

## **Gargrave CE (VC) Primary School Curriculum Policy**

‘Work with all your heart as if working for the Lord’

We are guided by the belief that ‘whatever you do, work at it with all your heart, as working for the Lord’.

We are a community of learners aiming for all to flourish and reach their maximum potential through valuing love, peace and hope. We will nurture learning habits where each individual has equal worth, in a safe and happy environment.

### How do our pupils flourish?

Reach their full potential in and out of school  
Have self-belief and self-confidence  
Delight in learning  
Know how to stay safe  
Have resilience  
Proud of our community  
Have ambition and broad horizons  
Positive relationships  
Healthy mind and body  
Good behaviour

### How does this look in our school?

Our curriculum is ambitious for all pupils in all subjects, particularly for SEND pupils and disadvantaged pupils. We believe that reading, writing and maths skills should be prioritised so that pupils make the best access to secondary education, and lifelong learning. We have planned a curriculum that builds essential knowledge from the national curriculum cumulatively in each year group.

This is achieved by teaching agreed planned sequenced work units in all subjects (some under construction). In all curriculum areas, lessons are sequentially planned so that knowledge is acquired first and later applied to skills. Our two-year cycle for long term plans ensure mastery of subjects where progression is built on and deepened year on year and children successfully ‘learn the curriculum’. Class teachers and subject specialists deliver the planned curriculum. Staff also provide extra-curricular learning after school and support learning beyond the school day. Relationships are central to success; there is delight in learning. Whole School curriculum days each term allow for pupils to show school values in another context.

We value our PSHE and P4C in supporting everyone’s health and wellbeing. Experiences out of the classroom help to broaden horizons and sense of community.

Our learning culture is built on assessment for learning and the belief in the vital importance of questioning when providing feedback. Our assessment systems focus on helping pupils to remember essential knowledge and use it fluently and automatically in their work. We use regular ‘low stake’ assessments to inform progress.

The impact of our new curriculum is improving the consistency of pupils' progress and attainment.

### **Monitoring and evaluation of the curriculum**

We shall monitor and evaluate our curriculum planning, lessons and books by focussing on:

- Look back at the start of the year, are agreed planning and sequenced work units being completed? Is knowledge built systematically with effective deliberate practice?
- Do lessons and books show pupils are using knowledge from work earlier in the year in new work with fluency and automacity?
- Look forward to check whether from this point in time it is likely the intended and of knowledge points will be achieved.
- Do pupil interviews and a range of assessment indicators show pupils are remembering more essential knowledge?

### **EYFS**

From day one we have high expectations for all children. Planning in Reception is based on the statements contained in the Development Matters documentation with a view to allowing every child to achieve their Early Learning Goals by the end of the year. Daily observation informs children's next steps and planning of activities to meet their needs.

Phonics teaching is a fundamental part of our early Years provision and continues throughout KS1 with consolidation continuing in KS2. Children who appear to be struggling with the sounds being taught are identified quickly and, as well as having exposure to the whole class teaching, receive one to one intervention to allow them to make appropriate progress and develop their self-confidence.

Children are able to enjoy learning through play. They independently access the provision which includes role play, construction, loose parts, art and outdoor area. Topics are planned based on the children's own interests and linked to high quality texts. The children are also encouraged to develop their own spirituality and gain a wider understanding of the world from weekly RE and P4C activities. Through all of the above we aim to develop the children's self-confidence and independence in preparation to for life in KS1.

### **KS1**

In KS1, pupils continue their learning journey, taking part in phonics, maths, reading, and writing lessons every morning. Daily spelling, punctuation and grammar is linked to learning in writing, to allow them to develop skills using high quality texts. In the afternoons, pupils access a wider curriculum through carefully planned themes; Science, Physical Education (PE), Religious Education (RE), Information and Communication Technology (ICT), Personal Social and Health Education (PSHE), Philosophy for Education (P4C) and Music are delivered as discreet lessons.

### **KS2**

In Key Stage two, pupils continue their diet of daily rigorous teaching, taking part in maths, reading, writing and spelling punctuation and Grammar every morning. In an afternoon pupils access a wider curriculum through carefully planned themes: Science, RE, PSHE, PE, French and Music are delivered as timetabled discreet lessons.

## **SUBJECTS OF THE CURRICULUM**

### **Reading**

Teaching a child to read is vital. All children will learn to decode words and develop reading comprehension skills. All children will gain a love of reading by fully engaging with all text types in a progressive manner.

One to one reading occurs in Reception and vulnerable readers are identified in each class to ensure their needs are met.

### **Texts**

All children will experience high quality texts including fiction, non-fiction and poetry. At Gargrave, children are encouraged to read for pleasure at home and school, we promote the use of our local library through visits. Teachers read a variety of high-quality texts to the children on a regular basis.

### **Key Stage 1 - phonics**

Phonics is taught systematically in school with reinforcement with phonically decodable reading books. Our school reading scheme has a mix of various publishers and matches the Letters and Sounds phase. Children will progress through these phases towards independent reading. Children are able to self-select books from a specific band in order that a reading for pleasure culture is created.

### **Key Stage 2**

Texts are carefully chosen to ensure that there is progression and challenge across school. As children become more fluent readers, they should participate in more sophisticated book discussion.

### **Whole Class Guided Reading**

A mastery approach to reading is taught four times per week (Year 2 to Year 6) to ensure that all children engage with high quality challenging texts. Whole Class Guided Reading cycles follow a 4-week program linked by theme (fiction, non-fiction, poetry and fiction.) These lessons develop children's vocabulary, comprehension and develop reading assessment skills. In Key Stage 1, lessons follow DERIC (decode, explain, retrieve, interpret and choice) and Key Stage 2 follow ERIC (explain, retrieve, interpret and choice.) Lessons include modelling and shared reading to ensure that as well as decoding, children can hear how punctuation is used to clarify meaning.

### **Writing**

Writing should have a purpose which engages children in the process of writing. Children will write in the style of different genres, including fiction, non-fiction and poetry. Where possible, cross-curricular links are encouraged to facilitate links between English work and other areas of the curriculum. All fiction work is based on high quality texts and follows a five-phase approach to writing. Within these phases, grammar and punctuation is taught to ensure a good understanding of grammatical concepts is grasped.

### **Handwriting**

Children are taught cursive script from Reception. Children will begin joining in Year 2 and will develop fluidity in Key Stage 2.

### **Spelling**

Teachers follow the spelling objectives for their year group outlined in the National Curriculum. In addition to these spellings, children work through the high frequency words for their year group. Children are encouraged to use different strategies to help them spell correctly, including phonics, use of word lists or mats and dictionaries.

Key Stage One follow letters and sounds. Key Stage Two follow No Nonsense Spelling.

## **Maths**

At Gargrave we believe that maths should be fun and rewarding and cater for the needs of all our pupils. Our aim is for all our pupils to develop an understanding of number with a focus on fluency, reasoning and problem solving,

We start each day in KS2 with 'fluent in 5' and in KS1 with 'morning maths tasks', which are mainly arithmetic problems. We believe this reinforces and supports learning strategies in lessons. It improves our pupils' ability to recall knowledge quickly and therefore improve confidence and accuracy.

Our maths curriculum is based on Singapore maths but also incorporates White Rose mastery/ mastery greater depth, TT Rock stars, and hot and cold tasks. A wide range of resources are used in lessons and these support the pupils understanding. Our pupils are taught calculations through progression document and how to explain.

Mathematical vocabulary is a key element of lessons through visual prompts, repetition and explanation.

Resources support all learners to apply methods and concepts. Models and pictorial representations allow our pupils to reinforce their understanding. As a result, our pupils gain confidence and resilience.

## **Science**

Children should be given scientific skills and knowledge to think and behave as a scientist. We follow the National Curriculum for Science ensuring all pupils develop their scientific knowledge and conceptual understanding. Children will have the opportunity to perform real life Science investigations. Science knowledge, skills, vocabulary and activities should develop as the children progress through school.

## **Foundation Curriculum**

Gargrave School's planning is based on the Primary National Curriculum 2014 and the Early Years Foundation Stage Framework for all subjects supplemented with North Yorkshire Agreed Syllabus for RE and NYCC PHSE guidance and progression.

Spiritual, Moral, Social and Cultural development will be at the heart of the experiences, including in the local, national and global context.

P4C and PSHE curriculums are set for the pupils in the school.

## **History, geography, art, design technology**

These are delivered on a two-year cycle through themes. Each subject has its own progression document. Theme have been agreed for the whole school for the two-year cycle.

## **Music, MFL (French), RE, PE and computing**

These are delivered as discreet lessons to develop the knowledge- where links to the theme are possible they are made- e.g. music songs. Each subject has its own progression document.

## **PSHE and P4C**

These are delivered weekly- with P4C having four lessons a term and PSHE the rest of the weeks.

## **Breadth, Depth and Progression**

EYFS	Village walk (including Church) Theatre trip Farm visit Malham Tarn
KS1 (Y1/Y2)	Village visit (including retail) Skipton Castle Craven Museum Visit Church

	Leader of (non-Christian) faith to come into school Science outside the environment (Malham tarn/ Skipton woods/ Bolton Abbey)
L KS 2 (Y3/Y4)	Visit seaside- Lytham? (geography) Science museum visit Visit a non-Christian place of worship (Mosque/ Jewish temple) Theatre trip- study of a place of worship
U KS 2 (Y5/Y6)	Visit London- Year 6 Represent school at an event (either sporting or otherwise e.g. chess) Stay away from home overnight (Malham)yr 5 Charity support Attend a science festival/ museum Bewerley Park (outdoor and adventurous activities) Visit a place of employment Cultural visit- Bradford, (Hindu temple) York's Chocolate story Year 5- Ilkley Literature Festival

### **Breadth for cultural capital:**

Pupils' development of cultural capital helps pupils' engagement and interaction with society and it is a vital part of our curriculum; this is further supported by the wide range of experiences and opportunities we provide which are available to all pupils irrespective of their circumstances, special needs or disability. Our inclusive culture and ethos is built on respect and consideration of all others and with a predominantly White/British context we promote the rich diversity of Britain. This is a school that values the voice of all children and really does listen to their views. We encourage our children to actively take part in their local community and help them begin to understand the importance of being a good UK and global citizen. We ensure our pupils take responsibility for their behaviour and their learning. Pupils' build positive attitudes to learning and actively play a full part in the life of the school. Performing in music, drama and sport activities are highly valued as part of the broader curriculum to enrich the knowledge and skills taught in subject lessons.

**Progression:** Teachers have access to key curriculum knowledge documents for each subject and these are used to ensure that the lessons they are planning for each subject are age and level appropriate.

Subject Leaders will monitor these documents to ensure that teachers are providing appropriate challenge across the curriculum.

### **Knowing more**

This focus on pupils' knowing more over time is aided by planning sequenced programmed work units with regular revisits and recalls integrated into planning to support the development of pupils' long term memory. Pupils' know how to complete tasks and apply skills and link knowledge to solve problems. Learning is enhanced by special events and visits but the maximum impact on learning progress is secured by carefully planning events within a sequence of work. We are beginning to embed this knowledge rich approach in foundation subjects. We believe a broad curriculum with depth should give equal value to each foundation subject. Planning lessons to meet the needs of disadvantaged and SEND pupils is a key principle in our approach and extra resources are used effectively to support closing individual learning gaps faced by special needs pupils.

### **Assessment**

Assessment is an integral part of planning and teaching and learning. Our learning culture is built on assessment for learning and the belief of the vital importance of questioning when providing feedback. A range of assessment is used to check children's progress through the school. Summative assessments are used in a balanced way with low risk assessments such as quizzes and puzzles that support the development of pupils' long term memory. Excessive assessment regimes and frequent data collection points are avoided to ensure pupils focus on acquiring knowledge reasonable and to reduce workload demands.

### **Parental Involvement**

We understand the importance of parental involvement and the impact that support from home can have on a child's education. Therefore, we strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home. Newsletters, learning at home letters and the website keep parents up to date with what children are learning and with suggestions of how parents could best support their learning.

We provide regular opportunities for parents to join us in school to learn about our topics and how we teach. Parents are also invited into school for concerts, assemblies, worship, performances and larger scale productions, with the intention of sharing and celebrating the work that has happened in school. Parent's meetings happen two times per year and all parents are welcomed into school for a meeting with their child's teacher regarding their learning and general development. This is supplemented by annual reports, which show the children's academic attainment and progress.

Each year, a parent's questionnaire is sent out in order to gain their views on a number of issues, including the curriculum. The results are compiled and a summary is provided for staff, parents and Governors so that they can see how their views are making an impact on school development.

### **Role of Curriculum Leader**

Curriculum Leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils. Since the introduction of the National Curriculum, there has been an expectation that all teachers, after successfully gaining Newly Qualified Teacher Status, will take an additional responsibility. This forms part of their standard teaching duties; the amount of responsibility and the number of subjects which a teacher leads is often dependent on the experience of the teacher. As we approach the implementation of the new National Curriculum, strong subject leadership is essential as we wish to provide our children with an enriched, broad and balanced curriculum.

Subject Leaders are responsible and accountable for the subject throughout the school and are expected to possess an in-depth knowledge of the provision of their subject.

The key roles of Curriculum Leaders are:

- Ensuring that there is a policy for their subject
- Monitoring the provision of the subject through observations, work scrutiny and planning scrutiny.
- Ensuring that resources are plentiful, up-to-date and in good condition.
- Ensuring progression takes place across the school.
- Provide guidance and training to staff within their area of expertise.
- Assist with planning, teaching, assessment and reporting within their subject.
- Keep well informed of any assessment that takes place for their subject
- Ensure that their subject has a high profile within the school.
- Organising whole-school events such as enrichment days for their subject.

- Regularly report the provision of their subject to the Head teacher or Governors.
- Representing the school in local cluster groups, LA meetings and teacher research groups.

### **The Curriculum and Inclusion**

Like all aspects of school life, the curriculum is designed to be accessible to all.

It is expected that all children have the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. If children are identified as having Special Educational Needs, we will do all we can to ensure that the needs of these children are met. In most instances, class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level appropriate to them. If class teachers feel that it is necessary to modify the curriculum in order to meet the needs of children with more severe special educational needs, then this will be done in consultation with the SENCO. Leaders promote equality of opportunity and diversity when planning the curriculum at Gargrave School, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour and tolerance and acceptance is promoted widely.

### **Planning**

Planning takes place across the curriculum in three waves: long term planning, medium term (for the entire half term) and short term plans

**Long term planning** is the overview provided by school with the structure of the subjects. Geography, history, art and DT are thought through themes. The rest are 'stand alone' and are planned specifically. Key curriculum knowledge documents for each subject provide support for teachers in prior learning, and next steps.

Each subject has a progression which the teachers are expected to deliver over the cycle.  
(under progress)

**Medium term planning** is the planning which is completed by the class teacher to show the lessons within a subject or theme. This planning will also identify knowledge and vocabulary. Outcomes for learning are made explicit in this point of planning as well as opportunities for visits and extra-curricular activities. The learning objectives on these plans will be taken directly from the long term plan or reflect a need identified by the class teacher's assessment for learning.

**Short Term Planning** will identify clear steps to success to help children achieve the learning objective in medium term plans through higher order questioning to extend children's thinking, as well as provision for SEND, planning for mastery and the role of other adults.

Related Policies:

- Feedback & Marking Policy
- Learning & Teaching Policy
- Assessment policy