



St Michael's VA C of E Primary and Nursery School

Curriculum Policy

Review cycle: Yearly	Last reviewed on: February 2023
Approved by:	Next review due by: Spring 2024

School aims and values

Our vision statement:

Dream, Believe, Achieve

We are a school, rooted and inspired by Christian values, which nurtures children to achieve infinitely more than we might ask or they may dream; empowering them so they can flourish as confident citizens now and in the future.

· Ephesians 3:20 "Now all glory to God, who is able, through his mighty power at work within us, to accomplish infinitely more than we might ask or think."

Our aims are as follows:

Dream

Dream of a child that **shares** their dreams, hopes and aspirations
Dream of a school that sees the **potential** in every child
Dream of community built on mutual **respect, care & love**
Dream of a world where everyone has **equality** of opportunities

Believe

Believe that through **nurture, learning, hard work** anything is possible
Believe in a broad curriculum that seeks to develop **wisdom**, to enable **commitment, confidence** and **delight** in learning
Believe that honouring **relationships, community & diversity** enables people to **flourish** together
Believe that all people are created in the image of God & that we are all called to be **wise** stewards of our world.

Achieve

Achieve our goals though dealing **wisely** with difficulty; **creatively** with challenge and with **resilience** through adversity
Achieve a school built on Christian values, excellence in education & **joyful** encounter
Achieve community which reflects the love of God through **service, diversity, inclusivity & respect**
Achieve the growth of **peacemakers, justice** fighters, **joy** bringers, **light** bearers and **hope** givers for our world.

Introduction

This policy outlines our curriculum at St Michael's and is based on our aims of dream, believe, achieve. This policy is an overview and for detailed information on subject areas should be looked at in conjunction with the intent, implementation and impact statements for each subject which can be found on our school website.

Aims

We aim to:

- Inspire a love of learning in all pupils, nurturing curiosity in the world around them
- Develop children's ability to be resilient in overcoming difficulties and to persevere in all areas of their learning and interests, relishing a challenge
- Deliver a curriculum where a love of books and reading is at the heart of what we do
- Support children in becoming confident communicators in a range of situations
- Develop strong partnerships between children, staff and parents
- Ensure the statutory entitlement of every child to a balanced provision of all subjects within the National Curriculum is met
- Ensure all children achieve well in all aspects of the curriculum, making appropriate rates of personal progress so they can leave St Michael's fully prepared for the next stage of their education
- Facilitate children's acquisition of ideas, knowledge, skills and qualities of character which will help them to develop intellectually, emotionally, socially, physically and morally.

Our Curriculum, Organisation and Planning

Our yearly curriculum overviews show what subjects and units of work will be taught each half term. We have carefully planned our curriculum to ensure that children have subjects blocked into half terms to help consolidate knowledge and skills in that subject area. At St Michael's we cover the following National Curriculum subjects:

	KS1	KS2
English	We have planned out units of English work linked to texts. Many of these are linked to the Key Stage theme for the half term. We have a sequence to support teachers in planning English units. See the intent, implementation and impact statements for information on phonics, spelling, handwriting and reading.	
Maths	We use the White Rose Maths scheme of work.	
Science	6 units taught over the year in half termly blocks.	
RE	Our RE curriculum is in line with the Norfolk Agreed Syllabus and was written with the Diocese of Norwich. Children cover 5 units over the year in half termly blocks.	
Art and Design	3 units taught over the year in half termly blocks, one lesson a week.	
Design and Technology	3 units taught over the year in half termly blocks, one lesson a week.	

Music	3 units taught over the year in half termly blocks, one lesson a week.	
PE	We use the Twinkl Move PE scheme. Children have 2 PE lessons a week throughout the year.	
Geography	3 units taught over the year in half termly blocks, one lesson a week.	
History	3 units taught over the year in half termly blocks, one lesson a week.	
Languages (French)	We do not teach languages in KS1.	We follow the Twinkl Plant French Scheme. Children have 6 blocks of French over the year.
Computing	We use the Purple Mash units of work and have organised these into blocks. Computing is taught for 3 half terms a year.	
PSHE	We use the PSHE Association Programme of Study for PSHE Education. We have linked this document to Outdoor Explorers wherever possible. For areas that do not link to Outdoor Explorers, such as some areas of 'Health and Wellbeing' and 'Living in the Wider World', we cover this in special weeks and days planned throughout the school year. We also use the Twinkl PSHE resources, with KS1 and KS2 following the same themes each half term. These lessons are through discussion and are taught once a week. The themes for the year are shown on our termly overviews.	
Outdoor Explorers	We use the PSHE Programme of study to support Outdoor Explorers planning. Children have 3 blocks of Outdoor Explorers lessons over the school year.	
RSHE	We use the scheme created by Educator Solutions. Children have 6 lessons over each year, 1 lesson each half term.	

Subject leaders have created intent, implementation and impact statements for each of these subject areas. Where a specific scheme is not used, Subject leaders have created unit plans to ensure there is consistency in the knowledge, skills and vocabulary covered.

Class teachers use the unit plans to create a sequence of lessons which will enable children to explore a subject and then create a piece of work that celebrates and demonstrates their learning in that unit. These lesson sequences may be planned using PowerPoint slides or on the St Michael's lesson sequence template. Short term weekly plans are created for Maths and English lessons, again using PowerPoint slides or the St Michael's weekly lesson plan format. These plans set out the learning intentions and the activities that will be used in the lessons. These plans may be adapted throughout the week based upon ongoing assessment and the needs of the class.

Our EYFS curriculum is carefully sequenced to help children to build their learning over time and reflects our commitment to the 'Educational Programmes' set out in the EYFS Statutory Framework. It is flexible in approach to ensure we can use children's interests and fascinations as drivers to enable them to become powerful learners. Our EYFS curriculum for Reception has the themes and knowledge clearly planned to ensure

that teachers in KS1 can refer back to prior learning. These can be viewed on our website in the EYFS area.

We believe that Year 1 is an important transition year for children. We build on the work in EYFS by beginning the year using continuous provision, using routines and classroom layout familiar to children to develop their confidence. Children have daily carpet time lessons for Maths, English and Phonics. Other subjects are covered through a carpet time lesson and independent challenge activities. Over the course of the year we build up more whole class teaching and lesson time so that children have good behaviours for learning and are ready for whole class lessons in the summer term of Year 1.

Trips, visitors and out of school clubs play an important part of school life, enriching opportunities for learning, personal growth and deepening interests. We have regular visits to our local library and seek out opportunities for visits linked to our class themes. We also take advantage of inter-school PE competition opportunities. Class teachers also plan and delivery a variety of clubs throughout the year.

Formal Summative Assessment

We have a clear assessment schedule that has been developed to make it clear for staff to know what formal assessment needs to be carried out when and how data will be collected. We have assessment weeks planned in for each half term when formal assessments will be carried out. We use the following assessments:

Subject	EYFS	KS1	KS2
Phonics	Little Wandle letters and sounds revised.	Little Wandle letters and sounds revised	Little Wandle rapid catch up assessment for any children continuing phonics lessons
Reading		Little Wandle reading assessments as appropriate Accelerated Reader in Y2	Accelerated Reader Rising Stars
Maths - reasoning	N/A	White Rose Maths	White Rose Maths
Maths - arithmetic	We use a teacher led assessment sheet for key maths skills in YR.	End of term – white rose maths Half terms – teacher judgement made based on in class learning from end of reception	End of term – white rose maths Half terms – teacher judgement made based on in class learning from Y2

We use Pupil Asset to track children's progress. In YR the levels are shown as 'On Track', 'Not on Track' or 'Well Below'. For KS1 and 2 the Foundation Subjects are assessed against 3 levels – 1 below, 2 expected and 3 above expected. For Maths, Reading, Writing and SPAG we use scales 1 to 9, with 1 working well below the expected level, 5 working at the expected level and 9 well above the expected level. We use point in time assessment, using our teacher judgement to think about the work children have completed in class and the objectives we have been working on. To support in levelling children's work we have class assessment sheets with statements for working at the expected level, working towards the expected level and above the expected level for particular units.

Classroom Practice

Our teaching is dedicated to making sure that all children can build skills, knowledge and understanding across all lessons. We believe that children learn best when:

- They are happy and feel safe
- They can explore, experiment and experience
- There are clear and consistent expectations
- They are challenged and supported
- They are interested, curious and motivated
- They have the confidence to be able to reflect on their mistakes and use them as learning opportunities
- They experience high quality teaching time
- The physical learning environment is stimulating and well resourced.

To reinforce these principles we:

1. To help children feel happy and safe, we will:

- treat them fairly and consistently
- show them that we work closely with their families in support of their welfare and education
- smile at them, greet them and ask about their welfare so that they develop positive, trusting relationships with adults
- value their ideas and opinions and make time to listen to what they have to say
- offer opportunities to take part in circle time, role play, show & tell, collective worship, school council, eco team etc.
- build children's confidence, self-esteem and resilience
- provide opportunities for relaxation or energising in and between activities
- ensure that the school is visually attractive and welcoming
- ensure that they feel 'ownership' through personal spaces, name tags, classroom responsibilities etc.
- rigorously implement equalities and behaviour for learning policies

2. To help children explore, experiment and experience, we will:

- provide interesting topic related resources to use and learn from and be able to ask questions about
- look for every opportunity to identify success
- provide opportunities for child-led exploration and investigation
- ensure ICT is used as an integral part of learning
- invite members of the local and wider community to share with children their knowledge and experiences
- celebrate variety in culture, religion and language
- provide a broad and inspiring curriculum

3. To help children by ensuring that there are clear and consistent high expectations, we will:

- implement the school behaviour for learning policy consistently
- give children clear goals and time limits
- have high and clearly communicated expectations through the St Michael's Behaviour Curriculum that every adult on the school premises will set a good example as a member of the community
- involve them in self-assessment and target setting
- explain the learning expectations clearly
- ensure that they experience success and praise every day

4. To help children by ensuring that they are challenged and supported, we will:

- inform parents about our curriculum and learning objectives
- use assessment procedures to track their progress and identify their learning needs
- Use a range of resources appropriate to the children's needs
- communicate regularly with parents about their progress
- communicate to children's families that we value their contribution
- set home learning appropriate to their age and ability
- look for opportunities to catch children doing well and to celebrate it

5. To ensure that children are interested, curious and motivated learners, we will:

- provide high quality teaching
- be role models, showing ourselves to be active, curious and enthusiastic learners
- provide opportunities for them to apply their learning in practical contexts
- display their work and help them to display their own work attractively
- give them opportunities to discuss their learning
- talk to them about their own lives, hobbies, interests and cultural background

- ensure that a range of learning and teaching styles are used in lessons
- use children as 'experts'
- use educational visits to enrich learning
- provide a range of extra-curricular activities

6. To give children the confidence to be able to reflect on their mistakes and use them as learning opportunities, we will:

- encourage parents to be lifelong learners, actively engaged with their children's learning both in and out of school
- plan lessons that are adapted to meet the needs of individual children
- give children opportunities to ask questions and improve their work
- show respect for them and their contributions, both verbally and through marking and feedback
- Use colour coding for marking, including 'think pink' and 'green means great', giving time for children to reflect and respond using their 'purple polishing pen' where appropriate.
- involve them in age appropriate self-assessment and the identification of new targets
- involve them in collaborative working
- involve them in peer assessment

7. To help children experience high quality, lessons we will:

- implement our principles for effective teaching and learning (see next section of the policy)
- provide teachers and teaching assistants with support and targeted professional development
- monitor the effectiveness of our teaching through learning walks, drop ins, formal lesson observations and staff meetings

8. To ensure that the learning environment is stimulating and well resourced, we will:

- ensure that classrooms are tidy and free of clutter
- have appropriate resources according to the varying needs of the children
- ensure that resources are accessible to children and that they can work independently
- vary the learning environment, using outdoor spaces and educational visits
- Create informative, interactive and celebratory displays.

Effective Teaching for Learning

Good learning happens when lessons start well, have great teaching, involve lots of independent learning and leave plenty of time for review and reflection.

Effective teaching...

- is clear about the learning intention and success criteria
- is clear about what the outcome will 'look like'
- identifies what prior learning is required and what the next steps would be so that we can be flexible and adapt our planned teaching to the needs of the children
- demonstrates good subject knowledge
- uses assessment for learning techniques to ensure children make progress during lessons and over time
- provides appropriate modelling and demonstrations
- breaks the teaching content into logically arranged, manageable chunks
- provides plenty of opportunities to practise
- gives clear, differentiated explanations and instructions
- ensures that we draw out children's responses and avoid too much teacher talk
- is enthusiastic and motivated
- fully engages classroom support staff in the teaching and assessment process
- maintains good pace throughout the lesson
- creates a positive and pleasant working atmosphere using praise and positive language
- uses games, play, humour, drama, music, and competition to enliven our lessons
- uses whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating 'what, how, why')
- provides opportunities for children to experience awe, wonder and reflection
- ensures all children are actively engaged in the learning process
- inputs new information using combined visual, auditory and kinaesthetic strategies
- maintains high expectations throughout
- encourages and responds positively to children's questions
- is adapted in the light of continuous assessment of children's progress.

Independent learning is effective when...

- children use the success criteria to support their learning
- children are encouraged to be independent and have opportunities to choose their own strategies for learning
- children are allowed to 'take risks' (risk being wrong) in their learning
- children are engaged in a range of independent and collective/collaborative, group-based learning activities, including peer teaching, peer-assessment, talking/work partners, hot seating, role-play etc.
- tasks are planned according to the needs of the class

- scaffolding techniques, such as planning frames and working walls, are used to support children in their thinking and when completing work
- activities involving problem solving and creative thinking are provided
- there are clear expectations for learning outcomes
- most tasks have time deadlines
- children are given opportunities to use new knowledge and skills in a variety of contexts
- children are aware of their personal targets for learning
- 'hands on' learning experiences are provided.

Review and reflection

Opportunities for review and reflection may be through marking children's work, 1:1 discussions with children or as a whole class. Effective features of review and reflection include:

- misconceptions are identified and learning is clarified
- self and peer assessment used as appropriate
- gives positively worded, constructive oral and written feedback on their work and how they can improve
- employs a range of assessment for learning techniques
- gives feedback related to agreed targets
- praises, rewards and shares success
- provides children with opportunities to make links to other learning, by reflecting on how learning might be applied to new situations
- enables individuals, pairs and groups to report back to others
- enables children to share what they have learned and can do
- enables children to ask questions of others
- provides opportunities for children to consider future learning.

Christian Values and Ethos

In our daily practice we include links to our aims of 'Dream, Believe, Achieve'. These aims are rooted in Christian values of generosity, hope, love, courage and respect. We offer opportunities for reflecting on how others have achieved their dreams, such as when learning about famous people from the past. We encourage children to share, reflect and think about how they can achieve their own dreams as well as helping others achieve theirs. We encourage children to take care of their environment, both inside and outside, being caretakers of the world. Opportunities are offered for children to play a role in the wider school community, such as being a member of the Eco Team, School Council or a librarian. Children also experience their place as a global citizen through links with a school in Mombasa and, more locally, events such as collecting produce for harvest festival or singing Christmas carols to the community of Aylsham.

SMSC

There are numerous opportunities for supporting children's SMSC development throughout all areas of the curriculum and children encounter SMSC on a daily basis.

Our daily Collective Worship provides many opportunities for spiritual development, with children being encouraged to show respect for others' beliefs, feelings and values. RE lessons provide children with knowledge of a range of beliefs as well as offering opportunities to reflect on their own beliefs and perspective on life. Forest School provides fantastic opportunities for children to feel connected to the natural world and other children in the group, with children leading their learning with imagination and creativity. Throughout the curriculum, teachers model a sense of enjoyment and fascination with learning, encouraging children to reflect on their experiences.

We have clear Golden Rules which are applied throughout the school and offer opportunities for discussing these, along with looking more closely at what some of them mean, such as thinking about how we can show respect. Wherever possible, we use examples in story books to support these discussions of right and wrong. To support children in the Golden Rules we use Class Dojo as a reward system, with the children helping to identify what we should get rewards for.

We aim to offer children a wide range of opportunities for social development. Within classes, children have the opportunity to volunteer for roles, such as helping to look after part of the classroom or being a 'helping hand' for the day. Children can also put themselves forward for roles on our Eco Team and the School Council. Throughout our monitoring of our curriculum we use pupil voice to ensure we can capture the children's thoughts and feelings on different subjects. Each child at St Michael's is part of a House Group. These are mixed age groupings across the school and, when COVID-19 restrictions allow, we offer opportunities for children to work in these groups in Collective Worship, as reading buddies and for special days throughout the school year. Children also have the chance for presenting to others, both in the classroom setting and in front of the wider school community.

Children have many opportunities to participate in artistic, musical and sporting activities. Children show pride in the artwork they create for art exhibitions and cards that can be purchased by families to raise money for the school. We encourage children to develop an interest in music through 'music of the month' activities, where children listen to a range of different music and composers. Where possible we also enjoy having visitors to the school to inspire children to play musical instruments, as well as singing groups and a choir to perform in the local community. We take part in sporting and adventurous opportunities, with inter-school competitions and on trips. Each year we have a special week to celebrate diversity and understand how we are all unique, but these themes run through our Collective Worship and are linked to lessons throughout the year.

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 from disadvantaged backgrounds
- 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.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEN register for a short period or a long period of time. Children's needs will therefore be reassessed regularly in order to ensure that the provision is suitable and supports every child's development.

We use ongoing assessment to ensure that all children receive the right support to facilitate their learning and progress. We use a range of techniques to ensure that lessons are accessible to all learners, such as:

- Use of hands on equipment and activities
- Use of visual timetables in EYFS and KS1 for all children and for specific children in KS2. Use of timers and now and next boards can also be useful to support children in completing work and moving onto the next task.
- Use of support staff and teacher support within the lesson – this may be to support the child in understanding the instructions or to work with a child or group for part of an activity
- Well organised classroom resources that children can use to support their learning, such as class resources and working walls or personal resources that children keep in their trays
- Well organised and clear routines for learning so that children know for example where to put their work when they have finished, use of resources that build throughout the school, for example 10s frames in maths.
- Structure of lessons, such as phonics, are generic so that throughout the school the children know what to expect.
- When planning lessons, teachers think about what differentiation is required for the lesson to be accessible to all children. For example, will different levels of worksheet be required, or can children use other resources to support their understanding? Will an adult work with the child to get them started or check in with them during the activity?
- Groupings within lessons are flexible to ensure that children can work with a range of other children and staff where appropriate.
- Use of clear, direct instructions. This may be supported with simple written or drawn instructions to help children remember what they need to do.
- Use examples and modelling to make it clear what children need to do
- Break lessons into smaller manageable chunks with regular check ins to monitor understanding in the class
- Incorporate visual, auditory, written, spoken and kinaesthetic learning to help all children engage with learning
- Give specific, positive feedback and praise, with any areas for improvement delivered in a constructive way
- Assessment identifies children who require additional support which is put in place on either a 1:1 or group basis, depending on the needs of the child.

- We have a nurture facility to support children emotionally and assist in providing effective additional support in the classroom.

Teachers will also take into 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.

Roles and Responsibilities

As a staff team we have worked together to develop themes for each Key Stage to enable colleagues to support one another in planning and delivering units of work. The subject leader for each subject is responsible for creating unit plans for teachers to use when planning their lessons. These unit plans show the National Curriculum links, the key knowledge to be taught, key vocabulary linked to the unit of work and the subject skills. Subject leaders have created skills progression documents to ensure that whatever year group children encounter a subject, they have the opportunity to develop subject specific skills. Subject leaders are responsible for ensuring that the units identified on our yearly overview are being taught by class teachers as well as monitoring the subject through carrying out learning walks, talking to children (pupil voice), book looks and in discussion with class teachers. Subject leaders are given non-contact time every third week in place of a staff meeting to ensure that these responsibilities can be carried out.

Class teachers have the responsibility to produce class specific medium and short term planning for their pupils, ensuring they use the prepared unit plans as the basis for what will be taught in a subject. Class teachers also ensure they follow the yearly overview to ensure that they can make links to prior learning and that teachers in future years know what has been taught to each class. Class teachers support the subject leader by informing them if there are particular resources that would be useful and by keeping the current resources organised for future use.

Our governors work with subject leaders and have regular meetings and monitoring weeks planned in throughout the year. Each governor is designated with a subjects to monitor and informed as to which staff are subject leaders.

Monitoring and Evaluating

Subject leaders are responsible for monitoring and evaluating their subjects. Over the year this will include learning walks, book looks, pupil voice and discussion with staff. Subject leaders will use monitoring to inform action plans for their subjects. Subject leaders are given time every third week in place of staff meetings and this can be used for some monitoring, such as book looks, monitoring the learning environment and resources. We also have a monitoring schedule to ensure that subject leaders have release time in the day when needed.