

MAYBURY PRIMARY SCHOOL

Curriculum Policy

Reviewed: Autumn 2024

Produced: Autumn 2021



engage enrich excel academies



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Mission

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision statement

Believe. Achieve. Succeed.

Introduction

- At the heart of the work and purpose of Maybury Primary School, are our children. Our vision, is for all Maybury Primary School children to ‘Believe. Achieve. Succeed,’ enabling them to have high aspirations and a growth mindset, make sustained and ambitious progress from their starting point and to become life long, successful learners.
- Our curriculum is underpinned by a strong values-based ethos which helps our children understand their responsibilities to themselves and others. We have high expectations of all our children and encourage them from the outset to be motivated and self-reflective individuals.
- The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It meets the requirements of the National Curriculum and is designed to reflect the needs of our school and its community. It also covers the range of extra-curricular activities that the school organises in order to enrich the experiences of the children, and includes the “hidden curriculum”, or what the children learn from the way they are treated and expected to behave.

Our Curriculum Rationale

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, kind and respectful. The delivery of a broad, balanced and creative curriculum allows all children to acquire the skills and knowledge appropriate to their individual needs. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural, mental and physical well-being and development of our pupils; and prepare pupils for the opportunities, responsibilities and experiences of adult life.

Aims and Intent

Education should prepare the individual with the necessary life skills to become a successful member of our global society. Our curriculum is designed to do that.

Our curriculum:

- Encourages spiritual, moral, social, cultural, physical and emotional development for the well-being of each individual.
- Is carefully planned out thinking about the knowledge, skills and progression.
- Includes appreciating and valuing ourselves; our families; other people in the wider groups to which we belong; the diversity within our society; and the environment in which we live.
- Responds to the rapidly changing world in which we live and work.
- Enables each child to fulfil his or her potential academically and provide him or her with life skills, specifically the key skills of reading, writing, mathematics and computing as these are essential to understand and engage in the world around us.
- Is taught within overarching themes which are chosen to excite, motivate and interest the children.
- Equips our children with the knowledge and cultural capital they need to succeed in life.
- Promotes life-long learning and positive growth mindset
- Ensures an equal access to learning for all pupils, with high expectations and ambitions for every pupil and appropriate levels of challenge and support.

Promoting a lifelong enjoyment of reading and a love of books underpins our curriculum and the use of high quality, exciting and stimulating texts is a key feature across the school. Our curriculum is broad and balanced, using appropriate resources, including texts that we believe celebrate and champion equality and diversity, whilst also challenging disadvantage and stereotyping.

Keeping healthy and safe in our modern world are key skills our children need to have. We teach our children about road, fire and water safety, as well as the vital skill of online safety. Through our curriculum, we encourage children to make healthy choices which will support them as they grow older. We also teach them about oral hygiene.

We further enrich the children's learning experience through the use of trips out, visitors in, workshops and specialist teachers in music and physical education. We invite professionals in who inspire our children. We also plan in and deliver regular themed weeks and days to further excite and inspire our children, for example, book week, well-being week, Science week, international week, anti-bullying week, modern superhero week, Kings and Queens week, etc.

We utilise all areas of our school grounds for outside learning and have recently added a wellbeing area, new playground equipment, a mud kitchen, a new outdoor learning space for Year 1, a redesigned outdoor space for nursery and a gardening space.

CONTENT

Implementation

The Early Years (see also our Early Years Policy)

We **believe** a high-quality early years education is vitally important. Children at Maybury, in our Nursery and Reception class attend at a crucial developmental point in their lives. The education and care that they receive affects not only future educational attainment but also their future health and happiness.

At Maybury, our EYFS curriculum carefully considers the context and capital culture of our children and what children need to learn over time so they are able to reach ambitious end points by the end of their time in the early years and have the 'foundational knowledge' required for the National Curriculum. Our curriculum is progressive, coherently planned and well-sequenced enabling all children to make progress and **achieve** their potential.

Explicit teaching is used to introduce children to new knowledge and followed up by opportunities to practise new learning through play. Play and high quality adult interactions with children during adult and child-initiated play is a priority at our school, adults model language through showing, explaining, demonstrating, exploring, encouraging, questioning and recalling. All adults are able to facilitate and set challenges, ensuring children with gaps in their knowledge get the additional teaching they need so that they can access the same curriculum as their peers. Adults think carefully about what children already know and can do and learning is built upon this to assist children to **succeed** in all areas of the curriculum as well as identifying any misconceptions. Misconceptions are addressed immediately through our 'in the moment' provision and feedback.

The EYFS comprises of seven areas of learning, these are made up of three prime areas and four specific areas:

Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

Early literacy development gives children lifelong benefits. Stories, rhymes and songs help with children's language and vocabulary development. They also develop children's emotional understanding.

Effective early mathematical learning combines deliberate teaching with opportunities for learning through play. Understanding both number and spatial reasoning is crucial to later achievement, as is encouraging positive attitudes to maths.

Understanding the world is a broad area that includes the foundational knowledge for many later curriculum subjects. For young children, learning in these areas needs to connect.

Children learn new things, and the vocabulary to talk about them, in a range of interesting contexts. This helps children to develop deeper knowledge and conceptual understanding. Expressive arts and design (EAD) gives children opportunities to learn new skills, appreciate the arts and use this knowledge to be creative. These activities give adults opportunities for quality interactions with children. Talking with children about their art can help adults understand what children think about the arts and the world around them.

From Year 1 to Year 6 the curriculum consists of:

- The National Curriculum (English, Maths, History, Geography, Music, Art and Design, Design Technology, Computing, Science, Physical Education, Modern Foreign Languages (KS2)); the programmes of study for each subject have been used to create our medium term plans which each teacher follows for their year group.
- The Surrey Agreed Syllabus for Religious Education. The RE curriculum reflects that the religious tradition in Great Britain is, in the main, Christian but it also takes into account incorporates the teachings and practices of the study of other principle world religions. Enabling our children to become more tolerant, responsible and reflective with regard to other people, their beliefs and the world around them. (Parents have the right to withdraw their child from assemblies and RE lessons.)
- Our Learning for life (PSHE) curriculum has been developed to promote pupils' development in personal, social, health education and citizenship and is embedded across the curriculum with many opportunities for the children to experience the different aspects of this vital area. (See our Learning for Life Policy, Citizenship Policy and RSE Policy). Our varied programme of enrichment activities makes a significant contribution to this.
- The school has an agreed policy for Relationships and Sex Education, which is ratified by the Local Advisory Committee. Parents are informed when their child's year group will be studying this aspect of the curriculum, they are also provided with an overview of what will be delivered. Parents wishing to withdraw their child from these lessons which go beyond the statutory science curriculum are able given the opportunity to do so.
- The children's emotional well-being is a high priority for the school and this is embedded in the curriculum, while also providing many additional opportunities for the children to learn, recognise and manage their own well-being. Our children have weekly learning for life lessons which we follow the Jigsaw scheme and a dedicated

Wellbeing week every year alongside clubs and extra-curricular activities. See our Well-being & Positive Mental Health Policy).

Phonics at Maybury Primary School (see also our Phonics Policy)

The school has a clear, consistent, whole school approach to the teaching of phonics. We follow a systematic synthetic phonics programme to ensure that children learn the relationships between the sounds of spoken language and the letter symbols of the written language. We know that high quality teaching of phonics is the key to developing independent readers and it is given the highest priority.

We want every child to have a love for reading and to be able to access a wide range of reading texts.

Literacy at Maybury Primary School (see also our Literacy Policy)

Writing from year 2 to year 5 follows a three-week writing cycle (following the imitate, innovate and invent sequence) and makes links to cross-curricular context, wherever possible. In this way, children are taught the relevance of writing for a real purpose with a real audience. In year 1 and 6 writing follows a more bespoke approach using high quality texts. Our school medium term plans ensure coverage of grammar, punctuation and spelling as well as writing for a range of purposes.

Modelling writing is an important learning opportunity to enable children to understand the process of writing. Teachers at Maybury Primary School regularly model the writing process, demonstrating how to select precise vocabulary, when to use particular punctuation and what to consider when trying to spell a word correctly. Shared writing also allows an opportunity to model editing work, checking for sense and redrafting. We use flashback 4 in literacy to promote retrieval (vocabulary, punctuation, spelling and grammar).

We celebrate high quality literacy work through class displays and our writing awards during celebration assemblies.

Mathematics at Maybury Primary School (see also our Mathematics Calculations Policy)

Our curriculum promotes and develops the children's fluency in calculation. Children are encouraged to use a range of strategies and to consider the most appropriate strategy for any given calculation. At all stages of calculation, children need experience of concrete materials and to understand the connection between this and abstract forms of representation. Each class has Maths resources which are accessible for all children to use during the lesson.

We teach to ensure that all pupils reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing arguments, justification or proof using mathematical language so that they can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Reasoning and Problem solving is a key element which is interwoven into maths lessons throughout the year groups and stages of calculation. Children are given a variety of rich problems to increase their fluency and understanding at a particular stage. The language of Maths is a key aspect to children's fluency and understanding and is explicitly taught and revised regularly. Learning slips break down the steps for that lesson and provide a Maths challenge for every child.

Inclusion

We are an inclusive school and we endeavour to ensure that all of our pupils have equality of opportunity across the curriculum and in all areas of school experience. We take pride in the way in which we cater for all our children. Our curriculum delivery and policy reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

The curriculum is designed to provide access and opportunity for all children who attend the school. We adapt the curriculum to meet the needs of individual children, as needed. If a child has a special educational need or disability, the school works hard to meet those needs, complying with the requirements set out in the Special Educational Needs and Disability Code of Practice 2014. Children are supported using an 'assess, plan, do and review' cycle. In most instances, quality first Wave 1 teaching, differentiated resources and educational opportunities (including support from additional adults) can be provided within the class setting. Children with SEN are monitored by the Inclusion Leader and Assessment Lead and, for some children, appropriate external agencies will be consulted. Every child on the SEND register has individual targets which are regularly updated and reviewed by the class teacher and Inclusion Leader. These are updated termly after consultation. The school works closely with parents and any external specialist involved.

Impact, Assessment and Monitoring Arrangements (including roles & responsibilities)

The Headteacher maintains the overview of the curriculum and delegates day to day monitoring to the curriculum leader (Assistant Headteacher) and subject leaders who report directly to the Head and SLT.

All class teachers, who are not ECTs, have a subject responsibility. They monitor their subjects through regular quality assurance, including book looks, learning walks, pupil and staff surveys and audits. Each subject leader is part of a curriculum team who meet termly to discuss successes, next steps and the budget. The information they gather feeds in to their action plans and subject reports. Subject leader reports and subject skills and progression documents are available on the school website. Subject leaders also feedback to the whole staff team during our annual SDP Inset day, so that they can ensure the curriculum is broad, balanced and inclusive. Each curriculum area has a designated governor who meets with the subject leader twice a year.

We have Phase Leaders responsible for overseeing EYFS, KS1 and KS2, these leaders are member of the SLT who have weekly strategic meetings.

Formal National Assessment

- Reception Baseline test – the children will be assessed on the national baseline assessment within the first six weeks of starting school.
- Early Years Foundation Stage – The Foundation Stage Pupil Profile is completed during at the end of the Reception Year with a summary of the child's achievements against the Early Learning Goals.
- The national Phonics screening check is carried out in the Summer term of Year 1. Children who did not achieve the national pass mark will retake the test in the summer term of Year 2.
- The national Multiplication check will be carried out when children are in Year 4.
- Key Stage 2 (Year 6) – Standardised Assessment Tests/Tasks and Teacher Assessment in English, Maths and Science take place in Year 6. A threshold is awarded and reported to parents. A level is awarded and reported to parents.

Continuous Assessment

Continuous assessment by teachers happens in all year groups to determine whether a child has learned/achieved a particular concept. Half termly/Termly assessments are done in Maths, Reading and GAPS. They are used to track progress through the National Curriculum thresholds using assessment grids on ScholarPack. Teachers also use ScholarPack to track children's attainment and progress as part of an ongoing cycle. Test results are analysed by teachers on tracking grids which forms part of the planning process for the next half term.

Books looks and Seesaw are used to monitor and assess other curriculum subjects. At the end of each topic, an assessment strip is stuck into books where the child can self-assess (KS2) and the teacher can also assess.

In school moderations are carried out during designated staff meeting time and school moderation is also carried out across the EEEA Trust which Maybury Primary School is part of.

Parent evenings are arranged in the Autumn and Spring terms to discuss pupil progress. Half termly progress and attainment sheets are shared with parents and a longer written report is made available to parents annually in the Summer term.

EXTRA CURRICULAR ACTIVITIES

A range of clubs are offered at the start of each term (mostly free of charge). Parents are asked to sign a consent form if their child wishes to attend such activities. DAP children are prioritised for clubs to ensure we are providing full opportunities for our most vulnerable children. These clubs varied and can change, an example of clubs offered include: football, netball, table tennis, indoor sports, wellbeing, computing, singing, young carers, construction, Lego, mindfulness and booster clubs.

CONTINUOUS PROFESSIONAL DEVELOPMENT

Staff keep up to date with new initiatives and have the opportunity to develop subject knowledge and skills through the provision of suitable training and the attendance at appropriate courses. We regularly carry out moderation, both within school and with other schools within the EEEA trust.

Links with other Policies and Documents

- EYFS Policy
- Teaching & Learning Policy
- Assessment and Fast Feedback Policy
- SEND Policy
- Equality Policy
- Well-being and Positive Mental Health Policy
- Subject Skills & Progression documents
- A Maybury Primary School Child