



Preparation for life's journey

GRESHAM VILLAGE SCHOOL AND NURSERY

CURRICULUM POLICY

September 2023

Introduction

This Curriculum Policy sets out our aims and intentions for the education of the children in our care through Early Years and Key Stages 1 and 2; how we make this happen within our classrooms and settings; and how we assess and evaluate the impact of our curriculum on our children's knowledge, skills and understanding.

This policy organised into three sections:

1. Aims and objectives
2. Organisation of the curriculum
3. Monitoring and review

It is supported by the following documents, most of which are available on our school website:

- The National Curriculum
- The Curriculum Map
- Reading and Writing Strategies
- Policy Statement for Mathematics
- White Rose Mathematics progression grids
- Subject Statements for science and foundation subjects
- Our Approach to Teaching at Gresham Village School and Nursery
- SEND Information Report and Policy
- Pupil Premium Strategy
- Early Years Policy

Aims and Objectives

Our aims and values

Our curriculum policy has been designed to ensure that our curriculum directly reflects and implements our schools' aims and values. These aims and values underpin all our decision making in determining the intent and implementation of our curriculum.

Our aims and values

We believe that by parents, staff, governors, trustees and children working together, we create a broad and balanced education for every child, that enables them all to grow as unique individuals, prepared for the next steps in their lives.

To this end, we aim to:

- *Develop highly motivated, independent pupils, who have high hopes and aspirations, and are confident, outgoing, resilient and respectful of others*
- *Provide a safe, secure and stimulating learning environment, that recognises the importance of learning outside the classroom*
- *Recognise and foster individual talents and skills*
- *Build a learning environment where thinking, questioning, problem-solving and challenge happen every day*
- *Provide a broad, balanced and enriched curriculum that offers excellent provision for the academic, aesthetic, artistic, creative, physical, social, emotional and spiritual learning entitlements of all pupils*
- *Promote the best possible health and well-being for all members of the school community by ensuring a culture of mutual respect and support*
- *Establish effective links between home, school and the wider community*

Key Principles

The Primary Curriculum at our school rests on these key principles:

- We have high expectations of what all pupils can achieve, particularly disadvantaged pupils and those with SEND.
- The curriculum is designed to be broad and balanced with lessons that challenge and meet the needs of all learners. The curriculum is based on our school aims and values and on local factors that we consider to inhibit our children's learning.
- The curriculum is designed to ensure that children build knowledge in a structured and organized way from Early Years through to Upper Key Stage 2. We have given consideration to the children's destinations in Key Stage 3.

- Children retain knowledge and understanding by ensuring that the curriculum is well sequenced both within and across subjects, through the careful planning of that learning at all levels and through opportunities to apply their knowledge and skills.
- The curriculum should stimulate children’s curiosity and excitement for learning and enhance their confidence and self-esteem so that they are well-motivated and able to be challenged further.
- Teachers need to have the subject knowledge, sound pedagogy and understanding of progression in order to deliver the curriculum effectively. The use of specialist teachers is important in giving children quality in the breadth of subjects they study.
- Learning outside the classroom and sports are important across the curriculum and for all ages in developing children’s experiences, independent learning skills and supporting their personal development.
- It is important for children to be fluent in reading, writing and mathematics in order to access the broader curriculum as they get older. The broader curriculum gives children the opportunity to refine and practice these skills so they are ready for key stage 3.
- It is through consistency in the quality of teaching throughout the school and regular review of the curriculum that enables us to achieve our aims.

Inhibiting Factors

There are several local inhibiting factors that we need to consider when designing and delivering our curriculum. These include:

- Our rural and, in many ways, isolated location restricts our children’s access and experiences of modern Britain and the wider world. The area is largely made up of white British families; the children tend to come from the local villages and the local towns are small; the nearest city, Norwich is over 20 miles away and is, in itself, a small provincial city of just over 100, 000 people; it takes well over an hour on mainly single carriageway roads to get out of the county and over two hours to reach the nearest large towns and cities; the nearest motorway is nearly 100 miles away. We have therefore designed our curriculum to give children a window and experiences of the wider world through the topics we have chosen, our personal development programme and visitors and visits, including annual out of county residential visits for the older children.
- As a result of our rural and relatively isolated location, children’s expectations and aspirations can be more limited. It is important that we have high expectations and give the children opportunities to experience aspects of life that they may not access at home, such as the theatre, outdoor adventure and competitive sports. In addition, the children need to learn about what they might be able to achieve beyond primary school and the area in terms of careers and lifestyle. Careers fairs, visits to other places, inter-school sports and involvement in local and national events all help us to broaden their horizons.

- Our parents make a deliberate choice to send their children to our school, because they want the smaller, nurturing environment that we provide rather than a busier and larger town school. It is important that we provide opportunities to our children to build confidence and self-belief and to work with a range of adults and other children in order to prepare them for high school and the wider world. This is achieved through our curriculum, inter-school sports events, outdoor learning, including Forest School, and our personal development programme and assembly themes.

Organisation of the curriculum

Our curriculum has been designed in consultation with governors, staff, parents and children to ensure that children from Early Years receive a broad and balanced education that reflects our aims and ethos. It has been designed with regard to the National Curriculum and the Agreed Syllabus for Religious Education and includes all core and foundation subjects, Personal, Social and Health Education and Religious Education.

Outdoor learning and physical education are vital ingredients in supporting many aspects of our schools' aims and values. Not only does engagement in these activities support children's physical development, but also many aspects of their personal development and sense of well-being. Therefore, we ensure that both these aspects of learning retain a high profile in our curriculum design and planning.

A balance has been maintained between science, humanities (including RE) and design technology and art and design; in addition, some subjects, such as PE and music are taught on a regular weekly timetable, which may include a specialist teacher.

Reading, writing and mathematics

Reading, writing and mathematics are taught discretely in both key stages and the skills applied to other subjects across the curriculum. We have developed Reading and Writing Strategies, which set out clearly the sequencing, organisation and teaching approaches we expect for these subjects in different phases. Read Write Inc is our chosen phonics programme. We use White Rose Maths as the basis for the structure and delivery of our mathematics curriculum throughout the school (see our Policy Statement for Mathematics)

Personal Development

Personal development has a high profile in our curriculum and is taught discretely in all classes. We have chosen the SCARF programme to ensure that PSHE is well sequenced and coherent throughout the school. Personal development is also integrated into our Assembly Plan and supported by our extra-curricular clubs programme.

Programmes of study

In line with other schools in our Trust, we use a combination of commercial and school designed programmes of study. These programmes provide a structured sequence of learning which teachers adapt to get the best outcomes for pupils and are used across all phases.

Reading	Read Write Inc phonics School Reading Strategy
Writing	School Writing Strategy Letterjoin handwriting Jane Consadine spelling
Mathematics	White Rose Mathematics
Science, history, geography, religious education, art and design, design and technology	Cornerstones Curriculum
PE	Get Set for PE
Computing	Teach Computing
Music	School Music Programme of Study
PSHE	SCARF

Rationale for curriculum organisation in different phases

Early Years

Our Early Years Policy explains how we organise the Early Years learning environment, how adults interact with children during continuous provision and the direct teaching we employ in order to meet our educational goals. In essence, much of the learning in Early Years is through careful management of continuous provision. For some aspects of their learning and to prepare them for year 1, the children benefit from discrete daily teaching, such as for booktime, phonics, writing and mathematics, as well as weekly PE lessons.

Key Stage 1

In Key Stage 1, we introduce subject based learning across the curriculum. In year 1, we continue to provide some continuous provision, which enables children to continue and consolidate their Early Learning Goals and to give teachers and TAs the opportunity to work with individuals and guided groups. This is phased out according to the needs of the children and as they are able to access more whole class lessons.

Key Stage 2

In key stage 2, we continue to operate a subject based teaching model, ultimately with the emphasis on preparing the children for Key Stage 3. We find opportunities for children to

change classroom and teachers for some subjects and introduce more formal home learning in year 5.

Monitoring and review

Leading the curriculum

The strategic leadership of the curriculum is the responsibility of the headteacher and Senior Leadership Team, who identify development and training needs to ensure that the curriculum continues to evolve and achieve its aims. The SLT work in consultation with the local governing board and the Trust Primary Lead; each year the headteacher presents a **curriculum review** in the summer term to the LGB, which outlines the strengths of the curriculum, how the curriculum meets the aims and values of the schools and areas for development in the coming year.

Subjects are grouped into Curriculum teams, with each teacher having a lead role in a team and a secondary role in another. These teams are responsible for the implementation and evaluation of their subject. They keep up to date with their subjects, carry out regular monitoring and ensure that individual teachers have the necessary subject knowledge through training, guidance and support. Team has a subject summary that evaluates the strengths and weaknesses of the subject and an action plan.

Languages Team:	English Lead and Early Reading Lead. English and MFL
Mathematics Team:	Mathematics Lead
STEM team:	Science, computing and design and technology
Humanities team	History, geography and RE
Arts team:	Art and design, music
PE and sports team:	PE, inter-house and inter-school sports, extra-curricular clubs
Outdoor Learning team:	Forest School and outdoor learning

Monitoring and reviewing the curriculum

The curriculum is monitored regularly by the headteacher and curriculum teams through lesson visits, data analysis, discussions with teachers and children and book scrutinies. Teachers receive feedback about the effectiveness of the curriculum, which is explored further through teachers' meetings and individual support and guidance meetings with teachers.

Leaders are supported in leading the curriculum by subscription to VNET and Herts for Learning, who provide consultancy and advice, as well as monitoring visits. They also provide other school improvement services, such as conferences, local leader events and subject leadership training.

In addition, governors and link Trustees implement an annual monitoring plan based on the annual school improvement priorities, which are set at the beginning of the school year. This includes classroom visits, monitoring children's books and talking to children, staff and parents.