

QUEENSWOOD SCHOOL



Strengthening Our Community

Curriculum Policy

Agreed by Governors: Autumn 2019

To be reviewed: Autumn 2020

Our Curriculum within the School Values

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed regularly and presented to the Governors' Curriculum Committee.

Education influences and reflects the values of society and the kind of society we want to be. It is important, therefore, to recognise a set of common values and purposes that underpin the curriculum at Queenswood Primary School and Nursery and enable the school to achieve its aims.

- *Achievement - every child deserves the opportunity to achieve highly, and enjoy the success that hard work brings.*
- *Confidence - every child should secure a depth of knowledge to enable them to fluently apply skills learnt in the next stage of their education.*
- *Compassion - all pupils are expected to actively support the well-being of each other as well as members of the school and wider community.*
- *Respect - relationships among pupils and staff will reflect a positive and respectful culture.*
- *Responsibility - all pupils and adults have a responsibility to be considerate and courteous to all other members of the school community, and to take an active role in their learning.*
- *Honesty - high moral values ensure pupils accept responsibility for their actions, and accept that mistakes are a necessary part of learning.*
- *Happiness - a culture of enjoyment and success drives learning.*

Curriculum Intent

The Staff and Governors of Queenswood Primary School and Nursery believe that each child must have equal access to a rich, broad, balanced, and differentiated curriculum. The curriculum must be well matched to pupils' ages, abilities, interests, aptitudes and individual needs so as to ensure that it is inclusive of all children. The curriculum needs to ensure pupils consistently achieve highly, particularly the significant proportion of disadvantaged pupils attending our school. Therefore our ambitious curriculum is designed to provide pupils with the knowledge, and the cultural capital ("the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement" NC 2014 3.1,3.2) needed to ensure success in later life.

- The curriculum will engage the children's interest, encourage and motivate them to want to learn.
- Reading is prioritised to allow children full access to the curriculum offer.

- In reading in EYFS and at Key Stage 1, school has a rigorous and systematic approach to teaching children to read and developing pupils' accuracy, fluency and confidence. We use the 'Read, Write Inc.' scheme where reading connects closely to the phonics knowledge being taught in a systematic way.
- In Reading at Key Stage 2, pupils are expected to read widely and often, demonstrating fluency and comprehension appropriate to their age.
- The curriculum will be used to increase pupils' knowledge, skills and understanding, as they grow and develop and become more aware of the world around them. It aims to develop individual fluency, so pupils are able to unconsciously apply their knowledge in different situations.
- The curriculum will be carefully planned and structured to ensure that learning is continuous, whilst ensuring children re-visit key concepts in order to embed, retain and recall key skills developed. The aim is to ensure that learning in each lesson is transferred into long-term memory over time.
- It will open their eyes to the wonders of creation and cause them to marvel at the incredible and fantastic world in which we live.

Curriculum Implementation

How the Curriculum is taught and assessed

When planning for the Nursery and Reception children, teachers follow the Statutory Framework for Early Years which includes the following:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

When planning for Year 1 to Year 6 pupils, teachers follow:

- The National Curriculum 2014
- Shropshire's Agreed Syllabus for the teaching of RE, although parents may exercise their right of withdrawal from religious worship and instruction

Our school curriculum, whilst meeting the requirements of the above, plans to create a more relevant and personalised curriculum based on the needs and experiences of our children. To this end, teachers follow:

- The School Curriculum Map, which sets out how the NC is covered across the years to ensure learning sequenced so that new knowledge and skills build on what has been taught before.
- The School Curriculum Progression planning document, which sets out clear expectations of knowledge and skills to be acquired in each phase of learning.
- Each subject curriculum progression document is designed and delivered in a way that allows pupils to transfer new knowledge to long-term memory through the appropriate re-visiting of content.
- Teachers are expected to deliver learning in cross-curricular contexts to provide meaningful links between subject and allow for greater fluency with knowledge and skills gained. To drive this, each term the school undertakes a whole school theme. The themes for this academic year are:
 - Autumn Term - This is Me
 - Spring Term - Great and Ghastly Events
 - Summer Term - Growing Things
- Spanish is taught as a modern foreign language throughout KS2.
- Although all subjects are valued and taught robustly, the teachers are expected a greater weighting to reading/phonics, writing, maths, speaking and listening and PSHE. There is an expectation that all other foundation subjects are taught in topic related contexts each term throughout the year.
- Each year 'Curriculum Drivers', based on the school's values and current SDP priorities. This year's drivers are Reading, Oracy and STEM.

Reading

Pupils in the Nursery learn Nursery Rhymes. They are taught to discriminate sounds, identify rhyming words and orally blend words using Phase 1 letters and sounds and Nursery RWI. Reception pupils are taught phonics and reading skills using the RWI scheme.

Phonics is delivered daily to all children in Reception, Year 1, Year 2 and Year 3 through Read, Write Inc and as an intervention throughout the school, where it is necessary to help children 'catch-up'. Children have access to 100% decodable texts as they progress through the phases.

Reading is taught daily across the school, and is integrated into the literacy lessons, in order to maximise impact on writing. We use V.I.P.E.R.S (see appendix ii) to ensure that all aspects of reading are taught, and that children

develop a broader understanding of the necessary reading skills. Each class listens to a story being read to them for the final 10 minutes of every day.

Children are expected to read at home daily, and are rewarded in class and assemblies for completing this. To further encourage parents' participation, we have launched 'Book-it' Mondays, where formal teaching ends at 2:30pm and parents are invited into school to read with their child. This provides a valuable opportunity for teachers to model to parents how best to support their child through reading together and discussing the text.

The Learning Mentor runs a lunchtime book club daily which caters for groups of children from Y2 -Y6. This club engages children in the enjoyment of reading, as they all read the same book, setting chapters to read in between meetings, and completing discussions and book related tasks together each week.

Finally, the school has a 'gold' subscription to the Shropshire Schools Library Service, which allows all teachers to borrow up to 90 books a term, with 60 of these being non-fiction texts. This ensures that reading is embedded across all subjects, as teachers are able to access differentiated texts to match the topics that are currently being studied in lessons such as science, history and geography.

School identifies the lower attaining 20% in each year group and plans additional classroom strategies for this targeted group of pupils.

Oracy

The school aims to raise the profile of speaking and listening to develop the following skills in pupils:

- cognitive development
- linguistic skills
- social and emotional skills
- ability to express themselves

STEM

Science, Technology, Engineering and Maths are proving to be the subjects needed for the employers of the future. These subjects are also deeply engendered in practical, problem solving approaches, and as such, motivate and engage pupils who may not consider themselves to be academic, whilst also actively encouraging the development of learning behaviours such as resilience and perseverance.

To enhance the quality of teaching and learning in mathematics, the school are currently taking part in the Teaching for Mastery programme led by the SHaW Maths Hub. This is completely funded by the DfE, and aims to develop children's conceptual understanding of mathematics. This is in its first year, and is being trialled by the lead teachers this year.

STEM at Queenswood is taught on a weekly basis, and focuses on the need to apply skills learned in other subjects into more open-ended investigative problems. These are often linked to the themes and topics being learned about in other curriculum areas.

To support staff in the development and delivery of a STEM based curriculum, we use the CREST materials. These provide a broad range of investigation covering all aspects of the science curriculum, as well as making links with the geography, history and PSHE curriculum.

Delivery

The school week provides 25 hours of classroom time for reception, key stage 1 and key stage 2 children. Nursery children come to morning sessions which last for 3 hours each.

Class Groupings

Due to the sizes of each cohort, all classes are mixed age. All aspects of the curriculum are taught in these classes, with differentiation as necessary and appropriate to allow for a wide range of needs. Some grouping across classes is carried out when appropriate for the age and ability of the children.

Assessment

Formative classroom assessment is used to help pupils embed knowledge and assist teachers in producing clear next steps for pupils.

For summative assessment purposes the school collects data to identify underperforming pupils. The school leader is very aware of the need to create any unnecessary workload for staff members and as such does not collect more than three data points annually.

For further details, see the school policies for Assessment and Monitoring.

Roles and Responsibilities

The Head Teacher works alongside the Deputy Head and whole staff team to ensure the curriculum is well designed.

Subject leaders monitor their particular subjects according to the monitoring cycle to ensure that it is implemented consistently and effectively in line with the agreed policies.

Opinions relating to the curriculum are sought from pupils through the School Council and pupil discussions and from staff at their regular meetings.

Relationship and Sex Education (RSE)

The Governing Body has agreed a policy for RSE which was written in consultation with parents. Parents are given an opportunity to preview the programmes used as a basis for the programme of study, which goes beyond the statutory science curriculum. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so.

Spiritual, Moral, Social and Cultural Opportunities (SMSC)

The staff and governors are keen that all pupils are provided with SMSC opportunities both within the planned curriculum (largely through PSHE, RE and literacy) and assemblies, as well through current affairs, independent study, extra events and experiences.

Extra-Curricular Activities

To contribute to our broad and balanced curriculum experience for children, we aim to offer a range of activities over the course of the school year. After consultation with pupils and parents, clubs are offered that match pupils' interests and broaden their experiences.

Educational visits are planned and provided utilising links with the curriculum and also considering the need for a broad range of experiences both socially and culturally. It is our aim that pupils, throughout their time at Queenswood, have opportunity to visit a wide range of places and develop a clear understanding of both their own locality, as well as their own and other people's cultures and identity. We believe that this broad range of experience is central to pupils developing ambitious attitudes and being able to understand both themselves and others.

To this end, we have written a Pupil Charter (see appendix ii), setting out a list of experiences we aim to offer all children during their time at Queenswood school.

Equal Opportunities (see Equal Opportunities Policy)

As a school, we are committed to providing equal opportunities to all. Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, gender identity, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

Other Documentation Which Supports this Policy

- Learning and Teaching Policy
- Early Years Policy
- Special Needs Policy
- Inclusion Policy
- Monitoring Policy
- Marking and Presentation Policy
- Assessment Policy
- Homework Policy
- Sex and Relationships Policy
- Equal opportunities Policy
- Health and Safety Policy
- School Development Plan
- Curriculum Maps
- Curriculum Progression Planning Document

