



Learning for Life

Fawbert & Barnard's Primary School
Curriculum Policy

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Intent

Our Intent as posted on the internet:

We will create a curriculum:

- That challenges pupils but is accessible to all.
- That is coherently planned and sequenced.
- That is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities.
- That is broad and balanced for all pupils.

The curriculum has been drafted but remains under review meaning it could change as the year moves on.

Implementation

At the heart of our curriculum are the core subjects of English, Mathematics & Science. We also truly value our wider curriculum, covering all other National Curriculum subjects. This wider curriculum is organised into discrete subject specific work taught as stand-alone units of learning and cross-curricular learning where meaningful links can be made with other subjects that help secure prior learning or develop learning further. All topics will have an entry based 'hook' to excite and engage the children and a purpose for study so that learning is meaningful and relevant for them. Where possible, learning will be supported and enriched by visits, workshops, artefact boxes, role-play and practical resources. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted yearly to ensure that children's learning builds effectively over time to ensure children are ready to meet the expectations of secondary school. Teachers will be self-reflective and will enhance their teaching skills and strategies to help raise standards across the full breadth of the curriculum.

Impact

From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly. They will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others. They will take pride in all that they do, always striving to do their best. They will demonstrate emotional resilience and the ability to persevere when they encounter challenge. They will develop a sense of self-awareness and become confident in their own abilities. They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.

Rationale

'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider curriculum.'

(National Curriculum 2019)

At Fawbert & Barnard's, we passionately believe that our children have the right to a rich, broad and balanced curriculum. The curriculum of the school underpins all the learning that takes place and an engaging and inspirational curriculum can foster curiosity and a passion for learning so that children may develop into life-long learners. Safeguarding is at the heart of what we do within the school. The curriculum ensures that children are taught and equipped with skills that will enable them to lead safe and responsible lives.

In September 2019, we redesigned our curriculum to ensure that there were more opportunities for subjects to be linked. This way the learning will be purposeful and meaningful for pupils so that they can apply skills across the curriculum. This development was then mirrored in the way we lead subjects.

At Fawbert & Barnard's Primary School we believe that we have achieved a curriculum model that reaches every child within the school and balances the acquisition of knowledge with the development of key skills. It excites, inspires and motivates

our children and staff, making learning purposeful and allowing our children to recognise the part they play within the community of the school.

This policy is intended to provide an overview for our curriculum and the key principles and practices, which embody it.

Whole-school topic based learning

Each half term, each year group immerse themselves in a cross curricular topic. These topics are exciting topics which act as stimuli for all the learning that takes places within most of the curriculum subjects. Our topics allow for subjects to be linked and also give context to the skills that the children are learning. Topics are chosen to meet the requirements of the national curriculum and to reflect the children's interests as well as events happening locally, nationally or internationally.

When selecting topic themes, we give much thought to selecting topics which:

- Place the development of children's English at the heart of all learning;
- Can be explored at an appropriate depth and level of challenge;
- Enthuse students and staff;
- Allow for exciting 'hook' events to take place;
- Allow for constant reinforcement of pupils' spiritual, moral, social and cultural development;
- Are accessible to all students of all abilities;
- Be planned in a way that answers 'Big Questions' on that topic;
- Impart knowledge - which will teach children personality traits that will be needed in later life.

Effective Teaching

A broad and balanced curriculum must go hand in hand with effective teaching.

It is our belief that good teaching leads to good learning and progress. It is our expectation that every lesson at F & B will be at least 'Good' against the Ofsted criteria. In planning across the curriculum, teachers will ensure a range of learning styles are accommodated so that all children can be engaged.

We strongly believe that 'every lesson counts' and that all pupils should show progress in every lesson. Best practice is shared after regular rounds of lesson observations and book scrutiny. Teachers are encouraged to work with a professional partner in the school to improve an aspect of their teaching or wellbeing. This year the teaching and support staff will have a dedicated buddy who will observe, plan with and assist each other to improve day-to-day practise.

The Headteacher and members of the Senior Leadership Team (SLT) will also monitor lessons weekly to ensure that their area of the curriculum is being taught to an effective standard. Often there will be environment walks, observations and book looks to ensure that standards are high.

Hook Opportunities

We believe that children should frequently experience a sense of awe and wonder in their learning. Our curriculum model allows for frequent opportunities for teachers to provide these moments. For each topic theme, the staff considers how these moments can be achieved. It is usual for topics to begin with a 'Hook Starter' and for further inspiration to be added throughout the term to reignite interest and enthusiasm. There are also opportunities for class teachers to take their classes on trips specific to their learning or for visits in the local community.

We believe in allowing the children the opportunity to learn from 'experts' in whatever area they are studying. Therefore, authors, scientists, performers and musicians can be invited into school to provide the children with an insight as to how the skills they are learning at school can lead to success in later life. These 'hook' opportunities are not viewed in isolation and provide a stimulus for work across the curriculum.

Trips can also be used as a hook; a local trip can enthuse learning in a topic for weeks and can set up a platform for a larger project to come. All children enjoy working toward a goal and these projects can prove invaluable for learning and enjoyment at school.

Parental Involvement

We understand the importance of parental involvement and the impact that support from home can have on a child's education. Therefore, we strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home. A class page is available on the school website with broad information about what each class will cover and what will be learnt, this is important as the learning can continue at home. The teachers are also happy to help with suggestions of how parents could best support their child's learning.

We provide regular opportunities for parents to join us in school to learn about our topics and how we teach. On selected days in a term, usually a Friday, each class will open their doors and will take time to show the parents what the children have learned/created during the topic. Display boards will also be provided in each classroom as a guide of the learning that has occurred.

Parents are also invited into school for concerts, assemblies, Christmas performances and end of term productions, with the intention of sharing and celebrating the work that has happened in school.

Parent consultations happen twice per year and all parents are welcomed into school for a meeting with their child's teacher regarding their learning and general development. This is supplemented by the end of year report, which shows the children's academic levels, progress and performance in each area of the curriculum.

Role of Subject Leaders

Subject leaders provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standard of learning and achievement for all pupils. Since the introduction of the National Curriculum, there has been an expectation that all teachers, after successfully gaining Newly Qualified Teacher Status, will take an additional responsibility. This forms part of their standard teaching duties; the amount of responsibility and the number of subjects, which a teacher leads, is often dependent on the experience of the teacher. In implementing the National Curriculum, strong subject leadership is essential as we wish to provide our children with an enriched, broad and balanced curriculum.

Subject leadership falls into two categories: Core subject leadership (Maths, English and Science) and Foundation subject leadership (all other subjects).

Leadership is also required for other school learning responsibilities such as Pupil Premium, English as an Additional Language, Academically More Able and SEND.

Subject Leaders are responsible and accountable for the subject throughout the school and are expected to possess an in-depth knowledge of the provision of their subject.

The key roles of Subject Leaders are:

- Ensuring that there is a policy for the subject and that this is kept up to date and in line with national policy;
- Writing, monitoring and evaluating an annual action plan for their subject;
- Monitoring the provision of the subject through observations, work scrutiny and planning scrutiny;
- Ensuring that resources are plentiful, up-to-date and in good condition;
- Ensuring progression takes place across the school;
- Provide guidance and training to staff within the subject they lead;
- Keep well informed of any assessment that takes place for their subject;
- Organising whole-school events such as enrichment days for their subject;
- Regularly report the provision of their subject to the Senior Leadership Team;
- Representing the school in local cluster groups.

The Curriculum and Inclusion

Like all aspects of school life, the curriculum is designed to be accessible to all.

It is expected that all children have the opportunity to learn in a creative and encouraging learning environment, which encompasses a range of learning and teaching styles. If children are identified as having special educational needs, we will do

all we can to ensure that the needs of these children are met. In most instances, class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level appropriate to them.

If class teachers feel that it is necessary to modify the curriculum in order to meet the needs of children with more severe special educational needs, then this will be done in consultation with the Special Educational Needs Co-ordinator (SENCO).

Specified interventions are run alongside our curriculum to assist those children with SEND and to allow progression in all curriculum areas.

Our curriculum model also allows for children who are identified as Academically More Able in specific areas, to be given opportunities to deepen their learning.

Planning

Planning takes place across the curriculum in two waves: long- and medium-term planning.

Long term planning is the overview provided by Subject Leaders to teachers which details the skills that the children in each year group need to possess by the end of an academic year to ensure that they are ready for the end of primary school (see the Skills Progression Grids for each subject in each year group). This planning is essential as it ensures that progression is taking place across the school as well as within individual year groups.

Teachers annotate these plans to show what objectives they have met within their lessons. Subject Leaders, Assessment Co-ordinator and the Senior Leadership Team monitor this.

Medium term planning is the planning which is completed by the class teacher to show the learning within a topic. Teachers are not expected to complete individual lesson plans for every subject, but medium-term planning should contain enough detail to allow for any teacher to deliver a lesson. The template is in Appendix 1. Each medium term plan includes key concepts that reflect values, learning powers and growth mindset that links to that topic. All skills that support learning for life.

Mathematics, PE, RE and Spanish learning are all planned for separately and can be taught independently, while the remaining subjects are planned together using a cross-curricular planning format. The aim for each teacher will be to focus on one main theme each half term tightly connected to a specific subject (e.g. WW2 being linked heavily to History). Sometimes RE will tie into the topic.

Individual Subject Statements

These can be found on our website under the curriculum tab.

Appendix 1: Medium Term Planning Template

Medium Term Planner						
Topic Name:						
Year Group:		Term:		Hook:		Celebration event:
Context:						
Key Question and Concepts:						
Subject (Include big ideas being used under the subject)	Engage (Wk 1) (Launch Learning)	Explore (Wk 2) (Develop Learning)	Relationships (Wks 3-4) (Apply and Link Learning)		Challenge (Wk 5) (Mastery/Innovation)	Celebrate (Wk6)
	Skills/Activity	Skills/Activity	Skills/Activity	Skills/Activity	Skills/Activity	Skills/Activity
Writing						
SPAG						
Science						
Geography						
History						
Art						
D&T						
Computing						
Music						
Spanish						
PE						
RE						
Maths						

Appendix 2: Example Completed Medium Term Plan

Medium Term Planner						
Topic Name: Toy Story						
Year Group: 2	Term: Autumn 2	Hook: Watch the film; dress up day as toys; parents /grandparents in to share their favourite toys			Celebration event: Parents/grandparents invited in at end of term to look at work	
Context: New topic – based on friendship and following on from prior learning in Y1 about ‘ourselves’.						
Key Question and Concepts: Is everyone a friend? Friendship, belonging, conflict resolution, sustainability						
Subject (Include big ideas being used under the subject)	Engage (Wk 1) (Launch Learning)	Explore (Wk 2) (Develop Learning)	Relationships (Wks 3-4) (Apply and Link Learning)		Challenge (Wk 5) (Mastery/Innovation)	Celebrate (Wk6)
	Skills/Activity	Skills/Activity	Skills/Activity	Skills/Activity	Skills/Activity	Skills/Activity
Writing	Extended stories		Descriptive writing Toy review	Poetry based on a theme - learn a classic poem by heart	Instruction writing how to play with a toy	Introduction to plays
SPAG	Avoid using and or but at the beginning of a sentence.	Form adjectives using -ful	Form adjectives using -er	Form adjectives using -est	Form adjectives using -less	Form nouns by using the suffixes -ness
Science - movement, life, discovery	Skills progression mapped out on snap science.					
	Can you describe the object? What material is it made out of?	Is that a good choice of material?	Which materials are good for a toddler’s dungarees?	What fabric will make a bedroom dark?	What shall we use to make a teabag?	Which materials shall we use to make our sets/props for our film?
Geography						
History - changes, societies, power	Compare pictures and photos of people and objects in the past.	Put people, objects and events on a simple timeline.	Extend chronological vocab.	Children to bring in photos/real parents toys.		
Art				Apply colour with printing, dipping, fabric crayons etc. Change and modify textiles – plaiting, knotting and fraying. Adding decoration through stitching. Making puppets for our own toy story theme.		
D&T - purpose,	Design a functional and appealing product for a	Generate, develop, model and communicate their	Understand how simple 3-D textile products are made,	Explore different finishing techniques e.g. using	Select from and use a range of tools and equipment to	Explore and evaluate a range of existing textile

innovation, trial and error	chosen user and purpose based on simple design criteria.	ideas as appropriate through talking, drawing, templates, mock-ups and ICT.	using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.	painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project.	perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics.	products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria.
Computing - progress, communication	I can use technology to organise and present my ideas in different ways.	I can use the keyboard on my device to add, delete and space text for others to read.	I can tell you about an online tool that will help me to share my ideas with other people.	I can save and open files on the device I use.	E-safety.	Application of the skills taught this term.
Music - expression, cooperation, resilience	Identify if pitch is getting higher/lower/staying the same	Echo short sung melodic phrases	Echo short sung melodic phrases	Play instruments with control e.g. maintaining a steady beat, getting faster/louder	Perform a rhythm accompaniment to a song	Perform a rhythm accompaniment to a song
Spanish	N/A in KS1					
PE - teamwork, wellbeing, motivation	Invasion Game – netball – see SOW for skills GYM – See SOW for skills					
RE - community, understanding	What are our special books and stories?	Identify the special book for the Sikh religion.	Retell the story entitled Guru Nanak.	Identify the special book to the Christian religion	What is the bible story of the birth of Christmas?	
Maths	Consolidating addition and subtraction from Autumn 1	Measurement – money		Number – multiplication and division		Consolidation week

