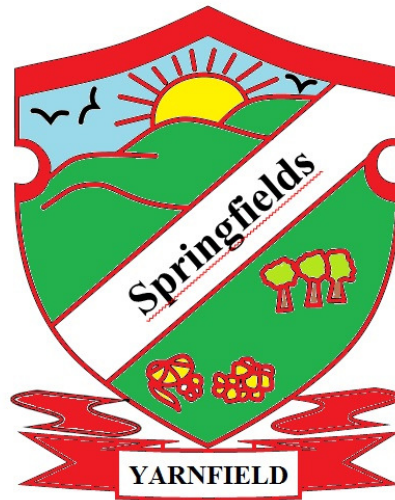


Curriculum policy

Springfields First School



Approved by: The
Governing Body

Date: Jan 2023

Last reviewed on: January 2023

Next review due by: September 2025

1. Curriculum intent

At Springfields First School our knowledge rich creative curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

We celebrate diversity. Through positive attitudes, we can develop the whole child meeting individual needs.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We believe that learning should be fun, purposeful and challenging. We provide enrichment opportunities to engage learning and believe there are no limits to curiosity and the thirst for new experiences.

We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

The school works in close partnership with the community to develop future citizens.

Children leave Springfields with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

2. 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](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff, including support staff will ensure that the school curriculum is implemented in accordance with this policy.

School Staff

To support the curriculum through:

- Promoting positive relationships between all members of the School community
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and ambitious knowledge rich curriculum;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

Children

To support the curriculum through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

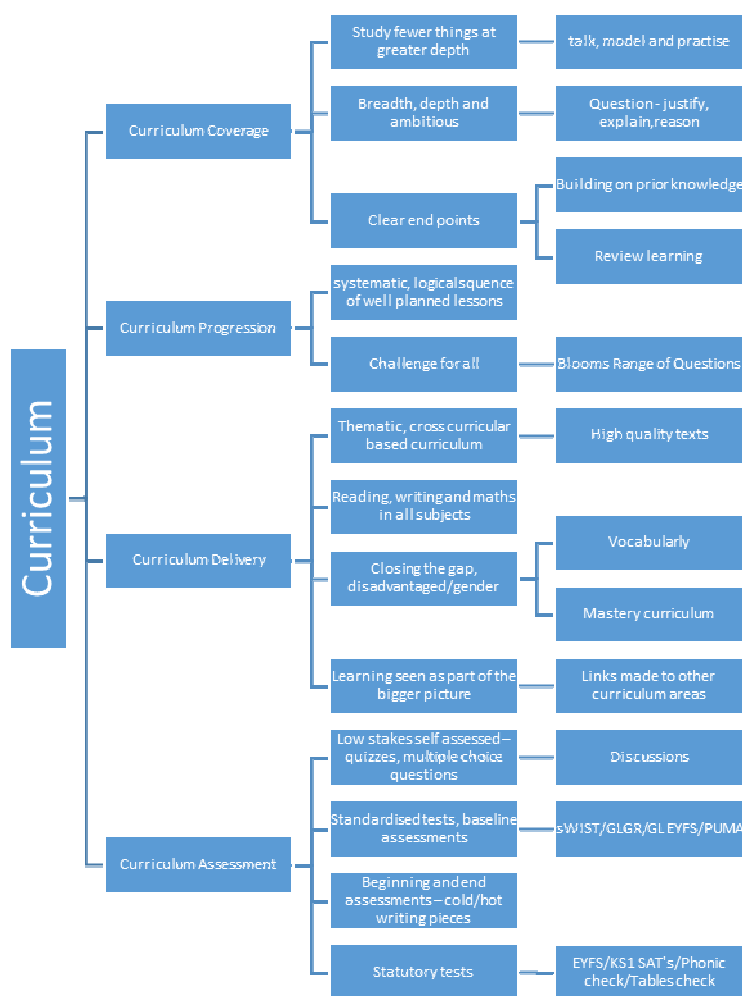
Parents and Carers

To support the curriculum through:

- Promoting positive relationships between all members of the School community
- To be understanding and supportive of our aims in Teaching and Learning
- To attend and contribute to Parent's Consultation meetings;

- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practicing a concept, memorising a text or knowing the multiplication tables;
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

4. Organisation and planning - implementation



Curriculum coverage

Springfields First School follows the National Curriculum providing a curriculum that has breadth, depth and is ambitious.

The curriculum builds towards defined end points (EYFS Early Learning Goals, Milestones 1 and Milestones 2). It is clear about what pupils' knowledge and skills will be at those end points, and how the curriculum progresses accordingly. This includes consideration of how the curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills.

The curriculum will build on pupils' prior knowledge and will build towards agreed end points.

Learning objectives will be presented as questions and pupils will be asked to justify, explain and make clear rationale for their answers.

Teachers will provide a demanding and challenging curriculum delivered through talk, modelling and practice.

Curriculum Progression

There is a clear sequence to the curriculum which enables pupils to build their knowledge and skills towards the agreed end points (milestones). Due to the school organisation requiring mixed year group classes the curriculum is organised into EYFS curriculum, Milestone 1 covering Yr1 and Yr2 whilst Milestone 2 covers Yr3 and Yr4. An appropriate two year curriculum cycle has been mapped out, building in progression in skills and in knowledge.

Through the use of continuous assessment we can ensure that the curriculum contains content which has been identified as most relevant to our pupils. Curriculum leaders ensure that this content is taught in a systematic, logical progression for all pupils enabling them to acquire the intended knowledge and skills by the end of each milestone.

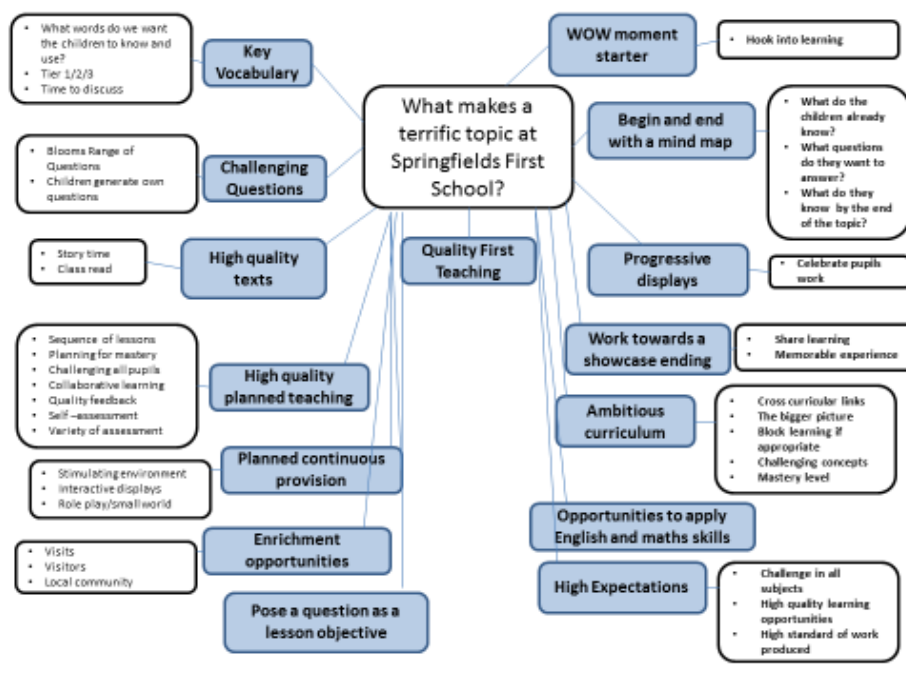
Staff are not expected to plan individual lessons but sequences of lessons that demonstrate progression. This planning will also include opportunities to repeat and revise learning as well as gain a deeper understanding of the concept taught.

Sample planning grid:

Breadth	Threshold Concept (National Curriculum)	Milestone 1	Key Questions	Key Vocabulary
The Great Fire of London	Investigate and interpret evidence	<ul style="list-style-type: none"> · Observe or handle evidence to ask questions and find answers to questions about the past. · Ask questions such as: What was it like for people? What happened? How long ago? · Use artefacts, pictures, stories, online sources and databases to find out about the past. · Identify some of the different ways the past has been represented. 	<ol style="list-style-type: none"> 1. When was the Great Fire of London? 2. Where did the fire start? 3. How many buildings were burned? 4. What are the main reasons the fire spread so fast? 5. How did people try to stop the fire? 6. How did buildings change when people re-built London? 	London Fire Samuel Pepys Fire engine Thatch roof Diary

Curriculum Delivery

Where possible Springfields First School uses a thematic based, cross curricular approach to teaching English and the Foundation Subjects. The teaching of specific areas may be blocked together. However throughout the academic year all subject areas are taught equally. Where the teaching of a subject is blocked together it is done in order to provide the maximum linkage across the curriculum and to maximise learning for the pupils. Pupils will understand how their work fits into a bigger picture of learning.



Differentiation

'Every child is capable of learning everything, depending on the way it is presented to them and the effort they put into learning it.'

Springfields First School aims to teach a mastery curriculum to all pupils and no pupil will be left behind. All pupils will access the same curriculum and pupils are taught as a whole group.

Only pupils with significant SEND and who need their own personalised curriculum will be exempt.

Where individual pupils need support with specific concepts the teacher will use plenaries within lessons or teaching assistants will revisit learning during the lesson. Teachers will use appropriate questioning directed at groups or individuals to deepen learning. All staff will use a range of questions to provide challenge and deepen understanding. In each lesson pupils will be provided with questions that will challenge them to apply their learning and deepen their thinking. All pupils will be given the opportunity to complete all the challenge questions. At Springfields we do not expect to see differentiated activities.

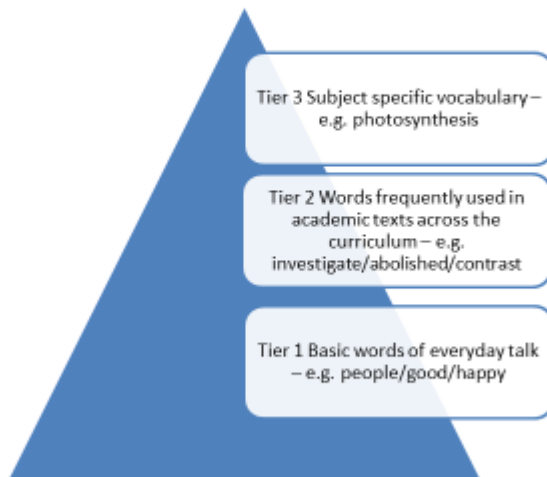
Vocabulary

The explicit teaching of subject specific vocabulary and increasing pupil's range of academic vocabulary is an important part of the curriculum.

Each subject has a subject specific list of vocabulary needed by the end of each milestone.

The vocabulary taught covers all three tiers.

Vocabulary Tier Model



Reading, Writing and Maths

The curriculum has been designed to maximise opportunities to teach age appropriate reading, writing and mathematical skills. Through the use of a thematic approach quality children's literature is able to be used during English and foundation subject lessons. Pupils are encouraged to make direct links from learning in English and Mathematics lessons into learning in the foundation subjects.

Disadvantaged Pupils

At Springfields the school leaders ensure that all pupils receive quality first teaching.

Teachers use regular assessments to identify gaps in pupils learning. These gaps are then addressed through the whole class teaching time, through teaching assistant support during lessons and through targeted teaching assistant led interventions.

Progress is recorded at least termly, with regular review meetings with staff who carry out intervention sessions and pupils not making the expected progress are discussed during termly meetings with teaching staff. During these meetings alternative strategies are discussed to ensure progress is made.

Catch up funding will be used to target those children who need to catch up as well as pupils eligible to pupil premium funding.

See our EYFS Curriculum document for information on how our Early Years curriculum is delivered.

5. Assessment - impact

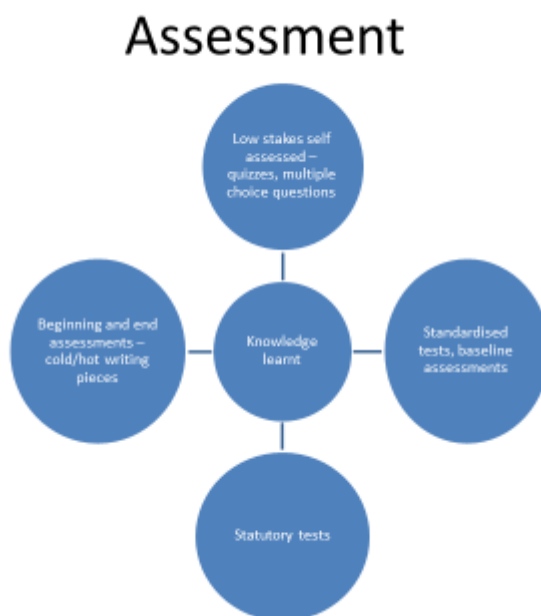
If I have taught it, have they got it? And if not, how do I know?

Springfields believes that assessment is the 'bridge between teaching and learning' (Dylan Williams).

Pupils should be regularly assessed to help gain an insight into what they know, understand and can do as a result of what we have taught.

This will help us understand what has been learnt, what needs to be consolidated or revisited and where gaps occur.

The assessments used will vary but whether recorded formally or not the information gained should be fine-tuning the next stage of learning.



6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils eligible for pupil premium funding
- Pupils who just fall short of pupil premium funding
- Pupils who have ever had social care involvement
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Link Governor visits, meetings with Subject Co-ordinators and attendance at curriculum meetings.

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies, learning walks, book trawls, pupil-voice interviews, and deep dives.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Headteacher/Deputy Head teacher/SLT. At every review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy
- Equality information and objectives
- Monitoring policy
- Curriculum document