**Curriculum Policy**



Reviewed September 2022

To Be Reviewed by October 2024

**Aims**

Our curriculum intention is based on our core learning principles:

* We are all lifelong learners and always learning
* Diversity is celebrated in our school
* Parents and families are partners in education
* Quality learning happens when learners are challenged and engaged
* We believe that using story is key to developing the imagination, language and communication skills of our children
* We try to create learning experiences that connect with real life, purpose and problem solving
* We have high expectations for all learners
* We learn best by learning together
* When possible, learning is personalised to an individual’s needs
* Learners develop the skills, knowledge and understanding to be confident future global citizens

Our curriculum aims to place value on the children’s current experiences and builds on what they already know through carefully planned knowledge and skills progression documents. We ensure that the knowledge taught is drawn from the National Curriculum and we place a high emphasis on the key vocabulary that the children will learn. We do try and make links across the curriculum if possible, because we believe that learning is not always just learning about a subject in isolation, but applying skills across different subjects. This also provides more opportunities for retrieval practice.

Our intention is to represent our diverse community through the curriculum so that all children feel valued and a sense of belonging. We have recently revisited the History and Geography curriculum to ensure that we are providing the children with an understanding of their locality and where they come from. In the words of Ben Newmark: ‘Our curriculum should whisper to our children “you belong. You did not come from nowhere. You are one of us. All this came before you, and one day you might add to it” ‘(B. Newmark ‘Why Teach?’ 2019).

By placing a high emphasis on the use of story in our curriculum, we intend that our children develop empathy for others and become problem solvers, having to think about what it means to be human. Putting learning in a context of story has also been proven to help children to remember key learning. As a Christian school, we want the children to value and respect the beliefs and cultures of others, learning about what it is to be a human being. Whether this is learning from mistakes made in the past in History, learning about the decision a character makes in literacy or finding out about the Christian values of love and forgiveness through the example Jesus taught in R.E- the children are engaged through story.

There is a separate intention statement for each subject so that staff and children are clear about the purpose of each subject.

**National Curriculum**

The curriculum provided for our pupils will cover the following National Curriculum subjects:

• English

• Maths

• Science

• Art and Design

• Computing

• Design Technology

• Geography

• History

• Music

• PE

* RE (for which we follow the Hampshire agreed syllabus “Living Difference”)

• PSHE

As an Infant school, we recognise that it is our priority to enable our pupils to learn to read so that they will then be able to access the rest of the curriculum. We offer a broad and balanced curriculum and try to ignite in our children a curiosity for learning.

In Early Years, children follow the EYFS and work towards the Early Learning Goals that are assessed at the end of the Reception Year. Subject leaders have had input into the Early Years curriculum design to ensure that children are well prepared for the KS1 curriculum. This can be seen on the subject progression of knowledge and skills documents.

**A Pedagogy of Retrieval**

There are different ways in which we support our children to remember the knowledge that has been taught:

1. We try and make links to prior learning: class teachers of children in Y1 and Y2 revisit with prior learning with the children. They may do this through the use of photographs, slides and quick question and answer revision sessions.
2. We remind the children about what a subject is about so that they understand what ‘geography’ means. Curriculum leaders provide a clear definition of what each subject means and share these with the teaching and support staff. Visual timetables help children to see what they are learning each day and to recap on the meaning of each subject.
3. Linked to the above point, we will try and talk to the children about the disciplines of a subject e.g: what would a mathematician do? What would a scientist do if they wanted to find out the answer to these questions?
4. There is a high emphasis placed on the key vocabulary for a unit of work. Some children will need support to be introduced to the key vocabulary through pre-teaching. The key vocabulary should be revised and revisited so that it is not forgotten. We might use visual cues to help our children remember the key vocabulary that they are taught.
5. We use story to try and help children to remember their learning. Daniel Willingham comments on the importance of story and emotional connection for supporting memory (‘Why don’t students like school?’- D.T Willingham).
6. Our curriculum is structured in such a way that we can sometimes make links to prior learning and across subjects: e.g: in computing in Y1 the children created castles out of shapes on the paint program and were influenced by the art work of Paul Klee in order to do this. The children were learning about using a computing program, but were also developing their knowledge of an artist at the same time.

**Spiritual, Moral, Social and Cultural**

There are numerous opportunities for supporting the pupils’ SMSC development through all areas of the curriculum. Spiritual development is promoted through RE sessions and a range of Collective Worship where children are given opportunities to think about big questions. When planning Collective Worship, we use the ‘windows’, ‘mirrors’ and ‘doors’ model where children are able to look out and learn about something new, reflect on how this makes them feel and then take this learning with them as they go through the day.

Our use of Jigsaw for PSHE provides the children with opportunities to reflect on morals and to think about our school values. The children learn about their feelings and emotions and each classroom uses The Colour Monster as a way of enabling the children to reflect on how they are feeling.

Throughout our curriculum, we aim to represent our diverse community and have recently changed some of our units of work to ensure that we are providing pupils with a variety of opportunities to learn about other cultures. The texts that we have chosen to read to our children at the end of the day, also represent our diverse community and provide our children with opportunities to discuss their feelings and emotions : <https://st-michaels-inf.hants.sch.uk/curriculum/reading-for-pleasure>

For more information, please see our SMSC policy on our school website.

**Roles and responsibilities**

The Curriculum Leader (the Deputy Headteacher) maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff. Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and participate in training and research. Class teachers have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning.

**Monitoring and evaluating**

The school has a monitoring and development plan and this is reviewed each term. The Headteacher and Curriculum Leader will report their findings through regular reports to Governors, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements. Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and pupil interviews. They will provide feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement. The Governors monitor the implementation and impact of the curriculum.

**Assessment**

Across all subjects, teachers use formative assessment each lesson to determine how secure children are with the key learning, how ready they are to move on and to identify any misconceptions. This could be carried out by strategies such as: quick quizzes e.g. flashback four, teacher questioning, marking of work, dialogue in the lesson or posing a problem. In Maths and English, teachers have Assessment for Learning proformas which they complete each lesson to inform flexible groupings and future planning.

At the end of each unit of work, teachers will record summative assessment against key outcomes using the framework constructed by subject leaders. These assessment documents have been designed to minimise teacher workload.

In phonics, we assess children every six weeks, as set out in our Little Wandle SSP programme. This assessment is used to inform future planning and also to match the reading books closely to children’s phonic knowledge.

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