



Eversley Primary School

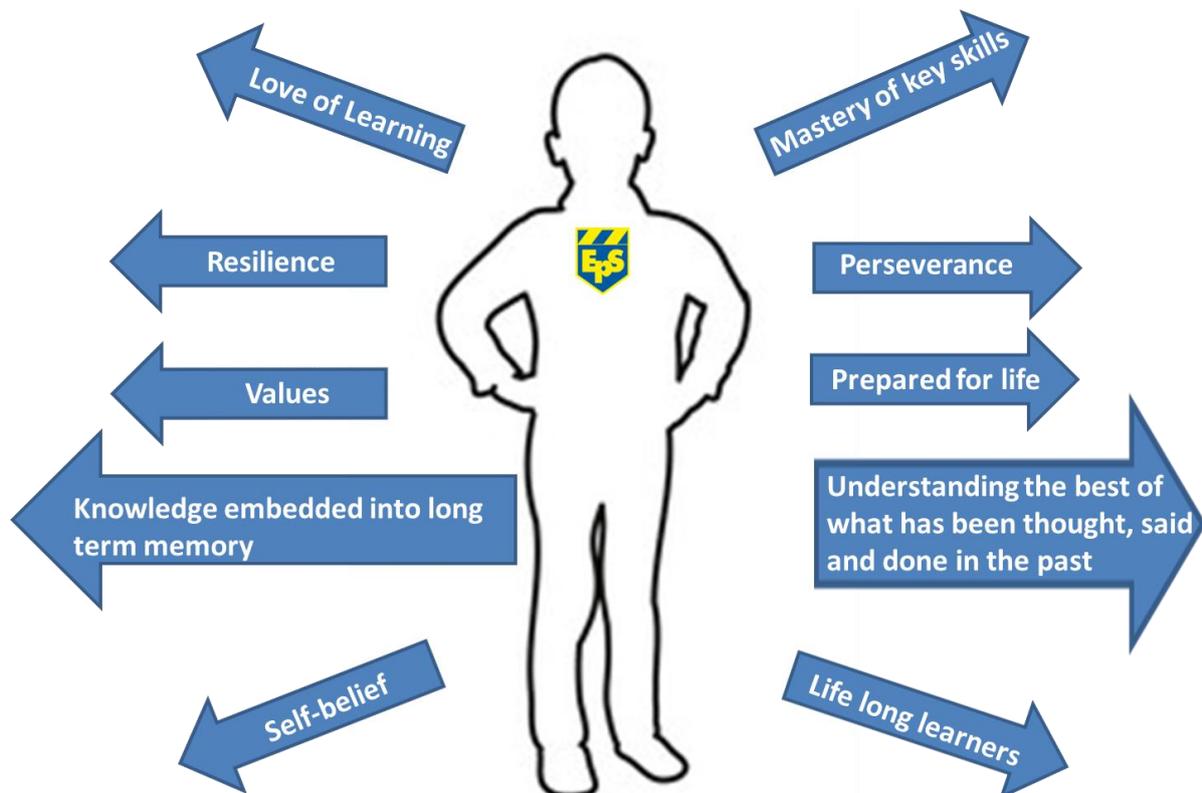
Curriculum Policy

AIM HIGH & BE KIND

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 *wider curriculum*- 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 key knowledge and skills, in order for all to 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

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.

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

Our curriculum is based on 2 key principles:

- Knowledge is power
- Knowledge is only knowledge once it is in your long-term memory

At Eversley we understand that teaching knowledge comes first; that children cannot think without knowledge. Children need to use knowledge to reason; they cannot reason and build a deeper understanding without knowledge.

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

Our curriculum aims high for all pupils irrespective of background or starting point through:-

Standards:

- Attainment at Eversley is consistently above the national average
- Progress scores are positive
- Groups of learners, including disadvantaged pupils and SEND pupils make positive progress
- Children display a depth and breadth of knowledge in their work and their conversations

Learning Behaviour:

- Pupils talk about their learning and have a desire to learn.
- Whilst progressing learning, children persevere and show resilience. They work together independently to solve problems.
- Children know what they are working towards knowing or being able to do and this is supported through Knowledge Organisers in years 1 – 6. Children are well equipped for the next stage of their learning and beyond.

Personal Development:

- Children are respectful of others, valuing diversity and standing up for what is right. They know what good and healthy relationships are.
- Children know how to keep fit and healthy and how to support their own well-being. They are well prepared for the next stage in their lives including knowing how to stay safe. Children have made good use of opportunities to nurture, develop and stretch their talents and interests.

Implementation

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 as well as immersing children in the wider curriculum of the subject.

Spotlighting a subject includes:

- Display/s dedicated to the spotlight subject
- Home learning project focus
- Subject leader deep dives opportunity
- Whole school activities and projects
- Assembly foci
- 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)

Our Provision is informed by educational research, developing effective pedagogy through our instructional coaching programme and Quality First Teaching focusing on:

- Learning environment
- Behaviour and relationships
- Assessment for learning
- Curriculum planning
- Explaining and modelling
- Questioning and feedback
- Practice and retrieval
- Independent, collaborative and active learning
- Oracy and word wealth

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 group.

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.

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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.

Updated: January 2024

Review: January 2025

Appendix 1

At Eversley Primary School										
Our Vision: 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.										
Our drivers are elements that are central to our school vision and ethos. They help to drive and shape the curriculum										
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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.		Values To us, this means being self-responsible, deep thinkers and caring citizens.		Health and Well-Being To us, this means keeping healthy and safe both physically and mentally.				
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Learning Environment	Behaviour and Relationships	Assessment for Learning	Curriculum planning	Explaining and Modelling	Questioning and Feedback	Practice and Retrieval	Independent, collaborative and Active Learning	Oracy and Word Wealth		
Our integrated curriculum is predominantly subject specific and pedagogy driven to ensure that pupils become masters of the subjects they are learning. It encompasses:										
The National Curriculum					The Wider Curriculum					
Key knowledge and skills are set out in our bespoke curriculum maps outlining how learning is sequential. We use a spiralled approach to learning, where we work on the knowledge being embedded into pupils' schema (LTM) and the skills learnt are deepened year on year. Both the knowledge and skills link to each subject's legacy.										
Daily Learning										
Reading		Phonics		English		Maths				
Daily physical activity and mindfulness										
Weekly/bi-weekly Learning										
Science	PE	History	Geography	DT	RE	PSHE	Music	French	Computing	Art
Forest schools										
Half termly Spotlights to immerse children in the wider curriculum of the subject										
Autumn 1 History		Autumn 2 Geography		Spring 1 DT		Spring 2 Science		Summer 1 Art		Summer 2 PE
Annually										
Anti-bullying Week/Children's Mental Health Week/Sports Week/Science Week										
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Learning Behaviours										
Standards Attainment at Eversley is consistently above the national average. Progress scores are positive. Groups of learners, including disadvantaged pupils and SEND pupils make positive progress. Children display a depth and breadth of knowledge in their work and their conversations.		Pupils talk about their learning and have a desire to learn. Whilst progressing learning, children persevere and show resilience. They work together independently to solve problems. Children know what they are working towards knowing or being able to do and this is supported through Knowledge Organisers in years 1 – 6. Children are well equipped for the next stage of their learning and beyond.		Children are respectful of others, valuing diversity and standing up for what is right. They know what good and healthy relationships are. Children know how to keep fit and healthy and how to support their own well-being. They are well prepared for the next stage in their lives including knowing how to stay safe. Children have made good use of opportunities to nurture, develop and stretch their talents and interests.		Personal Development				
We regularly measure and evaluate the impact of our curriculum and plan for development based on our Aim High standards are met.										
Attainment and progression					Curriculum Meeting Needs					
❖ Is attainment above national average?		❖ Does curriculum provision meet our intent?		❖ Do we respond to latest research?		❖ Do our children meet our beyond National Curriculum expectations?		❖ Do pupils demonstrate our ethos and values?		❖ Are pupils ready for the next stage in education?
❖ Are progress scores positive?		❖ Are we rigorous with curriculum development?		❖ Is learning adapted to reflect current affairs?		❖ Are all pupils challenged from their starting points?				
❖ Do all groups of learners show positive progress?										
❖ Do learners secure depth of knowledge?										
❖ Is assessment accurate and timely?										
❖ Are children challenged to think?										