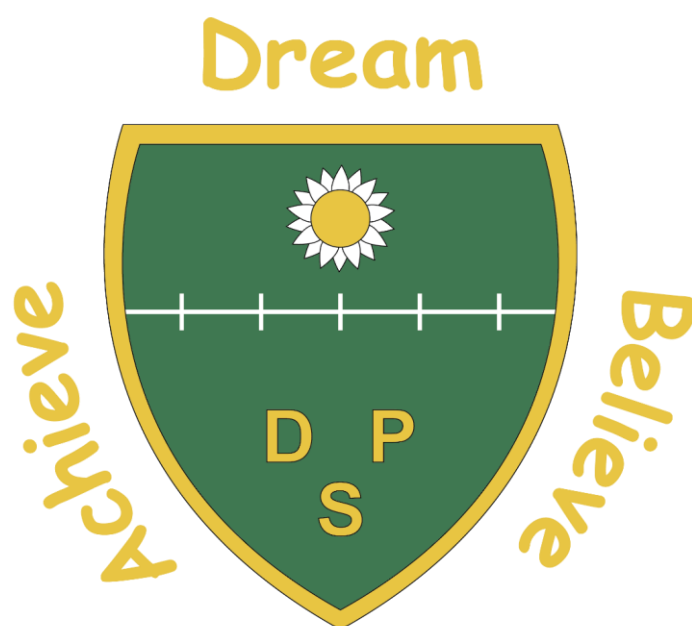


Daisyfield Primary School



Curriculum Policy

September 2022

Intent

At Daisyfield Primary School, we work to our mission statement, 'Dream, Believe and Achieve'. We pride ourselves on providing a learning environment where children grow and develop in safe and supporting surroundings. We aim to instil in all our children a passion for learning; we want the children to get the most out of life and be ambitious for their futures.

We also have a duty to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are embedded throughout our curriculum and promoted to ensure that our children are ready to leave school fully prepared for life in modern Britain

Our curriculum at Daisyfield is not solely focussed on academic subjects and achievement; we provide pupils with rich learning experiences, educational visits, residentials and enrichment opportunities. We want our children to have fun at school and talk about their primary years being full of great memories.

Our vision is to provide an overall education which prepares each pupil with the tools and strategies needed to cope with challenges they may face and we aim to ensure that our children know how to make a positive contribution to their community and wider society.

The aims and objectives of our curriculum are;

- The delivery of a progressive, whole school, innovative curriculum which promotes the enjoyment of learning for a purpose
- Children to have a love for learning
- Children to learn and develop independent skills for learning
- Teach through what interests our children
- Involve our children in decision making about their learning
- Closely monitor and assess progression in attainment and application of skills
- Help our children transfer skills between different areas of the curriculum
- Ensure our children are active, motivated and enthusiastic learners
- Develop thinking and questioning skills.

Implementation

All schools in England and Wales are required to follow the National Curriculum. The national curriculum sets out the programmes of study and attainment targets for all subjects. Schools must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our curriculum is broad and balanced with build in progression. Through creative teaching and learning we continue to inspire our children and develop their love of learning.

We aim to deliver breadth and depth of the curriculum. Breadth focuses on skills, learning experiences, teaching styles and the subjects within the National Curriculum. The depth of the curriculum is related to it's meaning and relevance for the children. Providing them with higher order thinking skills, opportunity for enquiry and asking questions.

Knowledge and Vocabulary

Within our curriculum we teach knowledge;

- Propositional knowledge – factual information
- Procedural knowledge – knowing how to
- Experiential knowledge – spontaneous learning

Alongside knowledge, we also teach skills which they can practise through different subjects. Each subject and year group have a progressive set of skills which are taught through the curriculum. Key skills are revisited and applied in different contexts. The key knowledge for each topic and subject is detailed on our Daisyfield Curriculum documents.

Along with learning topic specific vocabulary, we feel it is important that children also learn generic vocabulary. This could be a word that they may come across and link to different subjects. For example, the word 'evidence' could be found when covering English, history or geography, but it would look different in each subject. The key vocabulary of each topic and subject is listed in the Daisyfield Curriculum documents. This vocabulary should be explicitly taught and displayed.

Cultural Capital and Essential Learning Experiences

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

At Daisyfield Primary School we recognise that for children to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities. Our curriculum is designed to meet the needs of all our children and provide them with rich learning opportunities. Within each topic experiences are planned to develop their culture capital.

Essential Learning Experiences are activities that are an important part of childhood development and can help to provide spontaneous learning. These can be stand-alone or integrated activities that enhance the curriculum theme and are planned to meet the needs of our children. Each year, school provide each class with a monetary contribution to support out of school visits or educational visitors in to school.

Learning experiences are reviewed by all staff at the start of the academic year but can be adapted and changed to meet the needs of the children and to coincide with the learning taking place in school.

Through our curriculum intent, implementation and impact, we ensure that cultural capital and valuable experiences are considered and included.

Planning

The curriculum at Daisyfield is carefully mapped out to ensure pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject ensuring sufficient coverage of the National Curriculum.

Long Term Plans

The curriculum is divided up into six half-termly themes per year and themes are adapted to match the needs of Daisyfield and the children. The curriculum theme cycles are organised into individual phases: EYFS, Key stage 1, Lower Key Stage 2 and Upper Key Stage 2 and we follow a 2-year rolling programme due to the nature of our mixed age classes. Hazel class curriculum is developed to meet the needs of the mixed key stages and their programme changes each year.

Each class produces a long term plan for each cycle which outlines the key areas being covered within each subject and these are published on our school website. Long term overviews for individual subjects are available on the website or in the appendix of the Curriculum Policy. They are also saved on the staff shared drive.

Medium Term Plans

Medium term plans cover a half term and are focussed on learning objectives, skills, knowledge, vocabulary and experiences. Teachers should produce a medium-term plan each half term which outlines the sequence of lessons and objectives being taught in foundation subjects and science. Subjects can be 'blocked' if this meets the needs of the children and objectives more effectively. The medium-term plans should outline how teaching and learning will inspire, challenge, interest and enhanced the creativity of the children. A blank format can be found in the appendix of the Curriculum Policy.

The following schemes of work are used to support planning:

Art & DT	KAPOW
Computing	Purple Mash
English & maths	Lancashire
Geography & History	Rising Stars
Phonics	Essential Letters and Sounds
PE	Lancashire
RE	Blackburn
Science	PZAZ
Spanish	iLanguages
Spelling	Non-Nonsense Spelling

Objectives and lessons from these schemes should be detailed on the medium-term plans. Any schemes of work should be adapted to meet the needs of the children and class.

Staff are expected to ensure all medium-term plans are on the server at the start of the new term/half term (see dates on planner). Termly overviews are also shared with parents put on class web pages. Each subject leader will monitor planning for coverage, skills development and progression.

Short Term Plans

A wide range of subjects are taught on a weekly basis. All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis. When planning, teachers must consider the individual needs, interests, and stage of development of each child, and must use this information to plan challenging and enjoyable learning experiences. Staff make amendments to planning in order to optimise learning opportunities when they arise.

The short-term plans link directly to the medium-term plans.

There are school planning formats for English and maths. Phonics plans are taken directing from ELS. All other subjects can be taught from the class medium term plan or plans printed from the schemes of work. All planning should be annotated to inform future teaching and learning. The role of the Teaching Assistant in the class must be clear on planning and any differentiated group activities. Please refer to individual subject and teaching and learning policies.

Early Years Foundation Stage

In EYFS we follow the Early Years Foundation Stage Framework 2021, which we teach through the use of the Daisyfield Dimensions Curriculum approach. The EYFS learning and development requirements comprise of:

- The seven areas of learning and development and the educational programmes.
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.
- The assessment requirements
- The safeguarding and welfare requirements to keep children safe and promote their welfare.

There are seven areas of learning and development that shape educational programmes at Daisyfield Primary School. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the **prime areas**, are:

- Communication and language
- Physical development
- Personal, social and emotional development

The four **specific areas**, through which the three prime areas are strengthened and applied are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Four guiding principles shape practice in our setting. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- the importance of learning and development. Children develop and learn at different rates.

The EYFS Daisyfield Dimensions document is used to guide the planning and objectives, however professional judgement should also be used, for example sharing ideas based on previous experiences; the knowledge of the children and their development

All teachers and subject leaders should have a clear understanding of what their subject looks like in EYFS so that they can build on prior learning and plan for progression.

Books / Recording

In topic books, the initials of the subject should be before the learning objective so that children are aware what subject they are learning about and so work can be easily identified. During 'topic' lessons, the teacher should refer to what subject is being taught, rather than referring to it as topic or theme.

For example: Ge L.O. To recognise features of hot and cold places.

Subjects are recorded in the following books:

Subject	Book
English	English
Handwriting	Handwriting
Spelling	Back of handwriting book
Maths	Maths
Science	Science
Geography, history, DT, computing	Foundation Subjects
PSHE	Journals
Music	Photographs to be saved on Staff Share
Art	Sketch books
PE	Photographs to be saved on Staff Share
MfL	Work to be put in folders
RE	Back of foundation subject book

Teachers should save evidence of work in PE and foundation subjects on the staff shared drive each half term.

Subject Leadership

The role of the subject leader is pivotal in delivering our whole school curriculum aims and they are responsible for the curriculum intent, implementation and impact in their own subject. We aim for all subject leaders to have the knowledge, expertise and practical skills to be able to lead their areas effectively.

Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. All subject leaders are given termly release time but are also expected to continually monitor their subject outside of this time. Subject leaders work alongside the Senior Leadership Team to oversee the delivery of the curriculum through;

- Completing self-evaluation to identify areas of strength and areas to develop
- Creating and executing an action plan to raise standards in the subject
- Ensuring teachers maintain sufficient knowledge surrounding the subject and providing support where necessary
- Analysing assessment information
- Reviewing, contributing and implementing policies
- Regular formal and informal discussions with staff
- Undertaking regular monitoring and evaluation (planning sampling, work sampling, pupil interviews, learning walks)
- Pupil conferencing
- Identifying groups of children including SEND, pupil premium and able, gifted and talented and tracking the progress of these groups.

Each subject has its own policy providing more detailed information on National Curriculum coverage and expectations. Individual subject policies are included in the appendix.

Further information can be found in the Subject Leader's Handbook.

Impact

Our aim is for our curriculum to meet our school's aims and values and meet the needs of all our children including SEND and disadvantaged. Pupils with special educational needs should make good progress inline with their own progress measures.

Quality teaching and learning and robust subject leadership should ensure high standards and success and progress for all children, and a range of enrichment and learning experiences will provide children with a wider view of the world around them.

Assessment

We make ongoing formative assessments of pupil's attainment against learning objective taught in all subjects to track their progress and allow us to provide instant feedback and next steps. In addition to this, we complete summative assessments each term which are recorded on our school's tracking system. These assessments help us with future planning and enable us to monitor the impact of our curriculum.

Further information can be found in our Assessment Policy.

SEND, Inclusion and Equal Opportunities

Here at Daisyfield Primary School, teachers are committed to providing an engaging and interactive education that is accessible to all our pupils. We provide equal opportunities to all children, irrespective of ability, race, religion or gender.

We endeavour to do this by providing learning opportunities matched to the needs of pupils with learning difficulties. We also have the targets that have been set for specific children in their Individual Learning Plan's (IEP), at the forefront of *all* planning. There may be occasions when the resources may be different from those of the class but these will be in keeping with the pupil's IEP.

More able and gifted and talented pupils will be identified and their work challenged and differentiated accordingly. Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Review Date: September 2023