

St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" John 13:34. Therefore, by faith and work, be the change you want to see.

With God, all things are possible



Policy for Curriculum Miss R. King

Date	Action	Review Date
December 2022	Adopted by Governing Body	December 2023
December 2023	Adopted by FGB	December 2024

Curriculum Intent

Our curriculum is designed to suit our children, their learning and their futures. We place an important emphasis on oracy, Reading, Writing and Mathematics, however, we also maintain a broad and balanced, relevant curriculum, based on high quality educational experiences underpinned by our Christian ethos, vision and the pupils' moral, spiritual, social and cultural development.

Our curriculum is knowledge-rich and vocabulary-rich to provide our children with an experience that excites and engages them. They develop their knowledge, skills and understanding in all areas to enable them to achieve.

We aim to provide a quality education that is inclusive and equips all of our children to be life-long learners and have better life chances.

Our pupils are:

1. Challenged to achieve to the best of their ability in everything they do;
2. Happy and enthusiastic learners who take an active part in their learning;
3. Creative and engage in problem solving and develop their resilience;
4. Aware of their own and other religious and spiritual development;
5. Responsible, safe and caring citizens within our school and wider community;
6. Challenged to use their enquiring minds;
7. Confident to learn and work independently and with others in and outside of their classroom;
8. Life-long learners.

Intent:

We want to ensure all of our children are learning for life. We provide learning experiences which aim to develop long term, memorable knowledge, understanding and skills. We understand that long term, deeper knowledge grows when links are made and we work hard to ensure we build on prior knowledge and opportunities are given to apply knowledge to different contexts.

Our priority is to improve our pupils' knowledge and broaden their life experiences. We strive to build resilience and for our pupils to believe in themselves. We aim to provide equal access for all learners; promote a love of learning; a range of life experiences and exciting learning opportunities whilst teaching children about the wider world and to be aware of their own spiritual, social, emotional and physical development, ensuring they are ready for the next stage of their learning.

Implementation:

We embrace the need for an ever-evolving curriculum. Our curriculum is carefully planned and sequenced to ensure links between learning and clear progression within subjects. Our curriculum is inspiring and challenging and also ensures learning builds on prior knowledge, we have a progressive framework for each subject throughout the school. Pre-assessment tasks are completed at the start of topics for teachers to ensure suitable teaching and learning for the topic they are teaching. Planning ensures key learning is developed and opportunities to review and consolidate learning are embedded.

The love of reading and vocabulary is a key priority in every subject. Children are supported to research independently and learn relevant subject specific knowledge. By enabling them to become independent learners, they will be equipped with resilience and the ambition to continue their education journeys.

Enrichment and educational experiences (both on and off site) complement and enrich our children's' learning and our curriculum is further enhanced with extra-curricular clubs and activities.

Impact:

We are able to evaluate progress for each child as we have identified the key learning in each subject in our progression ladders. Our effective and dedicated subject leaders across the school work in partnership with our Assessment and Curriculum Leaders to accurately evaluate each subject and therefore ensuring high standards across all subjects within our school. The impact of our curriculum is monitored through coaching sessions, data, pupil progress meetings, pupil voice, staff voice, book looks and learning walks.

Organisation and planning

For years 1-6, we plan our curriculum in year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website: www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Each year group has a long term plan. This indicates what topics are taught in all subjects across the academic school year term.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum, and there is planned progression in all curriculum areas.

At St. Margaret's, some of our curriculum subjects are planned and sequenced alongside the following research-based schemes of work:

Phonics: Read, Write, Inc

English: Read, Write, Inc and Literacy Counts

Maths: White Rose Hub

History and Geography: Y2 Summer and Years 3-5: Opening Worlds

Music: Charanga

PSHE: JIGSAW

For many of our subjects we start with a pre assessment task and then share a knowledge organiser with the children. We assess throughout our teaching unit of work and then end our topic with a post assessment task. Retrieval practice in the form of low-stake quizzes, activities and tasks are also completed at distance from the topic throughout the school year to help children apply what they have learnt and retained.

Progression ladders and vocabulary documents have been completed for all subject by subject leaders to aid teachers in prior and post learning and the subject specific vocabulary that is to be taught to children during topics.

Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend our school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so with the support of our SENDCO team and PLCs we have across our school.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the class teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from teachers and/or teaching assistants.

The Early Years Foundation Stage

Our Curriculum is underpinned by the EYFS Statutory Framework. We use the Development Matters non-statutory curriculum as a guide for our own Curriculum. The Curriculum at St. Margaret's has been developed to meet the needs and experiences of the children at their individual starting points. We use Read, Write, Inc as our Phonics Programme.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Our Early Years Curriculum is delivered through a balance of adult led and uninterrupted child initiated activity. Our Curriculum provides the children with the opportunity to learn through play and ensures that learning is fun, engaging and both challenges and supports all children with their next steps.

As an EYFS team we ensure that our Curriculum enhances communication and vocabulary acquisition. As an Early Years team and effective role models we provide high quality interactions in order to develop and deepen the children's learning opportunities and inform the curriculum further.

During the children's first term in Nursery and Reception, their teacher will record the skills of each child on entry. We do this through conversations with parents, staff discussions and observational assessment. In Reception the children participate in the statutory NFER Baseline assessment.

Throughout the year, observations, EYFS team conversations and internal moderation helps to determine the children's areas for development, their interests and furthermore the effectiveness of the curriculum we provide.

Key skills

Our curriculum ensures progression in the following key skills:

- reasoning
- enquiry
- working with others and communication
- improving own learning and performance
- problem-solving and creativity
- computer skills

In our curriculum planning, we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

The role of the subject leader

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.

Monitoring and review

Our Board of Governors is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area in governor's meetings by regular updates from the Head Teacher and Curriculum Leader as well as adopting curriculum policies and summative reports termly.

Our Senior Leadership Team are responsible for the day to day organisation of the curriculum. The Head Teacher and SLT monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are purchased, allocated, stored and managed.

Equal Opportunities

All children are provided with equal access to the curriculum we provide at St. Margaret's. We aim to provide suitable learning opportunities regardless of gender, ability, ethnicity or home background.