



At Matching Green CE Primary School, we are all learning with our head, heart and hands so that we can experience life in all its fullness'

Curriculum Policy

Publish on Website?	NO / YES
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This policy is linked to and should therefore be read in conjunction with:	Assessment Policy Teaching and Learning Policy SEND Policy EYFS Policy Curriculum Statements
Review in:	Spring 2024

Kindness, forgiveness, endurance, thankfulness and friendship

School Vision and Values

Matching Green CE Primary School seeks to serve the children in our community, recognising that we are all unique individuals. We want all to flourish and to experience 'life in all its fullness' (John 10:10) with a lifelong love of learning; by providing a broad, balanced and ambitious curriculum that engages with our head, heart and hands.

National Guidance

Our curriculum reflects the requirements of the National Curriculum (2014) 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.

Curriculum Design

We have structured our curriculum over a two year cycle, to accommodate our mixed age classes. Each term we have a topic that is linked to a book, or a series of books. These high quality texts may cover the whole topic or there may be individual books covering specific subjects. Class teachers are given the discretion to use their knowledge and skills to select relevant and engaging texts. Dedicated time is allocated to researching new texts and reviewing texts that have been used previously.

We teach a spiral curriculum that builds on prior knowledge and gives opportunities for children to consolidate their learning. Our long term plans layout national curriculum objectives that will be taught; sometimes these are broken down into smaller steps, or additional objectives added. These decisions will be made based on assessments of previous units or knowledge of what gaps children may have in their learning as a result of the Covid-19 Pandemic and subsequent remote learning. Staff also take into consideration children's own interests, maximising opportunities to teach about diversity and if relevant including prior knowledge for more complex objectives further along the curriculum. Subject leaders will consult the SLT and class teachers as everyone's professional opinion is valued when considering the best way to deliver our curriculum.

A sequential progression of knowledge and skills document and a vocabulary document is also used to help teachers plan their teaching and learning. An overview of the termly topic can be seen on our curriculum maps. At the end of each termly topic children create a double page spread which showcases their learning; this maybe summarising their whole topic or just a specific subject. Teachers use this as a way of assessing children's learning and recognising points for further teaching in the next term.

Curriculum Intent

Our intention is to teach a curriculum that:

- Turns information into knowledge
- Provides children with the opportunity to actively learn with their head, heart and hands

- Has high aspirations encouraging children to be lifelong learners
- Uses high quality resources and texts
- Has reading at the heart
- Broadens children's awareness of the diverse society they live in

At the end of their time at Matching Green children will have had an education that has been inspiring and has united their academic development with their spiritual, moral and cultural development. The broad and rich curriculum they have been taught will be exciting, creative and relevant to today's society allowing them to flourish in knowledge, skills and wisdom. Our children will be equipped with the essential skills for modern life and will have an understanding of how to look after their own and others wellbeing and mental health; their confidence and independence will be nurtured.

Implementation

Implementation is the delivery of the curriculum intent: it is how we teach the subjects.

Early Years Curriculum

Our EYFS curriculum is delivered using a thematic approach made up of a balance of child led and adult led activities. Every day the children are taught either as a whole class or as a small group a phonics sessions and a short maths session, they also participate in daily finer motor skill and hand writing practise. Children also have free flow access to an outside classroom and are encouraged to move between the two spaces. Learning opportunities are planned around the interests of the children, based on observations of them learning and around the requirements of the Early Years Foundation Stage Framework. Further details are available in our Early Years Policy 2021.

Years 1 to 6 - Key Stage 1 and Key Stage 2

Children in Years 1 to 6 are taught all areas of the National Curriculum:

Core subjects; English, maths, RE and science (all core subjects have their own stand-alone policies)

Foundation subjects; art and design, computing, design and technology, Spanish, geography, history, music, PE and PSHE/RSE

All core subjects have their own explicit lesson. There may be occasions when the core subjects also occur cross curricular into the foundation subjects.

All subjects are taught weekly over the course of a term. Some subjects may be taught in a block over a few days or within a special or significant event. This strategy is particularly beneficial for subjects like art and design, design and technology and occasionally RE and science as it allows children to fully immerse themselves and start and finish a project in a shorter period of time.

Impact

Assessment is used to check pupils' understanding and it supports the teaching of the curriculum. Measuring the impact of our curriculum will be done in several ways; standardised national tests will be completed as is our statutory duty. Formative assessments will also be completed. Please see our Assessment Policy for more detailed information on this. Another way of measuring the impact of our curriculum is through the

personal development and success of our children in living out the vision that we are aiming for. In particular, Matching Green children will;

- From their different starting points, make good academic progress and have strong attainment in the core subjects when compared to local and national results.
- Have knowledge, understanding and skills that is secure and embedded so they are fully prepared for secondary school.

In relation to their personal development, Matching Green children will;

- Have strong communication skills, both written and verbal, and will listen respectfully to the views of others.
- Demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- Develop a sense of self-awareness and become confident in their own abilities creatively, socially and physically.
- Be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our community and the wider society.

The children of Matching Green are being prepared for the next stage of employment through:

- Experiencing our rich and diverse curriculum, which builds their cultural capital
- Taking part in local, national and global charitable events, demonstrating a true understanding for the Christian values of service
- Meeting the expected standard or higher in their year 1 phonics, Year 4 Multiplication test, KS1 and KS2 SATs and at the end of the EYFS.

Cultural Capital

Building Cultural Capital Ofsted define cultural capital' as: "the essential knowledge that children need to be educated citizens". It is about giving children the best possible start to their early education. At Matching Green we develop pupils' cultural capital through giving children carefully chosen additional knowledge and experiences, enrichment days, theme weeks, trips and workshops within and outside school. These learning opportunities which are woven through the curriculum also enrich and develop children's spiritual, moral, social and cultural development.

Inclusion

At Matching Green we have high expectations of all our children; teachers appropriately assess to set ambitious targets and plan challenging work for all groups, including: More able children, children with low prior attainment, children from disadvantaged backgrounds (FSM and PP), children with SEND and children with English as an Additional Language (EAL). Staff receive regular CPD opportunities to keep abreast of the most effective teaching and learning strategies for children within these groups.

Teachers will plan lessons so that children with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every child achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support children to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEND and EAL policies.

Roles and Responsibilities

The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target
- 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 and disability (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

The Headteacher

The Headteacher 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 Body.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum and this is reflected in the School Development Plan which is shared regularly with them
- Members of the Governing Body form a curriculum committee and meet regularly.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

Subject Leaders

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy. The role of the subject leader is to:

- provide a strategic lead and direction for the subject;

- support and offer advice to colleagues on issues related to the subject;
- keep up to date with new initiatives; review the curriculum and tweak as necessary
- monitor pupil progress in that subject area, alongside the Headteacher particularly at the end of each key stage;

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for. The subject leader carries out monitoring e.g. book looks, questionnaires, learning walks/ lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

Monitoring and Evaluating

The monitoring, evaluation and review of the curriculum is regarded as integral to achieving the aims of the school. The SLT together with the subject leaders, governing body, our School Effectiveness Partner and Diocese Adviser all regularly monitor and evaluate the curriculum through:

- Book looks and work samples
- Lesson observations
- learning environment observations
- discussions and questionnaires with the children
- Pupil Progress Meetings
- Assessment data

Staff CPD including INSET

Staff professional development is key to a successful curriculum. Staff take part in CPD meetings and are also encouraged to actively develop their own skills and knowledge by reading educational literature, being part of education groups on social media, engaging with webinars and training materials, discussions with members of staff at other schools. The SLT supports this by providing staff time to do this either independently or as a staff team. The INSET overview is subject to review at the beginning of each term to ensure it meets the needs of the school, as identified through the monitoring and evaluation process.