

Two Village C of E Primary School



Curriculum Policy



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1 Introduction

The curriculum is all of the learning and planned activities that we organise at Two Village C of E Primary School in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at our School.

2 Vision and Values

At Two Village C of E Primary School, our curriculum has been devised to enable us to fulfil our vision for our children;

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Our curriculum at Two Village C of E Primary School is driven by our school's vision and values. As a Church of England School we aim to ensure that our vision and values underpin everything that we do in our school, including, most importantly, our curriculum. Our curriculum has therefore been devised around these.

We aim to provide opportunities and experiences through our curriculum, for all of our children, which enable them to achieve their dreams and never give up on their goals. Through our Christian values, our curriculum provides our children with the essential skills and knowledge that they will require to live in their future world, including the development of essential life skills. In order to do this, our children need to develop a greater understanding of global issues and how they can play their part in making our world a better place for future generations.

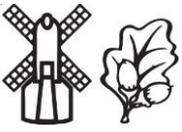
3 Aims and objectives

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens.

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 extend 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 school curriculum.

The aims of our school curriculum at Two Village Primary School are to enable children to:

- Develop a love of learning
- Be aspirational in their hopes and dreams for their future and for what they are able to achieve during their time with us and beyond.
- Access experiences and opportunities which they may not have outside school through visits, visitors with a strong focus on the arts, sport and outdoor learning.



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- Be open-minded, tolerant, fair, respectful and responsible citizens who embrace equality and diversity
- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers / learners who are able to seek solutions creatively and cooperatively
- Develop an enquiring mind and be able to ask questions
- Be confident enough to take risks in their learning
- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self-esteem: be well balanced and healthy individuals
- Have a desire to think about and help local and global communities

4 Organisation and Planning

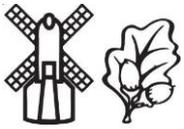
At Two Village our curriculum has been developed as a two year rolling programme. This enables teachers in our one form entry primary school to work collaboratively in key stage phases to plan and teach exciting, inspiring and challenging lessons and provide experiences for our pupils which encourage curiosity.

The curriculum is divided into three 'topics' each year, which change termly. Each term has a specific subject focus which is the same across the school. This enables pupils to become immersed in the subject. During each term, there is a very strong focus on the identified subject, however, other subjects are also taught throughout the term. Within our curriculum plan, learning objectives from the National Curriculum and key skills are identified for each topic to ensure complete coverage of these and clear progression throughout the school.

Each termly topic has an overall theme linked to the focus subject, but also has a 'big question' to be answered and 3 to 4 key concepts to be explored, including at least one of our school's values each term. Children and teachers explore the question throughout the topic, which may lead them to follow a different path than originally intended. The learning objectives and skills identified on the curriculum plans must be covered but are a minimum expectation. Providing the identified knowledge and skills identified are covered, teachers and children are encouraged to take their learning in other directions if it helps them to answer their question and deepen their understanding of the key concepts and world issues.

Our Curriculum Map indicates which topics are taught to which groups of children and in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. In developing our curriculum, areas of learning from different curriculum subjects which contain similar themes or links have been identified and placed together. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways, as well as make links in their learning.

Medium term or topic plans are developed to ensure coverage of the curriculum. These include learning intentions and activities with differentiation identified where appropriate.



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In addition to our main curriculum, we also offer Forest School Sessions for our pupils. These lessons are provided in addition to our core curriculum and provide pupils with the opportunities to take risks, make choices and initiate their own learning, as well as develop a range of important life skills. These sessions also help children to understand, appreciate and care for the natural environment. We also offer a range of extra-curricular activities which take place during lunchtimes or after school. These change termly so that a range of activities can be provided throughout the year.

5 Inclusion

In line with our vision, our teachers set high expectations for every pupil at Two Village and plan work to carefully match pupils' needs. This includes:

- Planning challenging work for pupils whose attainment is significantly above the expected standard
- Planning effective lessons to accelerate learning for pupils who have low levels of prior attainment or come from disadvantaged backgrounds
- Planning carefully adapted, but appropriately challenging lessons, for pupils' working at a lower level, including those identified with additional or special educational needs, with assistance from the school's SENCo as appropriate.

Teachers use appropriate assessment to set targets which are deliberately ambitious.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents and the school's SENCo.

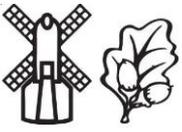
If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice (2015). In most instances, for our pupils with special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

6 The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of



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work and seen within books. The subject leader records how they spend their release time so that this can be monitored.

Subject leaders monitor attainment and progress of pupils, noting the strengths and development points of each subject.

7 Monitoring and review

Planning is monitored by the leadership team and subject leaders to ensure that this is current. A range of monitoring activities are used by the leadership team and subject leaders to ensure the content of the curriculum is delivered, that there is clear progression, that expected progress is made and that work is appropriately matched to pupils' needs. This includes the use of book looks, learning walks, lesson dips or observations and pupil surveys or discussions. Subject leaders also monitor the way in which resources are stored and managed. In order to continually improve and refine our curriculum, pupils and staff are also asked to complete a form to evaluate each termly unit to identify how successful this has been. Any development points are utilised by subject leaders to further develop/improve the curriculum.

8 Assessment

Assessment in English and maths is completed using an electronic tracking programme called Target Tracker. This enables staff to identify the attainment of different groups of pupils and the progress that they are making. For all other subjects within the curriculum, at the end of a unit, teachers record whether children have achieved specific National Curriculum objectives and associated skills relating to that unit of work.

Policy Approved by Governors: 4th February 2020

Review Period: 2 years

Next Review: February 2022