

THE QUEENSWELL FEDERATION

CURRICULUM POLICY

Policy Written by: Nancy Harryman

Date Written: January 2023

Date for Review: January 2025

Ratified by Governors: March 2023



Rationale

The curriculum consists of the planned educational experiences experienced by each child throughout the Federation resulting from the interaction between individual children, their peers and adults. Children are entitled to a broad and balanced curriculum that offers a range of experiences relevant to their present lives and which provide a foundation for their future needs.

All aspects of children's development (emotional, social, spiritual, moral, physical, creative and intellectual) are equally important and linked.

We recognise that children learn best when they are actively involved and interested in the curriculum provided, and when they have time and space to develop positive attitudes, acquire concepts and knowledge, and practise skills.

Equalities

At the Queenswell Federation, we believe it is the right of all pupils, regardless of their gender, ethnicity, physical ability or linguistic, cultural or home background to have access to learning experiences in a stimulating and supporting environment where prejudice and stereotyping are challenged.

We are strongly committed to positive action to remove and challenge discrimination in all aspects of the Federation and its work. The importance of staff awareness regarding the dangers of preconceived expectations based on stereotypes is essential and we bear this in mind when teaching our curriculum.

AIMS

- To enable each child to reach their full potential and to reach their highest possible standards of attainment.
- To provide a curriculum that meets statutory requirements of the Early Years Foundation Stage Curriculum, National Curriculum, RE and the daily act of collective worship.
- To ensure that the curriculum reflects the Aims of the Federation.

OBJECTIVES

- To organise the curriculum effectively, ensuring links are made between subject areas where possible.
- To ensure curriculum continuity and progression through the Federation, and to ensure a smooth transition between and within Key Stages.

- To ensure the effective timetabling of the curriculum, considering which subjects, units of work and topics are taught daily, weekly or half termly.
- To ensure the timetable is thoughtfully planned to make best use of available lessons, resources and extra-curricular time.
- To ensure that the length of lessons is suitable and appropriate for effective teaching and learning.
- To ensure children are grouped to enable effective learning and that the curriculum is differentiated to meet the needs of all children.
- To ensure the optimum use of additional support for whole class teaching, group or paired work and individual children's learning.

ROLES AND RESPONSIBILITIES

The Governing Body

- To develop the curriculum policy and ensure the policy is maintained and reviewed. This is delegated to the curriculum committee.
- Link Governors to liaise with designated subject leaders on a regular basis.

The Executive Headteacher

- To ensure that all policies, practices and procedures reflect the curriculum policy.
- To communicate the policy to staff, governors and parents and carers.
- To ensure that staff have access to training and development opportunities which enable them to be aware of curriculum updates and initiatives.
- To work with Heads of School to develop the curriculum within each Key Stage

The Head of School

- To monitor the day to day implementation of the curriculum
- To ensure monitoring of the curriculum

Staff

- To ensure that our agreed policies, procedures and practices are followed at all times.
- To be aware of curriculum updates and initiatives, both local and national in different subject areas.

IMPLEMENTATION

General Organisation

- The Early Years Foundation Stage (EYFS) Statutory Framework is followed in Reception, Nursery and Seedlings (the two-year old provision).
- Units of work are based upon the children's interests and class make up, using a text-based approach with creative links made where appropriate.
- In Key Stages 1 & 2, The National curriculum is delivered through a text-based approach.
- and is organised in half termly blocks, averaging six-week units.
 - Each half term begins a new 'Learning Journey'. There is a carefully chosen text and this and any supporting texts provide a core focus for making specific links with other specific areas of the National Curriculum; discrete teaching of other subjects is planned within the Learning Journeys. Children work through the curriculum and are expected to be able to answer selected Key questions for each learning journey.
- The Learning Journey Working Wall- When starting a new Learning journey, classes begin a new working wall. There will be the specific key questions and vocabulary that children are expected to use. Throughout the Learning journey children build up their knowledge and add to the wall. This could be in the form of notes, diagrams, pictures and photos that demonstrate children's accumulated knowledge.
- Subject specific vocabulary is an integral part of the learning and progression, children are expected to develop and use this vocabulary when talking or writing, this then informs the

assessment process.

- Our school values are woven into the curriculum. Children are expected to review and consider the school values they have encountered and explain the impact of these at the end of the learning journey.
- The curriculum, learning journeys and core texts are reviewed by the Curriculum Lead and enhanced or amended as necessary, as a response to external events, changes to the National Curriculum or child response.
- Curriculum subject leaders are responsible for monitoring key skills in their subject area.
- Special curriculum weeks/days are arranged each term to reflect the priorities in the School Improvement Plan & national initiatives or events.
- Regular assessment weeks are included which are used to inform future planning.
- Educational visits are arranged in the local and wider environment to support the Learning journeys. Visitors may also come to school to support the plan.
- Computing is regarded as an integral tool in the teaching of all other subjects.

The Learning Journey

- The aim of the Learning Journey is to provide an exciting and broad curriculum which links key areas, and is underpinned by National Curriculum skills, our school values including opportunities for the development of cultural capital.
- The overview of the year is decided by the Curriculum Lead and SLT.
The general principles of teaching the Learning journey are:
- Teachers are responsible for their own timetables based around 'fixed' times such as PE, assemblies etc. Teachers must ensure they include sufficient time for each subject and include the 'weekly musts' (i.e. guided reading, handwriting, circle time etc.)
- All children are exposed to working individually, with a partner and in both ability and mixed ability groups.
- English is based on the core text of the Learning Journey; however, aspects of English such as grammar, spelling, punctuation, handwriting & guided reading may not be linked
- Maths is taught as a discrete subject, although 'real-life' links with the Learning Journey should be included.
- In EYFS, Maths and Literacy are taught as daily whole class teaching sessions with cross curricular links. Continuous provision enables children to consolidate learning through independent and child-initiated play, and adult interactions as and when appropriate to the level of needs of the individual child.
- Phonics is taught daily in F2 and KS1 using the Little Wandle Scheme
- Maths is taught using the Maths Mastery Approach using White Rose Maths. (supported by other materials)
- Maths, English and Guided Reading are taught daily in KS2
- Extended writing in Science, History, Geography and RE is recorded in children's writing books
- Each class has timetabled computing lessons in the computing room with our computing lead - Computing skills must also be incorporated within the Learning Journey by the class teacher
- Music lessons are taught in the Music room with our music lead.
- Each class has two timetabled PE lessons each week, one in the hall (gym/dance) and one outside (games). When year groups are swimming, these sessions replace indoor PE. PE/ games will not be linked although some aspects of movement will be.
- The designated key skills are described in the EYFS Curriculum/ National Curriculum and designated in further detail in long term planning
- The Learning journeys, core texts and key vocabulary are detailed on the school's website

Recording Children's Class Work

EYFS	KS1	KS2
<ul style="list-style-type: none"> Tapestry (online) 	<ul style="list-style-type: none"> Tapestry(online) Maths English/writing book Topic -Geography history/ RE Sketchbooks -Art and DT 	<ul style="list-style-type: none"> White Rose Maths book Y3/Y4 Maths-Y5/Y6 mental maths book English/writing book thinking book SPAG/ Spelling Guided Reading Spanish Geography and history (Back to back) Science RE Sketchbooks- Art / DT
<p><u>Floor Books</u> PSHE and class events</p>	<p><u>Floor books</u> Science/ Environment PSHE</p>	<p><u>Floor books</u> Environment PSHE</p>

Programmes

- Intervention groups in English and maths are introduced from September and are based on data and in agreement with the SENCo and class teachers.
- Children who attend intervention groups may have an individual education plan written and agreed by the school and parents/carers.
- Children with emotional and perhaps behavioural difficulties may be referred to work with our Child and Family Support Worker,

Extra-Curricular Activities

- Extra-curricular activities are provided after School to complement the curriculum.
- Homework is used to support basic skills the timetable is described in the Homework Policy.

ASSESSMENT

- Assessment and target setting are integral to the provision of high-quality education.
- Teachers regularly track children's progress across the curriculum and SLT holds Pupil progress meetings to discuss findings with class teachers. Targets are set for groups or individuals.
- Children and parents/carers also take part in the assessment process and the setting of personal learning targets. Assessments identify abilities, strengths and successes as well as identifying areas for further development to ensure progression and the highest possible achievement for each child. These assessments and targets inform all teaching and learning programmes.

MONITORING AND EVALUATION

The monitoring, evaluation and review of the curriculum is regarded as integral to achieving the aims of the school. The SLT will regularly monitor and evaluate the curriculum by:

- Visiting classes through learning walks and talking to children about their learning and progress
- Listening to children's use of the specific subject vocabulary
- Regularly looking at children's work with the children and according to the monitoring and evaluation cycle using planned questions within the Learning journey
- Tracking children's progress through analysis of assessment data
- Holding pupil progress review discussions between members of the SLT and class teachers
- Individual lesson observations are carried out at the discretion of SLT
- Issues relating to the curriculum are discussed at Governing Body Safeguarding & Learning Committee meetings.

REFERENCES AND RELATED POLICIES

Learning & Teaching Policy

Equalities Policy

Assessment Policy

Marking Policy

Groupings Guidance

Homework Policy

The National Curriculum at Key Stages One and Two DfE 2014

Early Years Foundation Stage