



# Eversley Primary School



## Curriculum Policy

### Introduction

At Eversley we provide a broad and balanced curriculum which provides continuity and progression and takes the needs all groups and individuals into account. The curriculum encompasses all the planned activities that we organise and deliver. This includes not only the formal requirements of the National Curriculum, but also the range of activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’; what the children learn from the way they are treated and expected to behave. Our aim is to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

At Eversley our legacy is to ensure through our curriculum intent, that all pupils leave equipped with the following:



### Our vision

Enjoyment

Perseverance

Self Belief

At Eversley Primary School we believe children learn best when they are happy and have a love of learning. Our values-based curriculum provides them with the tools they need to be effective learners and prepares them for life, whilst supporting them to have the self-belief and determination to be the best they can be.

Updated: November 2022

Review: November 2023

## **Our vision definitions**

### **Values based**

We want all pupils to understand why values help us grow and develop. We believe that focus on ethical and emotional intelligence, deepened relationships, social cohesion and a strong values culture give pupils the best chance of success.

### **Enjoyment/Love of learning**

We want all pupils to develop a love of learning so that they become lifelong learners with the ongoing, voluntary and self-motivated drive to pursue knowledge throughout their life.

### **Effective learners**

We want all pupils to be able to understand and manage their own learning and to be curious and self-motivated.

### **Perseverance**

We want all pupils to develop the persistence to do something despite difficulty and delay in achieving success; not giving up and having the tenacity to do something and keep doing it to the end even if they find it difficult.

### **Self-belief**

We want all pupils to have confidence, self-worth and trust in their own abilities in order to reach their full potential.

## **Curriculum Intent**

At Eversley we use an integrated curriculum. Whilst our curriculum is predominantly subject specific and pedagogy driven to ensure that pupils become masters of the subjects they are learning, we also believe that there is a place for cross curricular learning and where appropriate, links are made between subjects. This is done through our half termly 'Spotlighting' of foundation subjects.

We use a spiralled approach to learning, where as a course of study children will see related skills/knowledge but with each encounter, increasing complexity to reinforcing previous learning.

Integrated curriculum-connects different areas of study by cutting across subject matter lines and emphasising unifying concepts

Subject specific-specific methods or practices used to teach a certain subject focusing on the best practices for that subject

Spiralled curriculum-seeing the same skills/knowledge but with each encounter increasing complexity and reinforcing previous learning

## **Implementation**

### **Our curriculum drivers**

Our curriculum is driven by 4 key areas. The drivers are elements that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.

They are:

- Values
- Learning for Life
- Enrichment
- Health and Well-Being

### **Values**

To us, this means being self-responsible, deep thinkers and caring citizens.

### **Learning for Life**

To us, this means the ongoing and self-motivated desire to learn and grow.

### **Enrichment**

To us, this means deepening thinking and enhancing experiences.

### **Health and Well-Being**

To us, this means keeping healthy and safe both physically and mentally.

### **Spotlighting**

Each half term we have a 'spotlight' subject. The intent of spotlighting foundation subjects is to raise the profile of the subject across the curriculum in its own right.

Spotlighting a subject include:

- Display/s dedicated to the spotlight subject
- Home learning project focus
- Subject leader deep dives opportunity
- Whole school activity
- Assembly focus
- Cross curricular links

**We implement our curriculum through the use of our:**

- Curriculum maps
- Schemes of work
- Subject knowledge organisers
- Weekly planning
- Effective pedagogy
- Quality First Teaching

## **Early Years Curriculum (Please see policy for EYFS)**

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

## **Teaching and learning strategies (see Teaching and Learning Policy)**

Teaching and learning strategies are varied and adapted to meet the needs of groups and individuals. This may include the use of agile teaching, whole class teaching, using open ended probing questions, visual stimuli and talk partners, followed by a period of learning where children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning. We recognise that children have preferred learning styles and so make allowances for this in our planning and delivery (further guidance can be found in the Teaching and Learning Policy).

## **Assessment and Record Keeping (see Assessment Policy)**

Class teachers assess and record attainment and progress of all subjects (see Assessment Policy). Class teachers monitor the coverage of Knowledge, Skills and Understanding by cross referencing with planning and ensuring progression from one-year group to the next. Each term children are assessed according to the skills and children who are below, at and above expectations are noted. Each term class teachers assess pupils and data is collated on scholar pack. In foundation subjects, coordinators collect evidence; planning, assessment data, photographs, work, and pupil questionnaires from all year groups that allows them to assess how well their subject is being delivered and standards across the school.

## **Equal Opportunities and Special Educational Needs**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this and the curriculum is designed in such a way that it will motivate and support children's learning at all levels including the Academically Able, Gifted and Talented, pupil for whom English is an additional language and children identified with a Special Educational Need or Disability. (SEND).

## **Equality Act 2010**

The way in which the curriculum is delivered is covered by the act. The school ensures that issues are taught in a way that does not subject pupils to discrimination. In addition, what is taught in the curriculum is crucial to tackling key inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups.

## **Impact**

The Senior Leadership Team, Curriculum Coordinators and Subject Leaders are responsible for monitoring and reviewing the Curriculum. This process is reflected in the school monitoring timetable and is achieved through:

- carrying out learning walks across the school
- regular formal and informal discussions with staff
- regular lesson 'drop ins'
- analysing assessment data
- regular 'book looks'
- monitoring planning to ensure curriculum coverage
- collating data from staff, parent and pupil questionnaires
- speaking with the children about their learning

## **Communication**

Governors are kept informed of developments and priorities through the termly Headteachers' report and through feedback to Governors Curriculum and Staffing committee. Parents and carers are kept informed of developments through termly or half termly subject knowledge organisers, the school newsletter, open evenings as well as mid-term and end of year reports.

## **Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).