the explicit teaching of new and ambitious words, relevant to learning. Subject-specific vocabulary is mapped across school and children use this in their independent work.

A shared love of literature sits alongside our curriculum drivers and underpins all that we do; books are the building blocks of our rich curriculum. We harness the power of story; texts are valued both as a key learning resource across the curriculum, and for

pleasure and escapism. Our reading bookshelves outline the stories shared in each year group, while our Must Reads give structure to children's reading diet. Texts we share are inclusive, ensuring representation of gender and ethnicity.

Staff encourage positive learning behaviours and support children in developing the skills that we believe are necessary for success in the wider world. We encourage children to actively plan, monitor and evaluate their own learning; through a focus on metacognition, children understand their own learning processes with increased confidence and resilience. At PCFS, we want our children to be:

- Creative Thinkers
- Reflective Learners
- Effective Participant
- Self Managers
- Independent enquirers
- Team Workers

Inclusive to all learners, PCFS celebrates individuality and embraces difference. As a school community, we learn from each other and share experiences, thoughts and ideas in order to develop shared tolerance, acceptance and understanding. At the end of children's time at PCFS, we proudly say goodbye to confident and resilient individuals who are fully prepared for the next steps in their education, and who understand the difference they can make to their community.

### **Curriculum Implementation**

Our curriculum is carefully sequenced. Progression documents clearly outline both the knowledge and skills developed in each area of study. Dedicated time for revisiting key knowledge is carved into each half term and class teachers' planning builds in time to recap previous learning in order to then build on knowledge and understanding in new, related areas of study.

Purposeful links are made across the curriculum, meaning that knowledge and understanding is consolidated.

We value the power of authentic experience; learning is brought to life and given relevance and meaning. We therefore carefully map trips, excursions and in-school events across school, supporting our key driver of 'Broadening Horizons' by ensuring a balance of coastal, urban and rural experiences.

At the heart of our collective teaching pedagogy lies evidence-informed practice. We value Rosenshine's principles of instruction and these can be seen in practice in classrooms across school.

School-based action research into high quality questioning and quality talk in the classroom has led to a talk-rich learning environment in which pupils co-construct big ideas and learn to become active participants.

### **What will I see if I visit a lesson at Prudhoe Castle First School?**

**Creative, dynamic and passionate teachers:** At PCFS, we love learning. Class Teachers work collaboratively to bring children's learning to life through planned experiences, which make learned content both memorable and engaging.

**Clear, detailed explanations and modelling:** We fully understand the importance of teaching being explicitly clear, and tailored to individual needs. The use of WAGOLLS and WABOLLS (What a good/bad one looks like) means that expectation is clear and children are scaffolded during independent practice. Children across school are taught to analyse shared examples in order to identify key ingredients for success. Support is layered; class teachers' keen understanding of assessment allows them to know each child as an individual and know when the time is right to remove support, guiding the child to independence, at a pace right for them.

**Quality talk:** At PCFS, classroom talk is explicitly taught. Age appropriate prompts in the classroom support children in dialogic talk by scaffolding and extending responses. Talk 'norms' are embedded; with differentiated sentence stems displayed which support children in reciprocal talk. Children are taught talk moves, including how to agree, disagree, support, challenge, clarify and summarise.

**Skilful teacher questioning:** A commitment to staff training in this area has led to a teaching team that is skilled in using questioning to support learners in reaching their potential. A mix of strategies allow class teachers to direct questions to individuals where necessary, or use a 'no hands up approach' to allow children to contribute freely. To stretch children to the appropriate cognitive level, class teachers use prompts and cues to extend thinking. To develop this further, class teachers probe for reasoning and clarification, and, as pupils move further up the school, they are taught to give full, detailed and reasoned responses.

**Spaced retrieval of key learning:** At PCFS, we have developed a number of strategies, which support children in the recall, and retention of key knowledge. These are drawn upon during low-stakes assessments and prior to the teaching of new, yet related, content.

**Clear learning intentions and tasks, which are appropriately challenging:** We value the Blooms Taxonomy framework and this underpins learning sequences across the curriculum. Building areas of study around Blooms allows us to build factual, conceptual, procedural and metacognitive knowledge, resulting in fuller understanding and greater depth. Our aim is for children to remember key knowledge, but also to develop a full understanding of it in order to then apply this in context, creating authentic outcomes, which draw on their learning experience over time.

**Hard Thinking:** We think carefully about tasks which allow children space to attempt putting new learning into practice. Low-stakes tasks allow misconceptions to be addressed before children commit to working in books. We also value thinking hard; this type of active learning supports working memory and helps children to embed key knowledge. Class Teachers are skilful at ensuring that all children are expected to 'think hard' and tasks are designed to support this.

**Resilient, independent learners:** At PCFS, we teach children metacognitive strategies, including how to plan, monitor and evaluate their own learning. Shared success criteria allow children to have ownership of their learning and support them to be able to monitor their progress. Shared and verbalised class teacher thinking also models the thinking process for children and this is evident across school. We focus on six learning behaviours, which we believe are integral to success both in school and beyond as well as supporting children's metacognitive development.

**Classroom scaffolds and displays:** These allow children to see what each behaviour looks like in practice. As children move up the school, they are taught to independently identify the learning behaviour needed for a given task. These learning behaviours support children's self-regulation and also provide scaffolds for group and paired work.

**Beautiful Work:** At PCFS, we celebrate beautiful work! Driven by our value of 'pride', we teach children the importance of well-presented, carefully planned work. Children are proud to display their outcomes; resilience, effort and progress are praised.

### **Curriculum Impact**

Children at PCFS value education and love learning; they understand that in knowledge lies opportunity. Learning is revisited and built upon to ensure a breadth and depth of understanding within and across curriculum subjects. Skills are honed over time and used as a vehicle to access new knowledge.

Children leave PCFS as literate and numerate individuals who have the skill set necessary in order to thrive at secondary school and beyond. We see this through talking with our children about their learning and what they can remember; we see this through the links our children make across subjects and years groups when they talk speak about their understanding of a concept; we see this in our pupils' wonderful work; we see this through the outstanding progress they make from their starting points with us and through their statutory assessment scores at the end of each key stage. Children leave us with the confidence to try new things and make mistakes, seeing the opportunity that lies within adversity. Our bespoke curriculum has been designed to get the best out of each and every learner. Children are resilient, hardworking and driven. They have been taught how to converse respectfully; how to value the responses offered by peers by celebrating ideas that aren't their own, and how to politely disagree, offering their own thoughts and ideas. They stretch their own thinking by asking questions of both their peers and themselves.

Children at PCFS know and understand their role in society; they have a sound sense of self and contribute positively to their community. They are tolerant and understand that everyone's voice should be heard and everyone's views should be acknowledged and respected. They leave primary school armed with the core values of respect, caring, teamwork, success, pride and learning. They are aware of their responsibility as a citizen of the modern world and have secure and developed moral foundations on which to further build.

### **Organisation and Planning**

Areas of Study across school have been meticulously planned to ensure the progression of knowledge and understanding begins with the foundations laid at the Early Years and Foundation Stage. Substantive and disciplinary knowledge is developed from there, with each new building block consolidating and building on what has gone before.

All subjects taught at PCFS are supported by individual subject policies. These can be found on the school website:

<https://prudhoe.eschools.co.uk/website/curriculum/>

### **Recall, Retention and Development of Key Knowledge and Skills**

We have developed knowledge and skills progression documents, which outline learning expectations from Nursery to Year 4. They also highlight links between



previous and new content, therefore supporting class teachers in exploiting interleaving opportunities. Each new area of study begins with the recap of relevant previous learning, from a range of subject areas. The progression documents also cover key objectives, ensuring that each area of study has a sharp focus and is driven by enquiry. Key strategies are used across school to support with recall and retention:

**Stop, Think, Remember, Link:** This strategy is adopted at the start of a new area of study, with learning activities designed to promote recall and link previous learning to new content.

**Refresher:** This is used both at the beginning of a new area of study and strategically throughout a learning journey. Children are supported in refreshing key knowledge that has been gained previously, which is relevant to new learning.

**Flashback 4:** A strategy used to recall learning from last lesson; last week; last month; last year.

### **Breadth of Study**

Using progression documents for each subject, class teachers produce a Breadth of Study document. This is a detailed long-term plan, which includes each subject area. Where possible, links are made across subjects, with links to previous learning always explicit. Included on the breadth of Study document are key texts to support learning across the curriculum as well as the texts, which will be studied in English.

### **Medium Term Planning**

Medium term planning overviews provide a detailed overview of the learning focuses for each half term. From there, a more detailed subject plan is produced. Plans detail layered support and challenge, ensuring the individual needs of pupils are met. They also evidence a clear learning journey, ensuring each lesson builds on the previous and learning moves towards an authentic outcome.

Daily plans are produced for maths and English, where learning builds towards an outcome. Differentiation is explicit in planning, although it is expected that class teachers and teaching assistants are flexible in their approach, ensuring there is no ceiling to any child's learning.

Class Teachers are creative in their approach and use a variety of stimuli as a learning 'hook', making sure learning is memorable and exciting, whilst taking into account potential pit-falls of learning that is episodic.

Planning in the early years follows the same ethos as the rest of the school. Learning objectives are taken from the seven key areas of learning covering the whole curriculum, and are driven by high quality, deliberately chosen texts. Staff use the curriculum statements to map out a topic web that is cross-curricular, experience rich and purposeful. See our EYFS policy for further information on how our Early Years curriculum is delivered.

A whole-school approach to the development of key life skills compliments the areas of study, which are meticulously planned. Across school, a number of approaches 12 and strategies allow for further development of children's understanding of the world; their progress with key life skills; and expansion of their vocabulary.

1. Daily story time
2. Daily collective worship
3. Key experiences where engaging activities both in and out of the classroom are planned for. We ensure that excursions each year offer a balance of urban, rural and coastal experiences.

### **Relationships and Sex Education**

At PCFS, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career and opens the doors to the wider world. We want our children to aspire to achieve and believe that it is essential that they understand the world they live in. Broadening our children's horizons and giving them the belief that they are capable of achieving great things drives our curriculum. Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly on, and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our PSHE/RSE curriculum gives the children the knowledge and understanding they need to make informed choices and to be a positive influence in the communities to which they belong.

Our PSHE/RSE curriculum consists of three main strands:

- Relationships
- Physical Health and Mental Wellbeing
- Living in the Wider World.

More information about the content of each strand and specific year group learning can be found in the PSHE curriculum overview document.

The content set out in the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (02019) covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our curriculum should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science.

### **Why parents do not have the right to withdraw children from Relationships Education in primary school.**

At the time of writing, we do not intend to teach Sex Education other than that set out as part of the Science curriculum therefore there is no right for parents to withdraw children from the content being taught.

### **Spiritual, Moral, Social and Cultural Development**

Spiritual, Moral, Social and Cultural development (SMSC) is about everything we do at PCFS, to help pupils build their own personal values, have positive relationships with others and become responsible young citizens in society. SMSC development supports pupils to be kind, thoughtful and caring and to be able to live and learn alongside people with different beliefs, cultures and lifestyles.

Our provision for pupils' Spiritual, Moral, Social, Cultural and Emotional development (SMSC), builds on our values of our education. An important part of SMSC is to support our pupils to engage with British values of democracy, the rule of law, individual liberty and respect for different faiths and beliefs.

We want our pupils to be reflective about their own beliefs, but also show interest and respect for the beliefs and faiths of others. We encourage pupils to reflect, not just on their own behaviour and the choices they make, but also on the skills needed to remain calm and focused on their learning.

Some assume spiritual development is about religious exploration or faith, but this is not the case –the spiritual in SMSC is concerned with developing the non-material 14 aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Creativity and imagination is important, as is a sense of fascination, awe and wonder.

## **Moral Development**

The moral element is largely about choices, behaviour and how you live your life. It also focuses on personal and societal values, understanding the reasons for them and acknowledging and understanding disagreements. Discussions in class or assemblies, might explore the consequences of decisions, other people's needs, and ways of learning from experience. Moral development at PCFS enables pupils to build a framework of moral values, which regulates their personal behaviour. It is also about the development of understanding of society's shared and agreed values.

## **Social Development**

Social development shows pupils working together effectively, relating well to adults and participating in the local community. This element of SMSC includes a significant area of personal growth, ranging from engagement with society's institutions to the skills for successful personal relationships.

## **Cultural Development**

Cultural development is about understanding and feeling comfortable in a variety of cultures. Schools might create opportunities for pupils to experience art, theatre and travel. Valuing cultural diversity and challenging racism is important. Our creative curriculum allows the pupils the opportunity to learn all about different lifestyles, backgrounds and beliefs other young people have.

## **British Values**

We promote fundamental British values and mutual respect and tolerance of those with different faiths and beliefs. We reflect the religious backgrounds represented in our community in collective worship and actively promote British values, encouraging our pupils to regard people of all faiths, races and cultures with respect and tolerance.

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote 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 Government set out its definition of British values in the 2011 Prevent Strategy. At PCFS these values are reinforced regularly and in the following ways:

## **Democracy**

Democracy is embedded throughout our school curriculum. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council and regular pupil questionnaires.

### **The Rule of Law**

The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. Our school has PCFS rules, which are deeply embedded in our work every day. Each class also discusses right from wrong and sets their own class rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and PSHE lessons. Whether it is through choice of challenge; of how they record; of participation in our numerous extra- curricular activities; our pupils are given the freedom to make choices and are encouraged to act responsibly and show initiative.

### **Mutual Respect**

As a school that holds values at the core of its ethos, our school values and behaviour policies have evolved around Core Values such as 'Respect'. The pupils have been part of discussions and collective worship related to what this means and how it is shown. Respect is one of the values that is taught explicitly within lessons, 16 collective worship, enabling pupils to contribute positively to the lives of those living and working in the locality of our school. It is shared with home through newsletters and website information. Adults throughout the school model, demonstrate and promote respect for others as do older children who have suitable, age related, tasks and responsibilities and this is reiterated throughout classroom and learning rules, as well as our behaviour.

## **Tolerance of Those with Different Faiths and Beliefs**

Our core value of Respect ensures tolerance of those who have different faiths and beliefs. We enhance pupils' understanding of different faiths and beliefs through religious education studies; PSHE work; visits to other schools in order to participate in celebrations such as Diwali; welcoming visitors from other schools in order to celebrate differences and enjoying a depth of study during themed weeks. Beliefs, traditions and customs from around the world are studied, with visitors being invited into our school to enrich and extend understanding. Through these activities, our pupils gain an enhanced understanding of their place in a culturally diverse society and an understanding of the importance of identifying and combatting discrimination.

## **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 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 take account of the needs of pupils whose first language is not English. Lessons are 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 SEN policy and information report.

Our vision statement is the backdrop for all we do in school, including our work with our pupils with additional learning needs. This document gives families information about the variety of ways we ensure we support our children with Special Educational Needs (SEN) to achieve their potential.

We provide a full range of educational and pastoral support to all and our pupils with SEN make very good progress. The information here is general; each child is an individual and will receive unique provision and resources where necessary.

There are a number of reasons why a child may be identified as having SEN:

- They are having significant difficulty with their learning and making far less progress than would be expected
- They have a specific learning difficulty, for example dyslexia
- They have emotional or mental health difficulties
- They have difficulties with social communication and interaction
- They have sensory and/or physical needs, for example visual impairment

### **Monitoring Arrangements**

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

- School visits
- Learning Walks
- Governors meetings with SLT and subject leader updates
- Pupil meetings

Subject Leaders monitor the way their subject is taught throughout the school by

- Learning Walks
- Planning and book study
- Discussions with pupils
- Progress meetings with class teachers
- Data analysis

### **Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Subject policies
- Assessment policy
- SEN policy and information report
- Equality information and objectives

This policy will be reviewed annually by the Head Teacher. At every review, the policy will be shared with the governing board.