



Curriculum Policy

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REVIEWED:

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Introduction

This policy is a statement of the aims, principles and strategies for learning and teaching of the Creative Curriculum at Hollesley and Waldringfield Primary Schools.

Aims

At Hollesley and Waldringfield Primary Schools, we aim to foster a life-long love of learning, through adopting a highly practical, skills, knowledge and cross-curricular- based approach to learning. Our Curriculum aims to deliver a twenty first century education that will equip each of our children with the skills required to be an independent and responsible citizen who will continue learning effectively throughout their lives. We aim to deliver this through:

- Developing a sense of community and belonging, contributing to our community and others through direct interaction – making links both with local organisations and globally with other cultures
- Equipping children with skills for life, through practical experiences
- Making learning more meaningful, through putting it into context.
- Establishing cross-curricular links to foster broader understanding
- Developing the use of ICT across the Curriculum
- Making space for true depth of study through opportunities for a flexible timetabling approach

Each school has a curriculum intent statement on their website. They can be found here:

<https://hollesley-primary-school.maestro.cornerstoneseducation.co.uk/>
<https://waldringfield-primary-school.maestro.cornerstoneseducation.co.uk/>

Learning and Teaching

We use a variety of teaching methods that accommodate the preferred learning styles of the children. We aim to ensure that all children can access the learning and make progress through quality first teaching.

Where possible teaching assistants will be used effectively to support the learning of individual children or groups.

Effective learning takes place when:

- Children know what they are going to learn and why (Learning outcomes)
- Children know what they need to do to be successful (Success Criteria)
- Tasks are sufficiently open ended to elicit a variety and depth of response to meet the needs and learning styles of all learners
- Children are helped to assess their own learning and the learning of others (through self and peer evaluation and response partner work)
- Children receive positive feedback that helps them to identify what they need to do next (next step marking)
- Children have time to reflect and review their learning
- Children feel cared about, happy, secure, motivated and stimulated
- The learning environment is well-organised, attractive, stimulating and positive
- Displays show children's work – at all levels
- Children experience a variety of learning situations, both indoors and outdoors
- Expectations are high
- Children are encouraged to take responsibility for their own learning and progress

Curriculum through Cornerstones Maestro

The Curriculum has been organised into integrated topics (Cornerstones Maestro) and links have been made to other curricular areas within the topic and curricular focus. The use of ICT is encouraged both as a discrete subject (Computing) and in the teaching of the topic and in the opportunities for children's independent learning.

The backbone to our Curriculum will be the '6Rs of Learning':

- Readiness
- Resourcefulness
- Resilience
- Responsibility
- Reflection
- Respect

Children will be encouraged to approach their work using the 6Rs so that the school can achieve our main aims, namely to equip each of our children with the skills required to be an independent and responsible citizen who will continue learning effectively throughout their lives.

Equal Opportunities and SEN

All children should be given the opportunity to learn in a creative and encouraging learning environment which embraces a range of teaching styles. This approach motivates and supports children's learning at all levels including Gifted, Able and Talented, EAL and those identified with a Special Educational Need.

Cornerstones Planning

- Cornerstones Maestro covers the Foundation subjects - History, Geography, Design and Technology, Music, Art, PSHE and PE.
- Science is covered within Cornerstones as a core subject and is supplemented with investigative additional projects that link to the overarching theme. Where possible, links will also be made to other curriculum areas including RE and the other core subjects (English and Maths).
- Long term plans indicate what themes will be taught and when; the medium-term plans for each topic hold the relevant Learning Objectives and experiences. These are differentiated to meet the needs of pupils. The themes create opportunities for cross-curricular learning.
- Marking and Assessment takes place in line with the school's Marking and Feedback and Assessment Policies (see Policies).
- Whole school themed days occur during the year to promote curriculum areas. School visits are arranged in accordance with Themes being researched. In addition, the Family of Small Schools organises a range of experiences aimed at Curriculum enrichment.
- RE is taught using the Emmanuel Project (see RE policy)

Each school has a two year cycle of topics which are detailed in Appendix 1. These are also on the school's website and are updated annually.

Resources

The class teacher is responsible for monitoring the resources for the half termly topics, studied by their class. Should there be a need for additional resources or replacements, this should be discussed with the subject leader.

Community Links

Where possible we invite parents or members of the local community to join us for a variety of events, lunches etc. Furthermore, the opposite is also true in that the local community are encouraged to ask for the school to support community events. E.g., litter picks, planting flowers, deciding on village play equipment (local Parish Council events) etc. Opportunities to explore the wider world also form part of children's learning.

Assessment

We assess the foundation subjects at the end of each topic (usually at the end of every half term). Teachers will assess against the essential knowledge and skills for each subject and make judgements based on evidence in Topic books and the learning in the classroom.

Curriculum Maestro has an assessment element on their secure portal. Teachers enter their judgements into the assessment page. We assess the children against the subject specific objectives at the end of every lesson, therefore providing a half termly summary of their learning.

Monitoring and Review

- This takes place through scrutiny of children's work, pupil discussion and questionnaires, regular discussions with staff, learning walks and lesson observations.
- Governors are kept well informed of the developments and progress made through the Curriculum.
- Parents/Carers are kept informed of developments, through parents' evenings, open days, reports and newsletters.

Role of the Curriculum Leader

To have an overview so that whole school curriculum planning clearly shows how all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the values of the school

- To support teachers and subject leaders in shaping the design and provision of an engaging curriculum with the use of Curriculum Maestro
- To provide/arrange CPD so that teachers have developed a range of pedagogies and approaches that can be applied across a range of curriculum areas. This includes organising collaborative groups across schools.

The Role of the Subject Leader

- To collaborate with other Subject Leaders regarding Foundation Subjects covered through the Cornerstones Curriculum
- To ensure progression and continuity throughout the school
- To support colleagues in their development of work plans and in assessment and record keeping activities
- To share their ambition, vision and expectations for the subject with teaching staff
- To support and offer advice to colleagues, including delivering training informally and/or as part of the school's programme of professional development
- To provide guidance and materials for assessment of skills and knowledge of their subject area
- To ensure their subject area supports reading, writing and maths
- To actively promote the subject area, e.g., during briefing sessions, through planned events, display, the school's website, parent events, etc.
- To monitor coverage and pupil progress within their subject area

- To liaise with the school's leadership team to monitor that their subject area is being implemented through the Curriculum Maestro topics and that there are suitable and sufficient resources to support it.
- To liaise with the Headteacher to decide what, if any, CPD is required for the subject area

The Role of the Governing Body

- To support school in providing appropriate resources to ensure learning.
- To monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- To ensure that a robust framework is in place for setting curriculum priorities and aspirational targets
- To ensure enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements and that proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- To ensure that the school implements the relevant statutory assessment arrangements
- To participate actively in decision-making about the breadth and balance of the curriculum
- To fulfil its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

The Role of the Head Teacher

- To ensure the Cornerstones Maestro Curriculum is adhered to, and that all required elements of the curriculum, and those subjects which the school chooses to offer, have objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- To monitor learning and teaching and ensure that proper provision is in place for pupils with different abilities and needs, including children with SEND
- To support subject leaders in purchasing resources, to ensure staff training is updated in line with recent trends and developments and in line with school priorities
- To ensure the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- To manage requests to withdraw children from curriculum subjects
- The school's procedures for assessment meet all legal requirements
- To ensure that the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- To advise the governing body is on whole-school targets in order to make informed decisions

The Role of the Class Teacher

- To ensure planning adopts appropriate learning styles ensuring that all children make progress.
- To take part in professional development.
- To teach all curriculum areas with the necessary frequency to ensure that the Programmes of Study and age appropriate objectives can be delivered.
- To formulate a class timetable that supports the full coverage of the curriculum (as specified in this document) and that it is suitably flexible to allow for a broad and balanced curriculum, trips, visits and special events.
- To use the long term plan and medium term plans within the Curriculum Maestro plan to inform short term planning, ensuring that there is sufficient coverage for meaningful learning to take place and that provision is in place for children with different abilities and needs.
- To contribute to the design and provision of an engaging curriculum – e.g., through the planning of trips and events, by using a range of pedagogies including drama, etc.
- To work collaboratively to help shape and develop how the curriculum is delivered

- To ensure that short term planning focuses on subject objectives and this is evident within recorded work
- To give pupils regular feedback (both orally and through marking), linking it to the learning objectives
- To use formative assessment to plan subsequent lessons
- To ensure that coverage of the learning objectives/skills is explicit and evidenced
- To use the assessment materials and guidance when making summative judgements related to attainment and progress

Role of the Early Years Foundation Teacher

- To promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- To share their ambition/ vision and expectations for Early Years education with teaching staff
- To support and offer advice to colleagues, including delivering training informally and/or as part of the school's programme of professional development
- To ensure that there is an appropriate scheme of work to support the delivery of an Early Years curriculum
- To provide guidance and support for the assessment of the Early Years Foundation Stage
- To actively promote Early Years, e.g., through planned events, display, the school's website, parent events, etc.
- To monitor coverage and pupil progress within the Early Years Foundation Stage
- To monitor that there are suitable and sufficient resources to support Early Years teaching
- To ensure that the school curriculum appropriately promotes pupils' spiritual, moral, social and cultural development in their Early Years education.

Appendix 1

Hollesley Curriculum Plan

Cycle B 2019/2020

	Autumn	Spring	Summer
Seals	Ourselves	Snow and Ice	Farming and Food
	Space	Animals	The Beach
Dolphins	Bright Lights, Big City	Towers, Tunnels and Turrets	Paws, Claws and Whiskers
	The Enchanted Wood	Splendid Skies Does it snow in summer?	Beachcombers
Sea Turtles	1066	Traders and Raiders	Predator
	Mighty Metals	Scrumdiddlyumptious!	Playlist
Otters	Egyptians	Frozen Kingdom	Hola Mexico!
	Tomorrow's World	Off with her Head	Scream Machine

Hollesley Curriculum Plan

Cycle A 2020/2021

	Autumn	Spring	Summer
Seals	Ourselves	Snow and Ice	Farming and Food
	Space	Animals	The Beach
Dolphins	Wriggle and Crawl	What keeps us dry?	Street Detectives
	Mess and Mixtures	Memory Box	Land Away
Sea Turtles	Gods and Mortals	Tribal Tales	I am Warrior
	Flow	Tremors	Road Trip USA
Otters	Stargazers	Revolution	Peasants, Princes and Pestilence
	A Child's War	Blood Heart	Beast Creator

Waldringfield Primary School

2020-2021 Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Squirrels	Moon Zoom (DT)	Childhood (History)	Bright Lights, Big City (Geog)	Movers and Shakers (History)	Schools Days (History)	Scented Garden
Topic (ILP or KRP) Companion Project Science investigation (LTI)	What keeps us dry?	Funny Faces and Fabulous Features (A&D) Where does food come from?	Taxi (DT) Online safety	Still life (A&D)	Street View (A&D)	Can seeds grow anywhere?
Badgers	Blue Abyss (Science)	Playlist (Music)	Traders and Raiders (History)	Urban Pioneers (Art)	Predator (Science)	Through the ages (History)
Topic (ILP or KRP) Companion Project Science investigation (LTI)	How does pollution affect habitats?	How do plugs work? Can you make a circuit from playdough? What conducts electricity?	How did Vikings dye their clothes?	Why do shadows change?	What are flowers for?	Prehistoric Pots
Owls	Peasants, Princes and Pestilence	Tomorrow's World	Alchemy Island (Music)	Off with her Head (History)	Time Traveller (Art)	Sow, Grow and Farm (Geography)
Topic (ILP or KRP) Companion Project Science investigation (LTI)	What is the lifecycle of a meal worm?	Can you turn a light down? Evolution	Will it erupt?	Why does a compass always point north?	Do we slow down as we get older?	Eat the seasons

2021-2022 Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Squirrels	Beat Band Boogie (Music)	Magnificent Monarchs (History)	Wriggle and Crawl (Science)	Coast Line (Geography)	Paws, Claws and Whiskers (Art)	Splendid Skies (Science)
Topic (ILP or KRP) Companion Project Science investigation (LTI)	Can water make music?	Portraits and Poses (A&D)	Where do snails live?	Beach Hut (A&D)	What can our hands do?	Are all leaves the same?
Badgers	Burps, Bottoms and Bile (Science)	I am Warrior (History)	Mighty Metals (Science)	Misty Mountain, Winding River (Geography)	Emperors and Empires	Rocks, Relics and Rumbles (Geography)
Topic (ILP or KRP) Companion Project Science investigation (LTI)	What is spit for? How do smells get up your nose?	Did the Romans use toilet roll?	How mighty are magnets?	Vista	Mosaic Masters	Ammonite
Owls	A Child's War (History)	Frozen Kingdoms (Geography)	Blood Heart (Science)	Pharaohs (History) A Child's War (History)	Hola Mexico (Music)	Stargazers (Science)
Topic (ILP or KRP) Companion Project Science investigation (LTI)	Can you send a coded message?	Inuit Why are things classified?	What's in blood?	Why does milk go off?	How can we make red?	How does the moon move? How do rockets lift off?