



Cledford Primary School

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Local Authority Code: 895
Establishment Number: 3821

Local Authority Code: 895
Establishment Number: 3810

School Principal: Mr C Adlington Federation Headteacher: Mrs A J Booth School Principal: Mrs J Nurse

Federation Curriculum Policy

Reviewed: April 2023

Signed:

Mrs J Sercombe (Chair of Governing Board)

Mrs AJ Booth (Federation Headteacher)

Mrs J Nurse (School Principal GPNS)

Mr C Adlington (School Principal CPS)

Next Review Date: April 2025

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1. Values and Aims

We believe that every child can reach their full potential through our core values. We are passionate about achieving the best outcomes for all – academically, socially and emotionally. We celebrate our difference in a respectful, nurturing and inclusive environment. We are a ‘no outsiders’ school, helping pupils to develop the characteristics and personal qualities which will help prepare them for life in the 21st Century.

We aim to prepare each pupil for life beyond the school, and as lifelong learners.

Through the provision of quality learning experiences within a safe, welcoming, healthy and inclusive environment, we develop the highest standards to which each pupil can aspire.

By aiming high, building resilience, developing a responsibility and having a positive attitude, our children will achieve their goals.

We aim:

- For our children to fulfil their social, personal and educational potential
- For our children and school to make a valuable contribution to the community
- To build a responsible future generation
- To provide inspirational learning opportunities
- For all stakeholders to actively contribute to their own learning
- To prepare our children for opportunities, responsibilities and experiences in later life

We will achieve this by:

- Having high expectations of all and each other
- Valuing individuals and individuality
- Working collaboratively within their school community with the wider community and partnership school
- Putting positive and constructive relationships at the heart of our school
- Continually developing our team
- Providing a broad and balanced curriculum that is matched to the needs of our children

In an environment which is:

- Welcoming and friendly
- Respectful, resilient and responsible

- Safe and secure
- Inspiring, creative and nurturing
- Inclusive and accessible for all

Inclusion

At the Cheshire Federation we recognise that every child matters. All staff provide a safe, secure and accessible learning environment where each child is valued and their individuality celebrated.

Inclusion at our school recognises a child's right to, and provides for, a broad, balanced, relevant and challenging curriculum appropriate to their individual abilities, talents and personal qualities.

Equality

The Cheshire Federation is committed to giving all its pupils every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We recognise the need for family support in our community. We offer an inclusive, broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter, irrespective of ethnicity, attainment, age, disability, gender or background. The school is proactive in engaging pupils in discussions relating to equality and the curriculum and school resources are evaluated to ensure that they do not reinforce stereotypes.

Safeguarding

At this school safeguarding the health and well-being of all our children, staff and visitors is of paramount importance. We require all members of our school community and visitors to observe and respect this commitment and have due regard to our safeguarding policy. If you are challenged regarding your identity and purpose whilst visiting The Cheshire Federation, please work with us as we act to ensure that the safety and wellbeing of everyone in our school is protected. Discussions about safety permeate the curriculum, for example healthy lifestyles in science and e-safety in computing.

Appropriate Behaviour

We take a serious view of our responsibility to treat all members of our school community appropriately and with respect. You can expect to be received at The Cheshire Federation politely and professionally, whatever the reason for your visit. We expect the same standards of behaviour from children, parents and visitors.

2. Curriculum Statement

Intent

At the Cheshire Federation, we recognise that the curriculum should be the powerful tool that promotes the learning of knowledge, including life skills, and the inspiration for our children to explore and take risks. It therefore includes not only the formal requirements of the national curriculum, but also the Federation's strong ethos, based on respect, responsibility and resilience for ourselves and for others.

We aim to teach children how to grow into effective, responsible young people who can work successfully and co-operate with others. This means teaching and learning in the field of **emotional literacy** and **spiritual, moral, social and cultural (SMSC)** as well meeting current government age-related expectations.

Its purpose is to help pupils develop understanding, knowledge and skills that are cumulative and which can deliver defined end points, including preparing pupils for the next stage of their education whilst building on prior knowledge and skills.

Throughout our curriculum, pupils have the opportunity to be creative, to be physically active and to be academically challenged.

The curriculum is taught with the consideration of the needs of all learners; inclusion is at its heart, as is overcoming any social disadvantage. Our curriculum is designed to be bespoke to our pupils and to the community in which they live. Our goal is to inspire motivation for learning as well as an appreciation of the diverse society in which we live.

Implementation

Our curriculum is designed to ignite the imagination of our pupils. Most plans originate from a stimulus that is child-oriented such as a text, a period of history or a theme that the children are currently engaged in. We plan our curriculum to ensure that we meet the requirement of the National Curriculum and the Early Years Foundation Stage Curriculum by ensuring that:

- Progression maps in each subject show a clear development of knowledge and skills
- Long term plans are developed collaboratively between subject leaders and year group colleagues to ensure coverage for the academic year
- Medium term plans are written creatively and collaboratively, drawing on ideas from CPD (training) opportunities
- Short term plans are used to specifically tailor learning for all abilities where appropriate (e.g English)

Teaching and learning is designed to help pupils to know more and remember more of the curriculum content and to apply their knowledge in different contexts. Children are regularly recapping prior learning to support this.

There is a sharp focus on younger pupils developing essential phonic, reading, language and communication skills. The school recognises the importance of reading attainment for accessing the rest of the curriculum.

Values, including respect, responsibility, tolerance and compassion are taught on their own and through other areas of the curriculum, including assemblies. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

We use many different methods of teaching writing and provide opportunities for cross curricular writing. Alongside this, children experience lessons on grammar, punctuation, spelling and handwriting.

The mathematics curriculum is taught through the 'Power Maths' scheme of work.

In all year groups there are small group interventions to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers support the teaching of physical education.

All subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development, progress and their colleagues throughout the school.

Theme days, educational including residential visits, whole school activities and opportunities within and outside school all enrich and develop the children's learning.

After school clubs and events extend these opportunities further.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas and children experience 'Forest Schools'.

Pupils have regular opportunities to share their learning with each other, their parents and carers and other learners through school-based performance and exhibition. Examples of this can be seen on the website.

As well as ongoing, daily teacher assessment for learning, formal assessment is designed to be proportionate and sustainable for staff. There are two periods throughout the year whereby the children are formally assessed to inform next steps for teaching, including clear actions for improving progress and for intervention.

Impact

The school is determined to:

- achieve good results through a well-constructed, sequenced and well-taught curriculum
- support children in knowing more and remembering more in all areas of the curriculum
- ensure that all pupils, including the most disadvantaged pupils and pupils with SEND are given the knowledge and cultural capital they need to succeed in life
- assess the standard of pupils work through triangulation of work scrutiny, pupil conversations and test data to ensure that pupils are prepared for the next stage of their education

Our curriculum:

- Is based on our values and the pedagogy that works for our pupils. Pupils' locality is given full consideration in our curriculum design. We aim to ensure that pupils know of significant historical events, people and places in their locality. We address local historical or geographical aspects with pupils
- Is inclusive and provides a broad and balanced education for our pupils which reflects the community in which they live. It seeks to overcome any social disadvantage
- Is based on a cross-curricular approach where possible, which is cohesive and allows pupils to apply their learning in a relevant and meaningful context, particularly through their writing
- Is sequenced for key concepts, skills and knowledge
- Is focused on basic skills and the teaching of vocabulary. The school has a well-thought out system for teaching the basic skills of spelling, grammar, punctuation and number. Subject specific vocabulary is a feature of every lesson. There is an agreed pedagogy for teaching and learning based on a clear understanding of what our pupils need
- Our curriculum builds on children's prior learning and key knowledge is frequently revisited, giving our pupils many opportunities to embed key concepts
- Extends pupils' knowledge and understanding and improve their skills with independent enquiry and problem solving based on experiential learning, including the outdoors
- Provides enrichment activities
- Enables pupils to develop knowledge, skills, attitudes, beliefs and values that will enable them to function successfully in the various roles they will have throughout their lives
- Supports pupils' spiritual, moral, social and cultural development and in particular, their development of emotional intelligence
- Encourages respect for self, each other, for the environment and for society
- Supports pupils' physical development and responsibility for their own health, and enable them to be active
- Promotes a positive growth mind-set attitude towards learning
- Prioritises early reading and encourages older pupils to read widely and often. There is a rigorous, consistent approach to phonics teaching. Most lessons have a reading element.

- Ensures equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support including for the most able pupils
- Promotes the learning and development of our youngest children and ensures they are ready for Key Stage 1

Key Skills

We believe the following skills and attributes are key within pupil development, and these are promoted through our curriculum:

Skills

- Communication – oracy and active listening
- Application
- Working with others
- Improving own learning and performance
- Problem solving

Attributes

- Try new things
- Work hard
- Concentrate
- Aim high
- Imagine
- Improve
- Understand others
- Resilience

3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework \(September 2021\)](#)

4. Roles and responsibilities

School leaders (including the governing board) will:

- Monitor the effectiveness of this policy.
- Hold staff to account for its implementation.

Senior leaders will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Effective provision is made for pupils with different abilities and needs, including children with special educational needs (SEND) and children with English as an additional language (EAL).
- The school implements the relevant statutory assessment arrangements.
- All stake-holders are actively involved in decision-making about the curriculum.

Subject leaders will:

- Implement a monitoring cycle for the year.
- Incorporate a range of monitoring techniques, including book scrutiny, talking with children, learning walks/lesson observations, in order to gain a full and rounded view of what teaching, learning and outcomes look like in their subject.
- Know what progression in key skills, knowledge and understanding looks like through the age range of the school.
- Know the outcomes for their subject
- Identify the strengths and areas for development in their subject
- Promote their subject and ensure, where possible, that cross-curricular links are made.
- Support colleagues to ensure that they are confident and have the necessary resources for the curriculum content for their year group.
- Share good ideas, keep up-to-date with research and best practice.
- Utilise the skills in the school team to ensure that the stated National Curriculum aims are met.

5. Links with other policies

This policy links to individual subject policies as well as the following policies and procedures:

- Teaching & Learning Policy
- EYFS policy
- Behaviour
- Marking & Feedback
- Assessment policy
- SEND policy
- Equality Duty
- Inclusion
- SMSC

This policy will be reviewed every 2 years by a senior curriculum leader and by the teaching, learning and assessment committee of the governing board. At every review, the final policy will be shared with the full governing board.