

**THE LIFE EDUCATION TRUST
DAME TIPPING C of E PRIMARY SCHOOL**



Curriculum Policy

This policy was ratified by Governors

The policy will be reviewed in July 2024

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Introduction

This policy explains the curriculum we have written for Dame Tipping C of E Primary School.

It is based on the 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 framework in Reception and is underpinned by the LIFE Curriculum Framework which applies to all our LIFE schools.

Our schools collaborate with one another, particularly within the same phase, to learn from one another, build upon best practice and ensure consistency of experience and high standards for all pupils in LIFE schools.

Please also see LIFE Education Trust Curriculum Framework, Teaching and Learning Policy and Assessment Policy.

Mission, Beliefs, Vision and Values

At LIFE Education Trust, our **Mission** is to “**build great learning communities**”. As with all our work, our **Beliefs** are evident in our curriculum. They are:

Courageous Optimism:

It takes courage to hope for a better future. We champion a ‘can do’ attitude and encourage our students and staff to tackle challenges with resilience and perseverance as they reach for ambitious targets.

Boundless Creativity:

Through captivating discoveries in the classroom and eye-opening adventures in the outside world, we give Students freedom and promote varied learning experiences which stimulate innovation and develop adaptability.

Heartfelt Compassion:

We show love and respect to each member of our community as we nurture a powerful collective spirit. In humility we embrace difference and individuality, show forgiveness when necessary and are united by compassion.

The Dame Tipping school motto is ‘Love to learn: learn to love’ which we use to inspire and drive our pupils to strive to do their best through their attitude, their learning and their relationships with others. We follow the curriculum guidance outlined in the National Curriculum to ensure that we provide a broad and balanced curriculum for our pupils.

The trust mission beliefs are also our school’s Core Values and permeate everything which we do as a school, these link to our motto which is underpinned by ‘*John 13:34*’ *As I have loved you, love one another.*

Principles and Intent (including SMSC)

Our curriculum is the **foundation** for what happens in Dame Tipping C of E Primary School. It is not just about what is taught in lessons or simply about subject content. Our curriculum is driven by our LIFE mission and beliefs and is built upon **eight** key principles which ensure that **all** our students, regardless of their backgrounds:

- i. learn valuable **knowledge**
- ii. are taught the **skills to read** well
- iii. experience, understand and value **creativity**
- iv. acquire vital **cultural capital**
- v. understand and maintain good **physical health** and **mental wellbeing**
- vi. develop the **skills** to be **lifelong learners**
- vii. are fully prepared to carry out their roles as **valued citizens** in all aspects of life in **Modern Britain** having developed an **understanding of themselves and others**
- viii. **achieve excellent outcomes in national tests and examinations**

We provide a knowledge rich curriculum which is broad, balanced and ambitious. Our curriculum covers the National Curriculum and the EYFS framework. Our curriculum enables pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. The curriculum provides areas of learning and experience of the aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, and technological.

The skills to read well are developed across the curriculum. Subjects promote and support reading through a range of strategies from teaching phonics, whole class reading, group guided reading, individual reading and the deliberate teaching of vocabulary. There are daily Phonics lessons in EYFS and Key Stage 1 to build children's decoding strategies to become fluent, confident readers. In addition, reading is promoted through the use of the school and local library, The Reading Road Map and through the celebration of Story Week, English Week and World Book Day.

The curriculum as a whole along with the extra-curricular offer is designed to ensure that students have the cultural capital they need to succeed in life. Our students are prepared to be educated citizens and they are introduced to the best that has been thought and said.

At Dame Tipping C of E Primary School, there is a commitment to the spiritual, moral, cultural, social, mental and physical development of each child. This is achieved through our school ethos and the work we do to support our children's personal development alongside the enrichment programme that we provide for the children. We aim to enrich the lives of our pupils' through extra-curricular activities such as clubs, visits, visiting speakers, sporting events, topic days and performances. Each Year Group aims to provide children with one educational visit or topic day (that links to their topic) every term. Children in Year 5/6 attend a residential trip every other year. Our Well Being Team of staff and children have worked hard to support children's mental health and continues to provide support across the school. Our PSHCE programme supports children's SMSC development. Our PE curriculum supports children's physical health and we use our PE Premium funding to support and develop children's healthy lifestyle choices and ability to build successful relationships through team activities too.

The curriculum is carefully planned and sequenced so that it spirals with ever increasing levels of challenge and independence. Subjects plan schemes of learning to enable students to acquire mastery. We strive for a curriculum that promotes a positive attitude towards learning.

Organisation and Planning

The curriculum is organised and delivered in Dame Tipping C of E Primary School through the use of the following programmes of learning:

- White Rose Maths
- CLPE Power of Reading

In addition to the above schemes of learning, the following subjects are taught discreetly:

- Humanities including, History, Geography and Religious Education
- Science
- Art and Design and Technology
- PSHE (Including: Spiritual, moral, social and cultural development and British Values)
- Physical Education
- Relationships and Sex Education (RSE)
- KS2 Only: Modern Foreign Languages (French)
- Computing
- See our EYFS policy for information on how our early years curriculum is delivered.

At Dame Tipping C of E Primary School, the staff have worked collaboratively developing clear long, medium and short term plans which ensure that every teacher understands the curriculum intent of what is taught when and why, and that they are empowered to deliver creative and engaging lessons that secure pupil progression throughout the key stages.

Each year group/subject have:

Long-term plans provide a curriculum map, or overview, that articulates the rationale for the sequencing of the curriculum, so that every teacher knows not only what they are teaching, but how the knowledge and skills will build upon prior learning and will be developed in future years to ensure progression.

Medium-term plans provide the schemes of work that deliver on the curriculum intent and ensure smooth progression and high aspiration for all pupils.

These plans are not restricted to National Curriculum subject content; they also outline the progression in pupils' cultural and creative opportunities and their character development.

Short-term plans provide teachers with a range of pedagogical approaches to deliver exciting lessons that ensure the progression of the curriculum, even for less experienced teachers.

Our curriculum has a thematic approach based on a subject specific topic driver which leads the topic. A range of subject drivers are used across the academic year and across year groups to ensure a broad and balanced approach to learning. We use a cross-curricular creative approach so that pupils are immersed in a topic each term or half term. The engaging curriculum and linked enrichment opportunities mean each child acquires vital cultural capital at each stage of their primary education. It is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children.

Although teaching and learning is theme-led, each subject's skills progression is carefully planned from EYFS up to Year 6. This ensures that the children learn the valuable knowledge required for their age.

Equality, Diversity and Inclusion

At Dame Tipping C of E Primary School we consider it critical that equality, diversity and inclusion are promoted and realised at all levels of the curriculum and that this is integral to outstanding practice.

We teach our curriculum to all pupils, regardless of their ability. We provide learning opportunities matched to the individual needs of each pupil, including those who are more able or have additional learning needs. When planning the delivery of the curriculum and providing feedback to pupils, any EHCP (Educational, Health and Care Plan) IEP (Individual Educational Plan) and SEND (Special Educational Needs and Disabilities) are taken into account.

In order to provide all pupils with relevant and appropriate work at each stage, we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think in depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities.

There is a commitment to ensuring children are exposed to beliefs, cultures and religions that are different to their own. This is done through celebrating festivals in other cultures, collective worship, the topics studied and exposing children to literature from a wide range of authors and contexts.

Roles and Responsibilities

The **Head of School and Executive Headteacher** will ensure that:

- All statutory elements of the curriculum have aims and objectives which reflect the aims of their school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the curriculum is adequate
- The procedures for assessment meet all legal requirements, and students and their parents/carers receive information to show how much progress the students are making, how they compare with national expectations, and what is required to help them improve
- They complete the monitoring of the day-to-day impact of the curriculum in their schools
- The governing body is advised on statutory targets in order to make informed decisions

It is the responsibility of the Head of School and Executive Headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

The **Governing Body** will ensure that:

- it considers the advice of the Head of School and Executive Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- assessment data via teacher assessments and examination results at EYFS, KS1 and KS2 are published and progress towards meeting agreed targets is described
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it participates actively in decision-making about the breadth and balance of the curriculum

- staff understand that political issues must be presented to students in a balanced way

The **Subject Leads** will:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Support staff development and improve the quality of teaching and learning over time
- Monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny
- Monitor and evaluate teacher's planning and teaching
- Keep themselves and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- Liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- Provide efficient resource management for the subject
- Ensure the correct coverage of the curriculum through long term plans

The **Trust Curriculum Leadership Team** is made up of curriculum experts from across LIFE Education Trust. They meet regularly to discuss and evaluate each school's curriculum.

They are responsible for:

- Keeping up to date with curriculum developments and pedagogy
- Ensuring that each schools' curricula are aligned in terms of expectations, wording and monitoring
- Supporting each other with curriculum design
- Sharing good practice from each of the schools in the Trust

The Director of Standards and Improvement works closely with the CEO and the Trust Standards Committee. Their role is to ensure consistency and maintain high standards across the Rural Primary Schools and all of the schools within the Trust. The Director of Standards and Improvement is responsible for:

- Completing monitoring within Dame Tipping C of E Primary School every half term
- Evaluating the success of our curriculum
- Supporting SLT and Subject Leaders with monitoring
- Feeding back to the CEO, Trust Standards Committee, Heads of School and the Curriculum Coordinator (as appropriate)
- Making suggestions for strategic improvement

The Trust Standards Committee ensures that each school is implementing the curriculum to a high standard and decides if schools are fulfilling their duty. The main responsibilities include:

- Listening to, evaluating and agreeing the feedback from the Director of Standards and Improvement
- Ensuring that each school in the Trust is fulfilling its statutory curriculum responsibilities

Monitoring and Evaluation

Every LIFE School sets highly ambitious targets in order to secure progress at above the national average for all students, and all groups of students. Student progress towards these aspirational standards, and the role of the curriculum and teachers in achieving them, is consistently reviewed and evaluated; and, where necessary, appropriate actions taken.

Our curriculum is monitored by the schools' Senior Leadership Team, the Subject Leaders and the Director of Standards for LIFE Education Trust. The different ways we monitor our curriculum are: observing students working, discussions with students and staff, quizzes and tests, assessment tasks, book scrutinies and learning walks. We moderate regularly both internally and with our cluster schools to ensure standards are consistently high.

At the end of each term teachers meet with SLT, after having completed assessments, for pupil progress meetings. During these meetings, children who require additional support, intervention or a change in resources are discussed and plans are made accordingly. The SENCo also closely monitors the impact of additional staff, resources and interventions and adapts these when necessary.

LIFE Education Trust via the Governing Body monitors the appropriateness of the curriculum, measuring its impact, taking into account levels of achievement and engagement

The **Governing Body** will receive reports, at least annually, from the **Head of School and Executive Headteacher** on:

- the progress and attainment reached in each subject or groups of subjects, by every year group, against national averages and similar Academies
- the progress and attainment at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by students with special educational needs and groups deemed to be vulnerable
- the number of students for whom the curriculum was disapplied, the arrangements which were made, how students and parents were informed, how progress was monitored, the progress made by those students
- the evidence of the impact of external intervention and support and national strategies on standards
- the views of staff about the action required to improve standards

LIFE Education Trust will regularly audit its curriculum provision, seeking the views of all stakeholders including students, parents, staff and governors.