



Curriculum Policy

May 2023

Approved by the Governing Body Strategy Group 18/05/23

**This Policy is due for renewal in Term 3
2024–25**

CURRICULUM POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE – INTRODUCTION

1.1 Introduction

The curriculum is all the planned activities that we organise in order to promote our children’s learning, personal growth and development. Our curriculum includes key elements of the National Curriculum but as we are an academy we have chosen to adapt this to ensure we provide an exciting and enriching, broad and balanced curriculum which is relevant to our school and children. We take into consideration our local context. To extend our curriculum further, we also offer a range of extra-curricular activities. Our curriculum is driven by our school values and Guiding Stars which teach children how to grow into positive, responsible people, who can work and co-operate with others while developing the knowledge and skills needed to achieve their true potential.

1.2 Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

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.

1.3 Links with other policies

This policy should be read in conjunction with individual curriculum policies (English, Reading and Phonics, Maths, Computing, Science, PE, RE, PSHE and RSE, Geography, History, Art, Design Technology, Music, Forest School, as well as the school’s policy for SEND, Early Years and Assessment.

SECTION TWO – ROLES AND RESPONSIBILITIES

2.1 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 targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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

2.2 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
- 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
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.3 Curriculum Leads

Each member of the teaching staff leads a curriculum area and works with the Senior Management Team to ensure the efficient implementation of their subject area.

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;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school aims to give subject leaders non-contact time each term so that they can carry out the necessary duties involved with their role. Subject leaders of core subjects are given more non-contact time. It is also the responsibility of the team leaders to delegate their allocated management time to a subject leader if required to complete work for their subject, as identified within the Team development plans. It is the role of each team leader and subject leader to keep up to date with developments in their subject, at both national and local level. Alongside SMT the Curriculum leader, each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the curriculum and that progression documents are clearly planned into schemes of work across the school. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

2.4 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

SECTION THREE – CURRICULUM AIMS

3.1 Curriculum Aims

It is the intention of our curriculum to:

- Provide a broad and balanced education for all children which is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Give children the cultural capital they need to be curious about the world around them and to have high aspirations
- Support children's spiritual, moral, social and cultural development
- Support children's physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning so that children enjoy coming to school
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

3.2 School Values and the Curriculum

Our school has a set of core values which we expect all members of our school community to uphold. They underpin the attitudes which we expect our children to have towards

others and towards their learning and they form the basis for our curriculum.

Our School Values are:

- We respect and listen to each other's views, opinions and ideas
- We love how we are all different
- We look for the best in each other
- We are kind, friendly and thoughtful
- We are honest
- We help and look after each other
- We always try our best
- We make sensible choices
- We show good manners
- We are proud to be part of the Godinton family

3.3 Guiding Stars – Learning Behaviours

We expect our children to display positive learning behaviours, which will enable them to become independent and resilient learners.

Our **Guiding Stars** are the life skills that we want our children to master in order to be successful in their learning. These **Guiding Stars** guide our children through the curriculum and develop the children's abilities to work with others, achieve their personal best and aim high in all areas. They encourage our children to be active learners and to develop resilience if they should find something tricky. Our **Guiding Stars** are derived from our **School Values**, which set the overall ethos for our school. They provide the 'golden thread' by which our curriculum is connected.

In all their lessons, our **Guiding Stars** help the children to be successful. Certain lessons will require certain skills from our **Guiding Stars** to be utilised and the children are supported in how they can use the skills required to maximum effect.

In addition to this, each subject area of our curriculum is an ambassador, a leading light, for a particular **Guiding Star**. The curriculum content helps to develop a greater understanding of each particular **Guiding Star** as described in Appendix 2.

Being guided by these important life skills will assist our children in all aspects of their learning and will equip them with an essential toolkit that they will be able to apply in a wide range of contexts.

Further information about our **Guiding Stars** can be found on the school website.

SECTION FOUR – ORGANISATION AND PLANNING

4.1 Learning Adventures and Creative Adventures

At Godinton, we take all our children, on a 'Learning Adventure', an exciting thematic based curriculum which offers a breadth of engaging learning experiences. Learning is blocked into cross-curricular units of work

For History, Geography and Science, we take opportunities to combine areas of learning with writing and other English skills to ensure core knowledge and skills are firmly embedded across the curriculum. This means, for example, we might combine the letter writing skills taught in English using the stimuli of writing a letter from the point of view of an evacuee when studying the Second World War. Our children are clear on the area of the curriculum being taught and the skills and knowledge associated with each.

Where meaningful links are not possible, the subject is taught discretely to provide the best learning opportunities for the children. This includes: maths, Computing, PE, grammar, spelling and punctuation.

Art and Design Technology form our 'Creative Adventure' and link with our Learning Adventure topics.

During 'STAR (Showing Tolerance and Respect) Week' each term, PSHE and RE form the majority of the children's learning. This ensures that these subjects are given high priority within our curriculum.

Forest School Sessions also form part of our curriculum from EYFS through to Year 6. In 2023, MFL (French) is currently being reintegrated into our curriculum, following curriculum adaptations due to Covid.

4.2 Curriculum Planning

4.2.1 We plan our curriculum in three phases. Firstly, we agree a long-term plan for each key stage. This indicates what topics are to be taught in each term and in which year groups. We regularly review our long-term plan to ensure that it meets the needs of our children.

4.2.3. Each subject area has a set of key skills and knowledge which are progressively taught from EYFS to Year 6. The EYFS curriculum is integrated into each subject area. Within each long-term topic, staff plan which aspects of each subject will be taught and in what way. They ensure that it is engaging and challenging for all children taking into consideration, the needs of all learners. Teachers then plan specific lessons using the Interactive Whiteboard (IWB) which details clear learning objectives and lesson content. The flipchart pages also detail lesson differentiation, activities and resources. Staff use day books and/or a page on the IWB to record any alterations to these plans, to identify specific focus groups to work with either the teacher or teaching assistant and to evaluate and identify next steps for learning.

4.2.4 The Key Stage 1 and 2 curriculum is taught under 3 over-arching topics which last two terms (12 weeks). Examples of topics are ‘Marvellous Me and ‘Riots and Revolutions’. We use a cross curricular approach to our planning. As far as possible, all work is linked to the term’s topic, including the genres of writing being taught. The work is recorded within Learning Adventure books. We do not have separate science, history, geography books. By recording all work completed within the topic helps parents, staff and children to see the learning journey that has taken place over the course of a term. Children also regularly refer back to their history lessons and use that knowledge in writing sessions. Not all curriculum subjects are taught during one term however, we ensure that the children receive a broad and balanced curriculum. For example; a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the six terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

4.2.5 Art and Design Technology form our ‘Creative Adventure’ and link with our Learning Adventure topics. Three art and Three DT topics are taught within each year group, each year. The areas of study within each of these subjects is repeated during Key Stage 2 to ensure that this is firmly embedded.

4.2.6 During STAR Week the children predominately focus on their RE and PSHE work for the term. The teaching of English skills is embedded within these subjects. Maths continues to be taught separately.

4.2.7 Each year group has a six week block of Forest School sessions every academic year. Further information can be found within our Forest School policy.

4.2.8 In the Foundation Stage and in the first terms of Year 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Key skills and Early Learning Goals, and there is planned progression in all curriculum areas. Further information can be found in section six of this policy and in our EYFS Policy.

4.3 Our Hidden Curriculum

Teachers in all year groups create stimulating and exciting learning opportunities for our children and we value the opportunity to extend our curriculum through visitors, educational visits and other enrichment opportunities.

We build into our curriculum opportunities for our children to understand and deepen their knowledge of our Guiding Stars. We have allocated ‘Year Group Heroes’ to each year

group from EYFS to Year 6. These are inspirational figures from the worlds of sport, the arts, science or exploration who embody the qualities of our **Guiding Stars**. The children learn about these famous people informally and through homework tasks.

4.4 Curriculum Information on the School Website

We publish our curriculum on the school website, which enables parents to view the areas of study the children will be undertaking. The curriculum website is updated three times per year.

For each area of the curriculum, the intent and implementation behind the curriculum design is outlined and information is provided as to the impact this has.

SECTION FIVE – 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 will plan lessons so that pupils with **SEN** and/or disabilities can study every aspect of our curriculum, wherever possible, and ensure that there are no barriers to any child.

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 pupils to take part in all subjects.

Further information can be found in our statement of Equal Opportunities Policy, EAL Policy, and in our **SEN** policy.

SECTION SIX – EARLY YEARS FOUNDATION STAGE

6.1 Our EYFS curriculum has been carefully designed so that it embraces the children's developing needs and interests. Progression in knowledge, skills and concepts is planned and tailored to inspire every child's love of learning and ensures that coverage of the EYFS Framework is achieved. Our cross-curricular approach enables children to make links in their learning and revisit prior teaching. The progression of skills and knowledge for each area of the curriculum start in EYFS.

6.2 At Godinton Primary School, we understand that children learn best when they are absorbed, interested, curious and active. We also recognise that active learning for a child involves other children and adults as well as interesting objects, ideas, stimuli and events

that aim to engage and involve them for sustained periods of time. We believe that Early Years education should provide children with as many first hand experiences as possible and therefore, we are proud that our EYFS setting has an ethos of 'learning through play'. Play is essential for children's development across all areas of learning and builds children's confidence and self-esteem as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children at Godinton Primary School are provided with many opportunities to lead their own play alongside adults who enrich and develop their understanding and use of language.

6.3 During the children's first term in the reception class, their teacher will use the statutory Reception Baseline Assessment to determine each child's starting point. This, along with observations of the children during their play, will form the basis of our curriculum and will ensure that we pitch teaching at an appropriate level from the start. Practitioners will use tailor-made trackers that have been carefully matched to our curriculum to assess children as the year progresses, through observations during play alongside phonics and maths assessments. This helps us determine whether children are 'emerging' or 'expected' and what their next steps will be. This in turn helps us to develop our curriculum in response to the children's needs. We continue to draw upon our expertise throughout the year, and ensure that research underpins our teaching so that the curriculum evolves and changes as the children grow. We regularly review our provision in order to enrich the education of every child.

6.4 We are well aware that all children need the support of parents / carers and teachers to make good progress in school. We strive to build positive links with the parents / carers of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. This takes the form of regular parents evenings, book viewings and newsletters. Parents are able to share contributions they make to their children's learning through the online platform 'Tapestry'. In addition to this, parents support their children in generating questions relating to our termly topics that then form the basis of our teaching during our 'I wonder' sessions.

SECTION SEVEN MONITORING AND REVIEW

7.1 The Headteacher is responsible for the day to day organisation of the curriculum. Alongside the two Assistant Headteachers and Subject Leads, the Headteacher monitors planning, ensuring that all classes are taught the requirements of the School Curriculum as well as the National Curriculum, where appropriate and that all lessons have appropriate learning objectives, as part of the monitoring schedule within school.

7.2 The SMT and subject leaders monitor the way their subject is taught throughout the school. They examine planning (flipcharts) and pupil's work to assess standards for particular subjects and that a range of appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and

managed. We also talk to small groups of children to gather their views on the subject being monitored.

SECTION EIGHT – CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care to achieve the highest standards they can. To this end, staff will ensure that in delivering the curriculum they set suitable learning challenges of Children in Care, respond to the diverse learning needs of Children in Care, and help to overcome the potential barriers to learning and assessment for Children in Care. All subject leaders will support staff in doing this within this subject.

SECTION TEN – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

APPENDIX ONE – CURRICULUM STRUCTURE

School Values

These help to support our school ethos and set the expectations we have for all members of our school community. Our values are on display in every classroom and in strategic locations around the school.

Our Guiding Stars

Our Guiding Stars are the life skills that we want our children to master in order to be successful in their learning. They put our school values into practice and assist our children in all aspects of their learning, equipping them with an essential toolkit that they will be able to apply in a wide range of contexts.

In addition to this, each subject area of our curriculum is an ambassador, a leading light, for a particular Guiding Star. The curriculum content helps to develop a greater understanding of each particular Guiding Star.



Rewards and Celebrations

Our behaviour policy centres on positive reinforcement and our rewards and celebrations celebrate the occasions when our children have upheld our school values such as our Weekly Star Awards, Achiever certificates and House Points.

Year Group Heroes

Inspirational figures from the worlds of sport, the arts, science or exploration who embody the qualities of our Guiding Stars. The children learn about these famous people informally and through homework tasks.

Our Curriculum

A broad and balanced thematic curriculum consisting of all National Curriculum subjects as well as Forest School activities. This is sequenced around progressive skills and knowledge in each subject. Delivered as 'Learning Adventures', 'Creative Adventure', STAR Week and discrete teaching it provides our children with an enriching, relevant curriculum experience.



Homework Trails

Termly 'trails' of different open ended activities designed to enhance our curriculum and to encourage children to be creative in their response. Base camp tasks designed to focus on core skills.

Curriculum Enrichment

Educational visits, visitors and practical hands on experience to develop curiosity and cultural capital.

APPENDIX TWO – GUIDING STARS

| Guiding Star and Curriculum Area | What this looks like in our Curriculum? |
|---|--|
| <p data-bbox="116 589 368 712">English (Reading, Phonics, Writing, Oracy)</p>  | <ul data-bbox="485 589 1493 1126" style="list-style-type: none"> • We understand the needs of our audience and respond accordingly. • We are confident to use the written or spoken word, share ideas and thoughts or to entertain report or explain. • We have a love of literature and find enjoyment in the written or spoken word of others. • We have a desire to expand our vocabulary and to enrich how we write and speak. • We find the right words for the right situation. • We set the page like with ideas. • We know how to improve our work and are happy to listen to respond to suggestions |
| <p data-bbox="197 1234 288 1263">Maths</p>  | <ul data-bbox="485 1234 1493 1933" style="list-style-type: none"> • We know that there is sometimes one answer or multiple answers to a problem. • We use a wide variety of skills to investigate and bring our skills and knowledge together to find solutions. • We explore all angles. • We identify where we need to start and where we need to finish. • We use the information we already have and look for what else we have to find out. • We check to see if things look right and re-calculate if need be. We make comparisons and use these to help find answers. • We select the right operational procedure and if we're not sure we use a trial and error approach. |

Science



- We try things out to test a hypothesis.
- We draw and conclusions based on repeated experiment.
- We know that there isn't always a final answer.
- We take a trial and error approach using the skills and knowledge we have. We consider the best place to start and where we need to end up.
- We keep trying if things don't appear quite right.
- We explore how famous scientists paved the way for discovery, built on ideas of the past and embraced new technology.
- We learn how discoveries and solutions are born out of perseverance.
- We have a desire to make our own discoveries.

Geography



- We are keen to find out about the places explored, investigated and discovered by others.
- We are happy and interested to explore new places. We ask questions such as what is this place like.
- We learn about how settlers made decisions as to the best places to live and how they developed these areas in order to survive.
- We learn about why some places are better suited to survival than others such as the Amazon Rainforest African Plains or the Antarctic.
- We use maps and plans to investigate journeys into the known and the unknown, using evidence to understand what might lie ahead.
- We learn how the planet's climate has led communities to minimise the risks that adverse climate conditions create.
- We learn how humans have taken risks with our environment and the impact this has.

History



- We explore why people in the past behaved as they did and what motivated them to succeed. We look at the evidence behind this motivation such as historical accounts which present different viewpoints.
- We learn why people are motivated to make changes for the better.
- We look at how they did this and what impact it had on individuals, groups and wider society.
- We explore the challenges faced by people in the past, how they coped with adversity and came up with solutions for the better.
- We look at the rights of minority groups and how these have changed over time, shaped by the desire for equality.
- We look at evolution and change in technology and why people are motivated to make advancements in this area.

Art, DT and Music



- We manipulate sound, media and materials to respond to different stimuli in interesting and innovative ways
- We capture ideas in visual or audio form.
- We make prototypes to test ideas.
- We discover how famous artists, architects and musicians paved the way with new ideas and discoveries.
- We evaluate success and look for ways to improve.
- We come up with new solutions and are not afraid to adopt a trial and error approach. We think outside the box.
- We enjoy collaborating in order to make the best of everybody's ideas.

PE



- We respond to challenges and try to exceed our own expectations.
- We understand what goes into building sporting success and how athletes have made their achievements.
- We push ourselves a little bit further and often out of our comfort zone.
- We know that if we aim for the Moon we might just reach the stars.
- We know where our strengths are and the areas we need to improve.
- We explore the best ways to make these improvements looking at what and who might be able to help us.

RE and PSHE



- We feel safe to express our own ideas thoughts and opinions in response to different questions and scenarios.
- We respect the views of others and feel safe to ask questions in order to find out more.
- We appreciate that everyone is different unique and special and enjoy investigating these differences.
- We appreciate the diversity of our community and wider society.
- We know what makes us unique healthy and happy.
- We identify what helps to boost our own confidence and that of others as well as the barriers to our confidence.

Forest School



- We work together towards a common goal, negotiating ideas with each other.
- We appreciate and understand that sometimes some people might have better ideas than we do though.
- We listen to and try out the ideas of everyone. We make sure everyone feels included. We recognise each other's strengths and play to these.
- We love working together in an outdoor environment throughout the seasons.
- We help each other to work through personal challenges.
- We move out of our comfort zone and try to try new things.

Computing



- We have faith in our own capabilities.
- We are happy to have a go and try new things.
- We are systematic and careful when working through or with different programs, apps and equipment.
- We are able to follow instructions carefully. We can work through plans with confidence and can amend our ideas or approach.
- We know the steps we can take to work something through ourselves and when we need to ask for help.