

# St Michael's C of E School



## Curriculum Policy

Policy First Adopted	Feb 2022
Date of Last Review	July 2022
Date of Next Review	Feb 2024
Type of Policy	Non-Statutory
Frequency of Review	2 Years
Governor Committee	Teaching and Learning Ctte

**#together**

Two are better than one...  
If either of them falls down,  
one can help the other up.  
Ecclesiastes 4:9-10

# Curriculum Policy

**‘#together’ is exemplified in the school’s revised curriculum, where respect for each other and helping ‘the other up’ are actively promoted.’**

**-SIAMS report October 2019**

## Intention

Our school vision, #together, is central to our school curriculum. It has been created collaboratively by all St. Michael’s stakeholders specifically for our community of children, with their needs at the forefront of the knowledge and skills we want them to learn. We want to foster a love of learning, working as a school community, where everyone is learning together, and it is okay to make mistakes.

Our curriculum is built and expands on the programmes of study and expectations of the National Curriculum so that our children are able to access a broad and balanced approach to their learning, with a particular focus on our own local context.

Our ambitious curriculum is designed so that essential KNOWLEDGE and SKILLS are sequenced, building on each stage of a child's learning journey, preparing them for the next phase. We aim to have a forensic approach, whereby our staff focus on embedding knowledge into long term memory. We want our children to 'know more' and 'remember more'. Our curriculum is designed to challenge all our children, with scaffolded support provided to those who need it. We aim to ensure that all of our children, regardless of their ability or starting point, have access to an ambitious curriculum that is broad and balanced.

Active learning is a vital part of our curriculum. We believe this leads to the creation of memorable experiences so that children can remember more and therefore retain more knowledge. Starting right from the beginning in the Foundation Stage, children are actively learning through play and continue into KS1 where they have regular access to continuous provision and ‘hands on’ learning experiences, such as woodwork, growing their own food or lighting fires in the Secret Garden. The curriculum is enriched with multiple opportunities to engage in educational visits both locally and further afield and includes residential visits in all KS2 year groups.

## Implementation

The starting point for our ambitious curriculum was mapping out long term plans, that set out the specific knowledge pupils need to learn and where it should be taught in the school year. We wanted to not only fulfil the requirements of the National Curriculum but go beyond it to meet the needs of our children, in this locality, at this time. The long-term plans are set out over a one-year cycle.

Knowledge and Skills progression maps set out pathways to show what children will learn and when. Progression and repetition is made clear so that key knowledge and skills can be embedded. They include key vocabulary to be identified and revisited at each stage of the children’s learning. The teaching of new knowledge and skills is carefully sequenced. Learning is introduced in manageable chunks that recognise pupils’ existing knowledge and then build on it.

We empower our staff to adjust learning to suit the needs of their class. This allows for personalised learning and the opportunity to engage specific groups of children such as Pupil Premium or SEND. We regularly review our curriculum to ensure that it is relevant to the needs of our community, for example, when returning post COVID lockdown.

By contextualising learning within termly 'topics', we find that children are able to know more and remember more. Emersion in a given theme, across several subjects, supports the use of challenging, high-level, vocabulary and enhances pupils writing opportunities across the curriculum. Reading is also central to each topic. Subject specific, challenging, and culturally representative texts are key, increasing exposure to subject specific vocabulary which is then displayed on Knowledge Walls to support recall.

Flexibility in our approach also allows for discrete lessons to be taught, where necessary, that do not fit into the topic theme. This is often the case for Science, where pupils follow a curriculum that is specific to their year group and in line with National Curriculum programs of study.

We share what the children will be learning with parents by sending home Curriculum Newsletters and Knowledge Organisers on a termly basis. Our Curriculum Overview is on the school website.

## **Impact**

The biggest measure of our curriculum impact is our children. They are excited by new knowledge and keen to share what they have learned with their parents and other children. Regular communication with parents, through termly curriculum overviews, newsletters, knowledge organisers and the use of class Twitter accounts, ensures that new skills and experiences really are shared within our school community. This provides valuable talk opportunities for discussion of learning at home, reinforcing the recall of new knowledge and reinforcing our vision, #together. Parents regularly tell us how excited their children have been about a particular topic or that they have gone home wanting to find out more.

A vital aspect of the children's learning is the importance of the children being able to make links with other aspects of their learning. It is when these links are made that cognitive learning takes place and learning becomes embedded in long term memory. This allows children to have better recall of knowledge to apply in a range of different situations.

Subject leaders play an important role in the impact of our curriculum and ensure that there is ambition for all subject areas to be equally well developed. They inspire both pupils and colleagues with new ideas and up to date information in their area of expertise, ensuring that the curriculum remains relevant and impactful. Termly subject leader monitoring across all year groups, including the Foundation Stage, ensures coverage is taking place, progression is clear, and children are embedding new knowledge.

## Structure

In 2022, we carried out a further review of the curriculum to ensure that learning was fully sequenced and provides challenge to all children. We have carefully crafted long term overviews that are ambitious, tailored to our children's needs, ensuring the strands are sequenced, allowing for the repetition of key skills and build on previous knowledge.

### Topic Theme Titles

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Foundation</b>	Let's Explore Marvellous Machines	Long Ago Ready, Steady, Grow	Animal Safari On the Beach
<b>Year 1</b>	Childhood	Bright lights, Big City	School Days
<b>Year 2</b>	Movers and Shakers	Coastlines	Magnificent Monarchs
<b>Year 3</b>	Through the Ages	Rocks, Relics and Rumbles	Emperors and Empires
<b>Year 4</b>	Invasion	Misty Mountain, Winding River	Ancient Civilisations
<b>Year 5</b>	Dynamic Dynasties	Sow, Grow and Farm	Groundbreaking Greeks
<b>Year 6</b>	Maafa	Frozen Kingdom	Britain at War

### Recall and retrieval of prior knowledge

Each new 'topic' always starts with a focus on what we already know so that teachers can assess understanding and what has been remembered and then build upon that prior knowledge.

Each lesson begins with recall starter where children can recap prior knowledge.

The cyclical nature of the curriculum supports opportunities for children to remember prior knowledge and skills and apply it to a new context. Links are made with this previous knowledge because it is when these links are made that knowledge is embedded in long term memory.

### Enrichment of learning

Our curriculum is enriched by a variety of trips, visitors and residentials throughout the school year. All year groups are expected to undertake at least five off site visits per school year, with one of those being a significant day visit involving a coach. In recent years, this has included visits to a wide variety of places such as Warwick Castle, College Lake, and the Natural History Museum. We also undertake subject specific enrichment, such as our school choir performing at the Royal Albert Hall, art work being displayed at Waddesdon Manor and opening our very own French Café at our school.

Our village community is very important to us and part of our #together vision. We regularly visit our local church and our Christian ethos runs through our curriculum. We are also very proud of our Secret Garden, visited in Foundation and KS1 every

week, and at least once per half term in Key Stage Two. Here, our curriculum can have a real focus on our local area and learning alongside nature.

Computing plays an integral role in the children's learning and the school makes the most of digital resources to support progress. Whilst some aspects of the Computing curriculum are taught as discrete topics, many are integrated into the curriculum and skills taught in computing are applied in a range of subjects.

We are committed to ensuring our children are physically active. Through the PE curriculum children enjoy a range of activities including team games, dance, gymnastics and swimming. We participate in a range of competitions against other schools throughout the year. We also offer a wide variety of extra-curricular activities to cater for children's different talents and interests. These vary from term to term but generally include sporting, musical and arts clubs as well as special interest clubs.

Our curriculum is enhanced by special events within school and the network, which for example includes visiting drama groups, authors, musicians, dance experts, sports specialists as well as historians, local artists and speakers. Special curriculum events and assemblies also enrich the curriculum offered.

### **Inclusion in our learning**

At St. Michael's, we want to ensure that there is challenge for all pupils and space for each child to progress at their own level and pace. We believe that an ambitious and broad curriculum will give every child the chance to achieve their potential. We recognise that many children may require additional, scaffolded support at some point within their learning journey, something that can be catered for within the personalisation of our curriculum for our children. We believe that all children and adults should be equally valued in school. We strive to eliminate prejudice and to ensure that our curriculum is representative of the wider community, opening our children's eyes to the experiences of others. When planning for their class, teachers are expected to pay close attention to the needs all disadvantaged children both in terms of teaching them the knowledge and skills require for the next stage in the learning journey, but also support them in the development of the cultural capital required make sense of the ambitious curriculum being taught.

### **Quizzes**

At the end of each term, teachers monitor the acquisition of knowledge by undertaking quizzes with children in their class. Pupils and parents are encouraged to prepare for these quizzes by learning the knowledge contained on the Knowledge Organisers sent home earlier in the term. Quizzes are a great way to develop retrieval practice and to embed knowledge into long term memory

### **Curriculum Source Information**

We draw on a range of resources to support our curriculum planning. These are then adapted to suit the needs of our children at St. Michael's.

<b>Subject</b>	<b>Curriculum Source</b>
<b>Maths</b>	Maths Mastery Approach followed throughout the school. White Rose Maths used in Foundation

	Power Maths used in KS1 and KS2
<b>English</b>	Little Wandle Phonics Big Cat decodable reading books Accelerated Reader Whole school writing progression folders
<b>Science</b>	Cornerstones Maestro
<b>Computing</b>	Purple Mash
<b>Music</b>	Music Express
<b>History</b>	Cornerstones Maestro
<b>Geography</b>	Cornerstones Maestro
<b>DT</b>	Cornerstones Maestro
<b>PE</b>	Real PE
<b>MFL</b>	School devised curriculum supported with Linguascope
<b>Art</b>	Cornerstones Maestro
<b>RE</b>	LCP
<b>PSHE</b>	You, Me and PSHE

### **Roles and responsibilities**

Class teachers are responsible for ensuring coverage of the knowledge and skills in each curriculum area in their classroom. This is then monitored by subject leaders. Each area of the curriculum is led by a subject leader who is responsible for ensuring the promotion, coverage and relevance of their subject within our school. They play a critical role in ensuring that the strands of learning in their subject area are properly sequenced. Subject Leaders complete action plans for their subject and support class teachers, with ideas, updates in their area and use of new resources. They undertake training in their area and deliver CPD to class teachers. Subject leaders monitor and evaluate planning, assessment, pupil books and outcomes. Periodically, subject leaders present subject briefings to the Governing Body and the Senior Leadership Team.

### **Links to other policies.**

Maths policy  
Reading policy  
Teaching and Learning Policy  
Phonic Policy  
Assessment Policy  
Display Policy