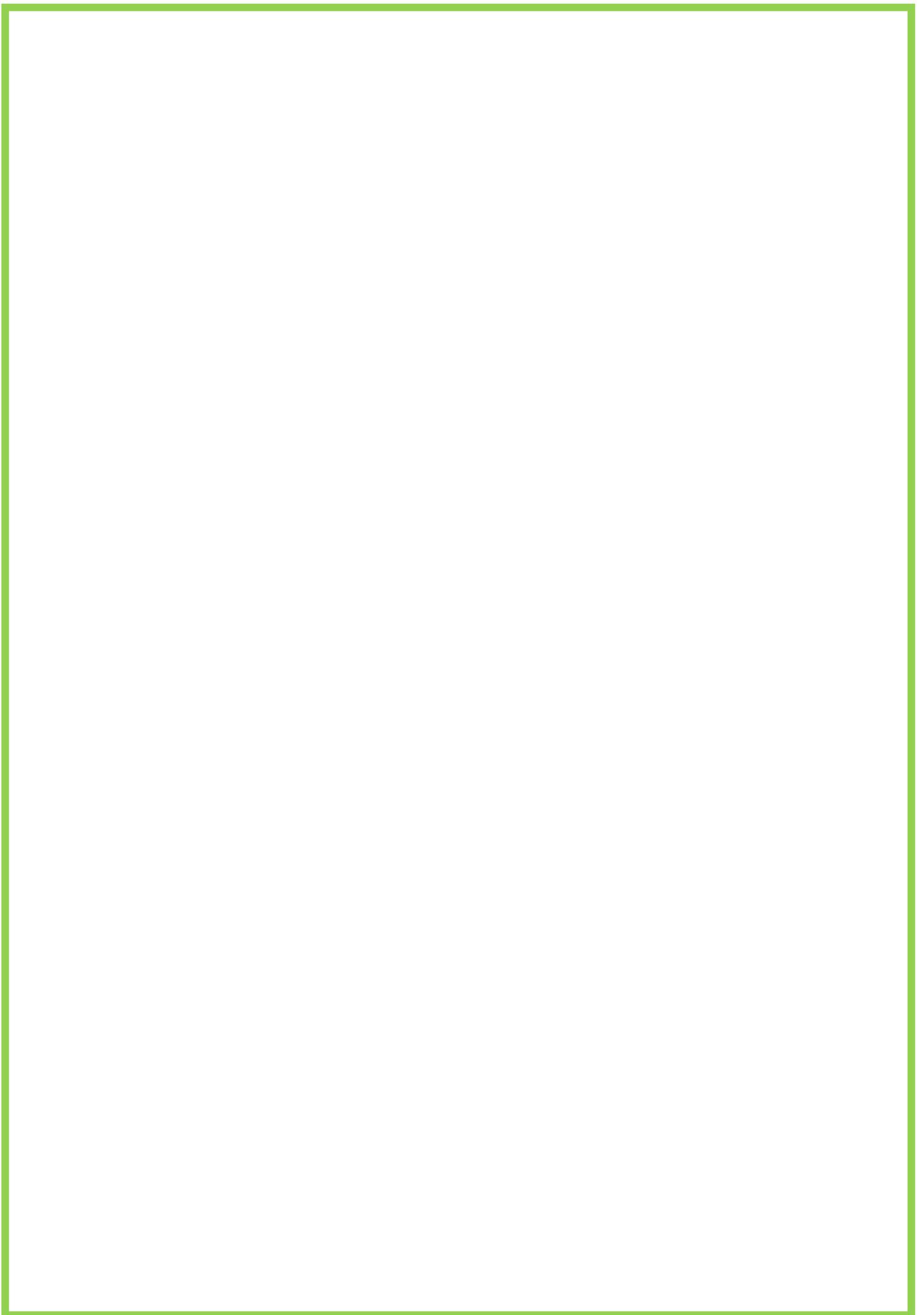




# Steam Mills Primary School

## **Curriculum Policy**

[Article 29](#) (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment



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## Statement of intent

At Steam Mills Primary, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

# 1. Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills and knowledge necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

UNICEF Rights of a Child Article 29

*Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and environments.*

At Steam Mills Primary we have developed a curriculum which is broad, balanced and academically rigorous. We want our children to leave our school able to make a positive contribution to their communities and to understand the world and their place within it. Our curriculum is based on the National Curriculum designed to expose the children to the world outside of their immediate experiences. With knowledge and skills as its core and a focus on developing the vocabulary of every child and this links to **our Key Drivers – Aspiration, Communication and Knowledge of the World.**

We are refining our curriculum based on research about the memory and how it works so that not only do children learn 'the best that has been thought and said' but are taught in a way that ensures children remember their learning and take it with them as they move on. We make use of knowledge organisers (which are sent home regularly) to ensure children know exactly which information is expected to be learned during a particular theme. We place particular emphasis on children knowing by heart and building rich webs of knowledge as they progress through the curriculum and parents can support this by quizzing the children on the contents of the knowledge organisers sent home (Y1-6).

## EYFS

Children in the Early Years Foundation Stage are taught using the EYFS framework with an emphasis on developing key skills, knowledge and understanding through direct teaching, objective led planning and structured enhanced continuous provision.

## English

In English we teach a broad curriculum covering reading, writing, grammar and oracy. Our approach to the teaching of writing is led through the use of high quality texts, including digital texts. Through this, the children's knowledge of literature is improved.

Opportunities for the teaching and learning of writing are as follows:

- Phonics and spelling: Five daily 20-30 minutes Phonic sessions in Key stage 1 and Reception.
- Emergent writing: In Reception, children are given regular opportunities to write freely within a particular genre and across the curriculum. This gives them the opportunity to become emergent writers.
- Shared Writing and Text Analysis: Within each teaching sequences shared writing and text analysis is a key part.
- Guided Writing/Independent Writing: Each teaching sequence ends with an opportunity for guided and independent writing. There are also frequent opportunities for short burst writing opportunities in Key Stage 2 independent writing throughout the other curriculum areas from Year 1-6.
- Extended writing: Throughout the term there are opportunities for extended writing. On a termly basis samples of these extended writing outcomes are used for assessment purposes.

- Handwriting: From Reception, children are introduced to letter formation. The rest of the school has adopted a cursive handwriting script and this is taught and reinforced regularly in Key Stage 1. As children move through the school opportunities to practice handwriting continue and when the class teacher feels a child is able to join fluently they are encouraged to write in pen.
- Spelling: Children from Year 1 to Year 6 are given spellings each week to learn at home. Children are tested on these words weekly.

Work is marked and assessed in line with the marking and assessment policies and the teachers take part in school moderations as well as opportunities to collaborate with other schools. Work is assessed using the South Gloucestershire Age Related Expectations objectives (Integra).

## **Reading**

The opportunities for the teaching and learning of reading are as follows:

Class Reading  
 Guided Reading  
 Independent Reading  
 Reading Challenges  
 Phonics

Children will be given reading books to take home each week which follow the school reading scheme (it is typically expected that children will remain on the scheme until the end of Y4). As soon as a reading book is completed, another will be issued. It is helpful if parents can make a brief comment in their child's reading record/homework diary to let us know how they are getting on with their reading at home. We greatly appreciate parental support in this area, and encourage parents to listen to their child read regularly. We expect children to bring in their reading books every day so that they can be read at school too. Children will also choose a school library book to take home each week for the sole purpose of reading it for pleasure: this could involve enjoying the text together as a family.

## **Phonics**

Phonics is the foundation that all other education is built upon and having the right phonics programme in place can make all the difference to a schools' performance. The Monster Phonics (DfE Validated) programme has been designed by teachers for teachers, supported by a range of comprehensive resources and phonics books that meet the criteria of the Ofsted Primary Framework. We offer a systematic multi-sensory way to teach phonics allowing children to advance more quickly. MP covers all the statutory requirements of the DfE Letters & Sounds and the KS1 National Curriculum for synthetic phonics-based reading and writing. Children are taught according to their school year, with extra precision teaching offered to those who find it difficult to retain or blend the sounds learned. Children in KS2 also receive precision teaching if they have failed to pass the phonics screening check at the end of Year 1, or the retake at the end of Year 2.

Children who are developing their phonic knowledge will also bring home a phonically decodable book matched closely to their phonic phase.

## **Mathematics**

The Maths Curriculum is delivered in line with the National Curriculum 2014 and Early Years Curriculum so the children develop skills in Fluency, Reasoning and Problem Solving. We use the Mastery approach to plan Maths in school with coherent learning journeys and small steps planning so the children develop a deep and sustainable understanding of the subject.

These small steps are predominantly guided by Can Do Maths which utilises the Mastery Approach, however teachers are able to exercise their professional judgement and develop key learning steps if this is in the interest to further the children's understanding. We teach using the Mastery approach so pupils have lots of opportunities to develop their mathematical understanding through discussion and investigation which will enable them to develop greater fluency in their mathematical development. The approach utilises the use of concrete and pictorial representations so children build a secure understanding of the structures that underpin the 'maths' from EYFS up to Year 6 – this will enable them to have firm foundations to build upon as they progress through their academic career and into later life.

## **Science**

We have developed a bespoke, knowledge-rich curriculum which gives children access to a broad knowledge in Science. A well sequenced programme that builds knowledge and vocabulary in a well thought out way and ensures that learning is remembered long term through our use of Knowledge Organisers, mind mapping and learning evaluations. Our Science curriculum is structured over a two-year rolling program in KS1 and KS2. We ensure content meets and exceeds the national curriculum and have introduced Liz Greensides 'Rainbow Continuum' to ensure cross-curricular progression in skills. As children progress through their year groups, they build on their skills in working scientifically, as well as their scientific knowledge, as they develop greater independence in planning and carrying out fair and comparative tests to answer scientific questions.

## **Languages**

When the children enter Year 3, they begin to learn French using the language program Salut! The activities are based around texts, activities and songs. As the children move into Y5 and 6, there is more emphasis on teaching the children to write in French as well as read and understand simple texts.

## **RE.**

At Steam Mills School we foster a culture of tolerance, understanding and diversity which is embedded in the Religious Education syllabus.

We teach Religious Education based on the Gloucestershire SACRE curriculum. The children will study a range of religions and religious practices including Christianity, Islam, Judaism and Hinduism. If parents have any questions about our RE teaching, please ring the school to make an appointment with our RE leader.

## **Art and Design**

In Art, pupils will learn about some of the most famous pieces of art that have been created and the artists that created them. They will also learn how to produce their own pieces of art in a range of different forms. We place great emphasis on teaching pupils to draw with a structured drawing programme in KS2 that builds up children's skills over time. We ensure pupils have lots of chance to practice the basics so that they are able to use their knowledge to create their own pieces of art at the end of a unit of study.

## **Design Technology**

Our Design Technology curriculum is based on the planning provided by the Design and Technology Association. Pupils take part in designing, making and evaluating a range of different projects.

## **Computing**

We base our Computing curriculum on the Purple Mash scheme of work and encompasses the Knowledge of a Connected World document which ensures pupils gain a solid grasp of the knowledge, skills and understanding needed to move onto further study at KS3. At the start of every school year, the children will look at ways of keeping themselves safe in a digital world.

## **History and Geography**

We have developed a bespoke knowledge-rich curriculum which gives children access to broad knowledge in subjects such as History and Geography. We have a well-sequenced programme that builds knowledge and vocabulary in a well thought out way and ensures that learning is remembered for the long term. We ensure content meets and exceeds the national curriculum.

## **Music**

We currently use the [Charanga](#) scheme of learning for our music teaching throughout school. This is a well-structured programme of learning that builds pupils' knowledge, skills and understanding in music giving them time to study important pieces of music and also to learn how to create music. Alongside this programme, we use the [BBC Ten Pieces](#) resources to teach our pupils about significant pieces of classical music.

Every year KS2 children get the opportunity to learn an instrument through Gloucestershire Music's Whole Class Ensemble programme. This has included violins, ukulele, samba and flute.

## **Physical Education**

Our PE curriculum is based the National Curriculum, with a focus on fundamental movements in the EYFS. Children in Y1-6 swim every year, whilst children in YR-4 have Gym sessions at the local Gymnastics centre. We use our Sports Premium to fund specialist teachers to work alongside our staff each week and have introduced Yoga as a part of our curriculum.

## **PSHE**

We teach PSHE based on the SCARF curriculum including Sex and Relationships – this is used to enhance the GHLL Pink Curriculum. These lessons are taught explicitly however we may provide additional learning opportunities that incorporate our core values at Steam Mills Primary.

We provide clear communication to parents and carers about our teaching regarding Sex and Relationships, including sharing resources where appropriate, and invite open discussion regarding the children's individual needs.

## **Curriculum Diversity**

Our curriculum promotes diversity through the study and celebration of a wide range of famous people including women who were prominent in their field. Additionally, we have ensured that our 'Themes,' or learning opportunities within other subjects across the school, give the children the opportunity to develop understanding across the world. Steam Mills believes in promoting understanding of the world through Rights Respecting and British Values; we utilise opportunities for this through texts/book selections and assemblies.

## **Trips and Visits**

Each year group has at least one trip or visit to enrich their curriculum and we also invite people in to school to work with children to provide further learning opportunities. Additionally, we also use Now Press Play to offer experiences to children in a range of subjects.

## **Classroom-based learning:**

Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in [section 6](#) of this policy.

**Extra-curricular activities:** We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

## 2. School ethos and aims

2.1. The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

2.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.

- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

### **3. Legal framework**

3.1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2011
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

3.2. This policy operates in conjunction with the following school policies:

- Homework Policy
- Marking and Feedback Policy
- Equal Opportunities Policy
- PSHE Policy
- Extended Services Policy
- Relationships and Health Education Policy
- SEND Policy
- Teaching and Learning Policy

### **4. Roles and responsibilities**

4.1. The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Executive Head Teacher, Curriculum Lead, subject leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The Executive Head Teacher and Curriculum Lead are responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

#### 4.3. Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the Executive Head Teacher and Curriculum Lead, when requested.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the Curriculum Lead and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring all pupils are given work that is appropriate for their stage and are appropriately challenged.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Executive Head Teacher.
- Working to close the attainment gap between academically more and less able pupils.

#### 4.4. Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the Executive Head Teacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

4.5. The SENCO is responsible for:

- Collaborating with the Executive Head Teacher, Curriculum Lead and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

## 5. Organisation and planning

- 5.1. The school's curriculum will be delivered over 190 days and will be delivered throughout the school week/term.
- 5.2. Each school day will be split into three sessions and pupils will receive at least one break (lunch).
- 5.3. Subject Leaders of Foundation subjects will provide Long Term Subject Overviews on a two-year rolling programme
- 5.4. A theme overview is agreed by the staff and each core theme per term will have an agreed Knowledge Overview and Knowledge Organiser
- 5.5. Teachers will provide MTPs for other foundation subjects and lesson plans that incorporate progressive knowledge, skills and vocabulary. The Key Drivers will underpin the planning for all children.
- 5.6. All new 'theme' learning will start with a Lesson '0' to elicit what children already know and help them develop links to prior learning (schema)
- 5.7. Core Subjects have their own policies linked to planning expectations
- 5.8. In general, lessons will consider these core areas:
  - **A WIL** – so children know what they are learning
  - **Knowledge** – considering progression and knowledge and building retrieval opportunities for the children

- **Skills** – children will be building on subject specific skills that will enable them to complete tasks
  - **Vocabulary** - children will have opportunities to explore vocabulary across the curriculum so they are able to communicate effectively in range of contexts.
- 5.9. Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.
- 5.10. The different learning techniques include:
- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
  - **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
  - **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
  - **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
  - **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
  - **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils' coordinate series of events.
  - **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.
  - **Quizzing** to build children's memory – both declarative knowledge (what they know) and procedural knowledge (skills – the how)
- 5.11. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place to extend and support those that require it.
- 5.12. Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.
- 5.13. A full list of subjects covered in school can be found in [section 6](#) of this policy.
- 5.14. Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.
- 5.15. Disadvantaged pupils and those with SEND and EAL will receive additional support – this could include dedicated time with TAs and access to specialist resources and equipment where required.

- 5.16. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.
- 5.17. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- 5.18. Planning will be used to identify any possible difficulties/misconceptions within the curriculum and will break down barriers to learning.
- 5.19. Any difficulties identified will be addressed at the outset of work.
- 5.20. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

## 6. Subjects covered

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year.
- 6.2. The school will have due regard for the 'Statutory framework for the early years foundation stage'.
- 6.3. The school will ensure every pupil has access to the following core subjects:
  - English
  - Maths
  - Science
  - RE
  - Relationships and Sex Health Education
- 6.4. The school will ensure pupils also have access to the following foundation subjects:
  - Art and design
  - ICT
  - Design and technology
  - **[KS2 only]** Languages
  - Geography
  - History
  - Music
  - PE
  - PSHE

## 7. PSHE

- 7.1. Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.
- 7.2. The school will ensure aspects of PSHE are covered within class lessons, whole school assemblies, themed days and through school visitors. Topics covered within this could include:
  - Antbullying
  - Celebrating different cultures
  - Environmental issues
  - Crime and punishment
  - British values
  - E-safety
- 7.3. All provisions made regarding PSHE lessons will be made in line with the school's **PSHE Policy**.

## **8. Reporting and assessment**

- 8.1. Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.
- 8.2. Homework will be set on a weekly basis in accordance with the school's Homework Policy.
- 8.3. Informal assessments will be carried out termly to measure pupil progress i.e. non-chronological reports/fact files about the overall theme, quizzes. The results of the assessments will be used to inform future planning and target setting.
- 8.4. Pupils will receive feedback about their work (verbal or written) so they can make progress and teachers can use this as formative assessment.
- 8.5. Results of informal assessments will be recorded and reported back to the Executive Head Teacher, pupils and pupils' parents.
- 8.6. Pupils will also complete national assessments. The results of these assessments will be reported back to the Executive Head Teacher, pupils and their parents.
- 8.7. Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.
- 8.8. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

- 8.9. All reporting and assessments will be conducted in line with the school's Assessment Policy.

## **9. Equal opportunities**

- 9.1. There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

- 9.2. The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

- 9.3. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

- 9.4. The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

## **10. Supporting pupils with SEND**

- 10.1. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

- 10.2. Pupils with SEND may work with TAs or the Class Teacher in smaller groups as needed to work on topics covered in lesson to ensure they reduce the gap in learning.

- 10.3. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum, and when appropriate, adapted to suit their needs.

- 10.4. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.

- 10.5. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

## **11. Extra-curricular activities**

- 11.1. The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- 11.2. Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.
- 11.3. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity may be adapted so that the pupil can take part if appropriate.

## **12. Monitoring and review**

- 12.1. This policy is reviewed **annually** by the SLT and the **governing board**.
- 12.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- 12.3. The scheduled review date for this policy is September 2022.