

Jennett's Park CE Primary

Curriculum Policy



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1. Aims

'The national curriculum 2014 provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

The aims of our curriculum here at Jennett's Park are to ensure we live out our vision:

Empowering our children to flourish and achieve under God's love

2. Rationale

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we much seek strength within ourselves and from God to achieve.

All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett’s Park CE Primary School should empower children. It should celebrate success and progress for all, and be part of our role as heart of the local community.

The purpose of this curriculum policy is to state clearly the factors that we feel are important in influencing the effective route to learning of the pupils in our care, to create a shared ethos among the staff and to give a consistency of approach across the school. It pervades every aspect of school life. We ask ourselves often ‘What do our children need to do in order to be successful citizens and global contributors?’

3. High Expectations

Our expectations are very high because our learners deserve the very best. High expectations are flattering; they tell our students that we fully believe they have what it takes to achieve the things we want them to achieve. Low expectations convey the opposite: that they can’t achieve, can’t behave, and can’t get along with each other. High or low, achievement and behaviour moves in the direction of the expectation.

We set three types of high teacher expectations: academic (attainment and progress), behavioural (learning behaviours and conduct) and social (how the students interact with staff and each other). We are trained to give our children the best and to provide learning opportunities and experiences that maximise learners’ progress.

These are our Promises to keep to our children to be able to serve the common good with our work as part of the Church of England. By following our Promises we know our curriculum suits local needs

At Jennett’s Park we are:	Our Promises:
Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

We have designed a fully comprehensive curriculum framework that meets the requirements of the latest National curriculum review. Our children's learning is both meaningful and benefits from a specific focus on the core requirements of the English and Mathematics curriculum.

Our curriculum continues to ensure that:

- We provide a broad and balanced education for all pupils
- We enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- We support children in developing both Global and International perspective and the fundamental British Values.
- We support pupils' spiritual, moral, social and cultural development through following our Rainbow Promise
- We support pupils' physical development and responsibility for their own health, and enable them to be active
- We promote a positive attitude towards learning through our Owl Learning Behaviours
- We ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- We promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

4. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

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.

All academies, including free schools, add/amend if applicable:

It complies with our funding agreement and articles of association.

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.

5. Organisation and planning

How our curriculum is organised and delivered at Jennett's Park CE school:

Every child at Jennett's Park CE Primary deserves to be challenged, stimulated and feel success within their learning. They are entitled to have feedback to as to how they are progressing within their learning and a chance to self-reflect as to how they think they are doing. They need to be provided with activities that teach them the core skills and values they will need as life- long learners and the eagerness to tackle new problems.

Skills, attitudes and values are developed to prepare the children for the next stage of learning (key stage 1 and 2 ready and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking.

We make meaningful connections across subjects wherever possible and focus our creative curriculum by asking a BIG Question. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

Our curriculum ensures all statutory guidance relating to the Early Years Foundation Stage and the National Curriculum is fully implemented.

Rainbow Promise

This is at the heart of what we do. Our adapted PSHEC and Circle time curriculum covers the following,

- Sex and relationship education
- Spiritual, moral, social and cultural development
- British values

Owl Learning Behaviours

Each week children are chosen for showing Owl learning behaviours or following our Rainbow Promise. As a school, we have developed a set of values which reflect what we believe to be key attributes to being a successful learner. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn.

C - Collaboration

O - Optimism

P - Perseverance

P - Pride

I - Independence

C - Challenge

**MD - Managing
Distractions**



Raising Standards

Learning is the purpose of the whole school and is a shared commitment, striving relentlessly for the best outcomes and impact. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis, therefore, any attempt to raise standards in our school must be focused on the classroom. We work with the Challenge 10 toolkit in mind (from Mike Fleetham)

Relationships- how are you maintaining and building effective learning relationships with pupils and between pupils?

Self-efficacy- How are you encouraging perseverance to be resilient, determined, independent, gritty and focussed on goals?

Collaboration- what opportunities are you providing for pupils to work together towards a common goal?

Peer T & L -How are you facilitating pupils being able to teach each other?

Feedback-In what ways do you offer feedback that is immediate, relevant, meaningful and actionable?

Active Learning- In what ways are you enabling pupils to physically, intellectually and emotionally engage with their learning?

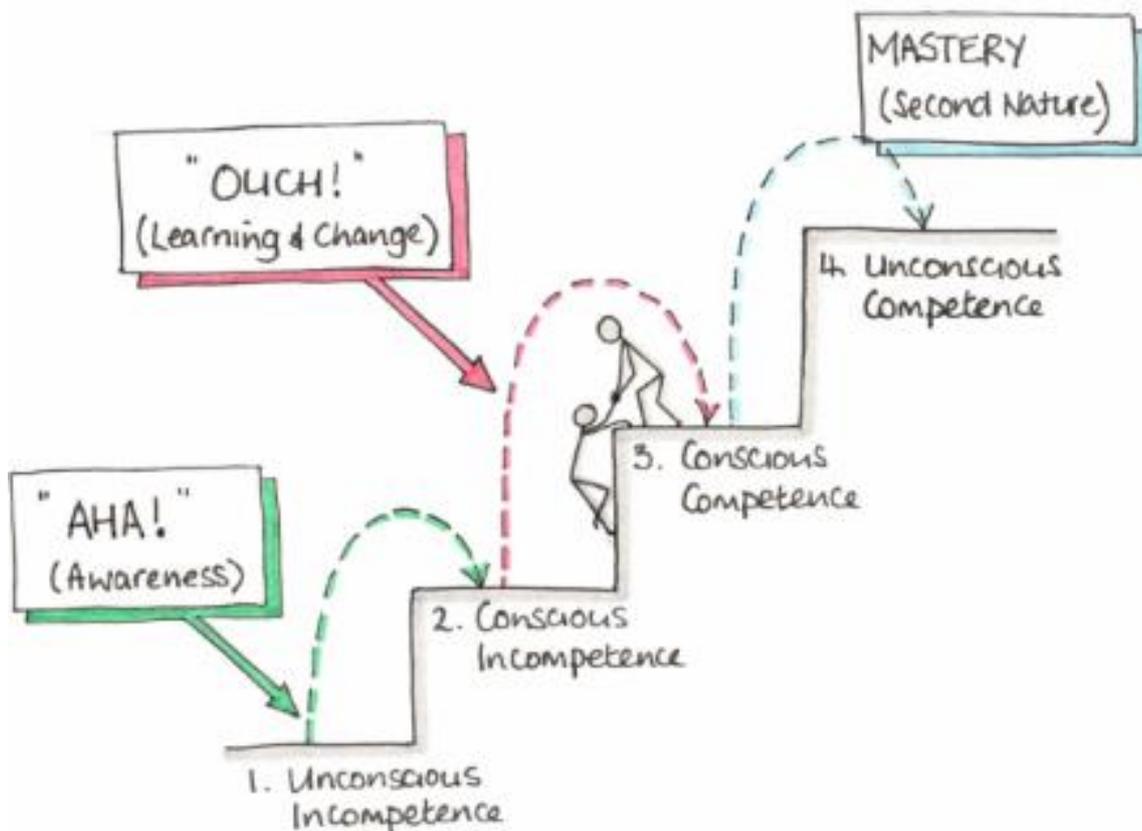
Visual Learning – In what ways have you designed activities so that pupils get to access, process and express their learning using images?

Higher Order Thinking- How have you challenged pupils with higher order questions and connections; analysis, synthesis and evaluation?

The challenge 10 toolkit helps develop learning links. Learning is those changes in long term memory so you act, do and think differently.

We all learn by connecting new ideas or concepts to what we already know. This is as true for children as it is for adults. We can make accurate connections, or we can misunderstand something and labour under a misconception, connecting information to the wrong part of our mental map, or schema. If we are missing too many parts of the puzzle or too many steps in the chain, then making the right mental connection can simply be too much of a leap for us, and we find ourselves unable to learn the new concept. We sometimes call the effect of those multiple gaps in the chain cognitive dysfluency. We aim to close this with our interventions (see inclusion below).

Since this is how our minds work, we think about what we teach with real clarity. What end points do we wish children and young people to reach: what do we want them to know and be able to do? We have laid these out in our promises. We want all children to move from conscious incompetence to unconscious competence!



We think about what are the key concepts that will enable pupils to get to those endpoints. And to help them make the right connections, we think about the order in which those concepts are taught.

6. EYFS

In Reception and Nursery, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

For more details please read the EYFS policy

7. Breadth, Depth and Progression

Breadth: In selecting the topic themes, staffs are careful to choose topics which allow a broad range of curriculum subjects to be explored. Therefore, staff give careful consideration in selecting themes which can be taken in a variety of directions, exploring a wide range of skills across the curriculum. In some themes, certain subjects are more prominent than in others. It is the role of Subject Leaders and the Senior Leadership Team to ensure that adequate time is dedicated to each subject across the school. It is also part of the role of Subject Leaders to ensure that the themes facilitate the provision of their subject and suggest ways that staff could link the themes to their subject.

Depth: We understand that the topic themes must allow for the depth of study to be maintained in each year group. In order to ensure that this happens, staff only makes links to the theme when it is appropriate and, if skills or knowledge need to be taught discretely, they will take place. Subject Leaders take responsibility for monitoring the breadth and depth at which their subjects are taught.

Progression: With each year group in a team following the same theme, it is important to ensure that progression takes place. Each term, Subject Leaders request samples of work from each year group to ensure that there is a progression in skills taking place as the children progress through the year groups.

8. Planning

Planning takes place across the curriculum in four waves: Long Term Planning, Medium Term and Creative Journey Planner (for the entire half term) and daily lesson plans.

Long Term Planning in two parts- a grid to layout when and an overview table to check coverage. (Appendix 1 & 2) The overview provided by Subject Leaders and negotiated with Phase leaders and teachers to detail the skills and overall coverage that the children in each year group need to possess by the end of an academic year. It relates to the strategic vision of the school and be consistent with curriculum policy. It reflects school targets and personalised aims for the community. This planning is essential as it ensures that progression is taking place across the school within the whole school theme.

Medium term planning (Appendix 3) is the planning which is completed by the class teacher to show the lessons within a unit or theme. It should clarify sequence of learning objectives across the term and use these too interactively to engage children in achieving the knowledge and skills

identified. . The learning objectives on these plans will be taken directly from the long term plan or reflect a need identified by the class teacher's assessment for learning.

Creative Journey Planners (Appendix 4) are how we plan a route for children in learning. They aim to excite, motivate and engage the children by making them active partners in their learning. They should establish prior knowledge. They should incorporate the children's interests. In this way we will make learning meaningful by demonstrating how the learning will be utilised during the journey or in the Challenge.

These should

- | | |
|--|--|
| <input type="checkbox"/> be cross curricular relating to the connector | <input type="checkbox"/> Include key learning objectives |
| <input type="checkbox"/> Begin with immersion in the topic to engage and motivate the children | <input type="checkbox"/> Include key skills and link to our promise |
| <input type="checkbox"/> Include key questions | <input type="checkbox"/> Lead up to the Challenge and/or Celebration |

Daily Planning will identify clear steps to Success to help children achieve the Learning Intention, Higher order questioning to extend children's thinking, as well as differentiation and the role of other adults.

The whole curriculum is enhanced through an exciting and diverse range of trips.

See our EYFS policy for information on how our early year's curriculum is delivered.

Planning Non-negotiables

Planning should be focussed on the learning taking place. There may be comments made about activities that are being set but these should reference the knowledge, skills and understanding that should be taught and learned. Planning should be succinct but be understandable by others.

The following expectations are in place for all KS1 and KS2 classes. This will be monitored during planning scrutinies.

Literacy

*Long term Literacy plan for whole year, showing units covered and the lengths approximately taken.

*Literacy unit plan for each unit taught.

*Literacy weekly plan following generic proformas.

Maths

*Long term Maths plan for whole year, showing units covered and when, with a counting focus and maths mission per half term.

*Maths weekly planning following generic proformas.

Foundation subjects

*Long term curriculum map for whole year, per year group.

*Tick sheets with new curriculum objectives on showing coverage of year group/key stage objectives.

*Medium term plan & Creative Journey Planner

*Notebook files weekly which make clear learning objectives, success criteria and key questioning.

These can be more detailed depending on teacher.

*RE/PE other schemes followed can be photocopied and evaluated/annotated when taught.

9. Learning Weeks

Each year we hold a range of themed curriculum weeks and learning days. The following were held in 2018-19:

- Black History Month
- Reading Month
- Friendship Week
- Arts Week
- International Week - including the International Tea for families
- Esafety Day
- World Book Day
- Charity Week (Christmas and Lent)

10. Children's' Leadership

At Jennett's Park CE Primary, we believe that all children should have the opportunity to develop their leadership potential. There are many informal opportunities given to children to do this during their time at school. We provide many formal opportunities to develop leadership as well. Children do this through the:

- Children's' School Council Team
- Digital Leaders Team
- Prefect System
- Playground Buddies

11. 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 and Gifted and Talented pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL) or Advanced Bi Lingual (ABL)

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. Teachers will also take 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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

12. Monitoring arrangements for Impact (Appendix 5)

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- School External Visits reviews
- School Internal Visitors reviews
- Mid-year
- Governor Visit Days
- School Council meetings
- Staff, parent and Child questionnaires

Subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by holding conversations with children, parents and staff but may use methods such as planning scrutinies, learning walks book scrutinies, observation of teaching and learning, team / joint teaching and mini audits (e.g. of standards of work on display/ knowledge of teachers in ...) to ensure quality control.

Subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

13. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Teaching & Learning Policy
- Assessment policy
- SEND policy
- Equality Policy

Appendix 1 Long term planner

Jennett's Park - Empowering our children to flourish and achieve under God's love
Year Group 2019-20 Long term Plans

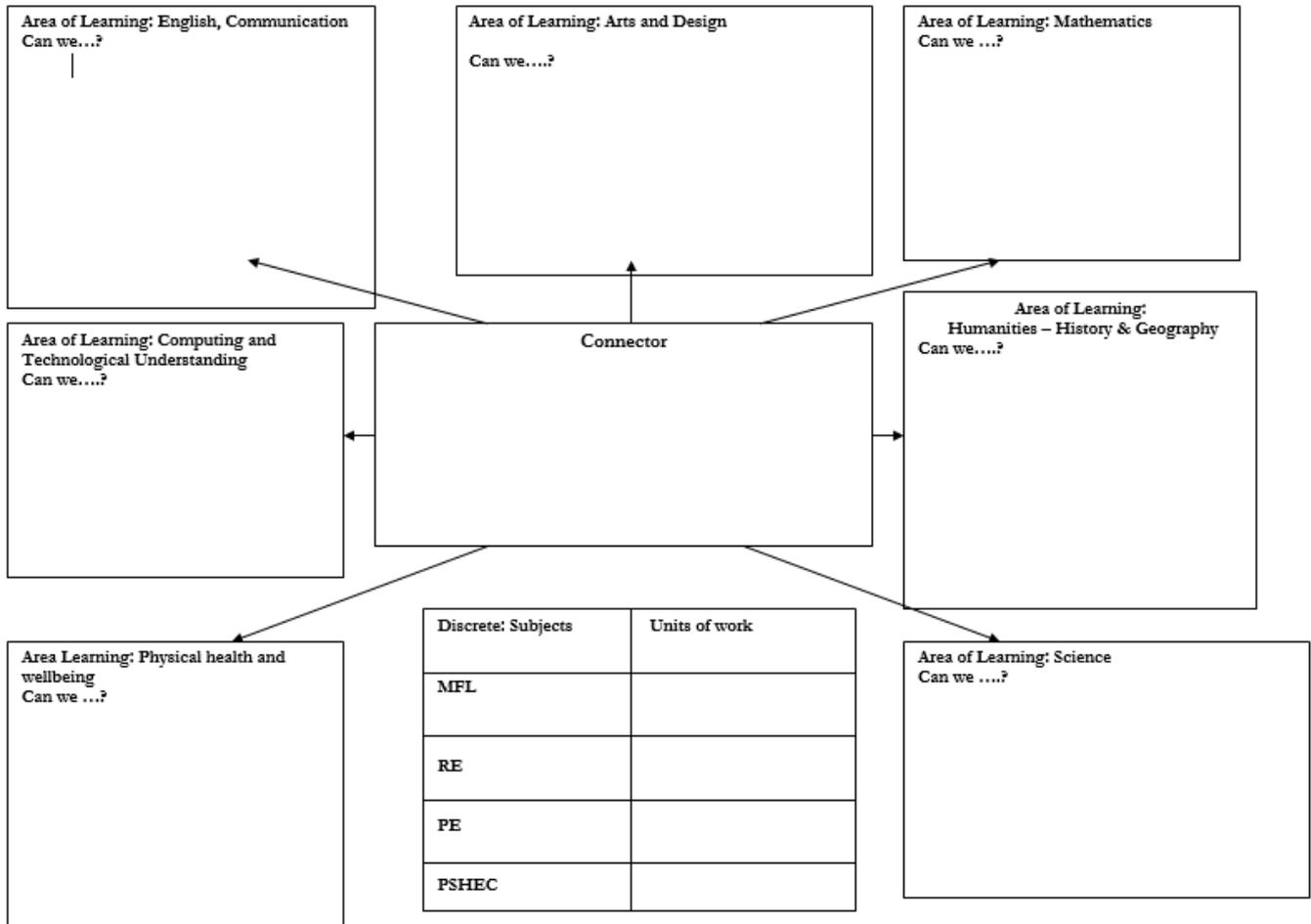
	Maths	Literacy	Science	History	Geography	Computing	Art	DT	Music	PSHEC	RE	PE	MFL
Term 1													
World of Work Week													
Black History													

Appendix 2 Overview Table

Jennett's Park Primary School Year 1 curriculum coverage	SC	STT	WW1	FT	KD	A	R
Science							
asking simple questions and recognising that they can be answered in different ways	*		*	*	*	*	*
observing closely, using simple equipment	*		*	*	*	*	*
performing simple tests	*		*	*	*	*	*
identifying and classifying	*		*	*	*	*	*
using their observations and ideas to suggest answers to questions	*		*	*	*	*	*
gathering and recording data to help in answering questions.	*		*	*	*	*	*
Plants							*
identify and name a variety of common wild and garden plants, including deciduous and evergreen trees							*
Identify and describe the basic structure of a variety of common flowering plants, including trees.							*
Animals including humans						*	
identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals						*	
identify and name a variety of common animals that are carnivores, herbivores and omnivores						*	
describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)						*	
identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.						*	
Everyday materials				*	*		
distinguish between an object and the material from which it is made				*	*		
identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock			*	*	*		
describe the simple physical properties of a variety of everyday materials				*	*		
compare and group together a variety of everyday materials on the basis of their simple physical properties.				*	*		
Seasonal Changes	*						
observe changes across the four seasons	*						
observe and describe weather associated with the seasons and how day length varies.	*						
Art	*		*	*	*	*	
to use a range of materials creatively to design and make products	*		*	*	*	*	
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	*		*	*	*	*	
about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	*		*				
To use collage to develop and share their ideas, experiences and imagination	*						
To use sculpture to develop and share their ideas, experiences and imagination	*					*	
To use photography to develop and share their ideas, experiences and imagination	*	*					
to use drawing to develop and share their ideas, experiences and imagination	*			*			
Computing	*						
understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	*						
use logical reasoning to predict the behaviour of simple programs	*						
use technology purposefully to create, organise, store, manipulate and retrieve digital content	*	*	*	*	*	*	*
recognise common uses of information technology beyond school	*	*	*	*	*	*	*
use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	*	*	*	*	*	*	*
create and debug simple programs	*						

Appendix 3 Medium term Plan

Jennett's Park Medium Term Plan Year Group



Appendix 4 Creative Journey Planner

Jennett's Park Creative Journey Planner YEAR..... TERM.....
Empowering our children to flourish and achieve under God's love

Name of Unit		
The Context (Why):		
They need to know and understand:	Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
	Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
	Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
	Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Immersion Activity- What do they need to know? How are you going to start with a bang?	The Challenge or Big Questions	Real life context and links to Wider World (International/ Charity/ World of Work)
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<p>Activities (Possible Route of learning)</p> <ol style="list-style-type: none"> 1 2 3 4 5 6 	Trips/ Visits / Experiences
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Challenge 10 activities	<p>How we will cover Owl Learning Behaviours and Rainbow Values in this journey</p> <p>C - Collaboration O - Optimism P - Perseverance I - Independence C - Challenge MID - Managing Distractions ♥ Love ♥ Honesty ♥ Respect ♥ Peace ♡ Forgiveness ♡ Patience ♡ Support ☺ Kindness ☺ Joy</p>	Final Quality Products
Oracy Links	Home Learning Projects	
Vocabulary		

Literacy, Maths and Computing Links	How to Share and Celebrate Success
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Appendix 5 Subject Leader Impact Documents

JPCE Primary School Subject Summary Sheet

Subject & Leader Name		Date updated:	
		Mid-Year	
		End of Year	
Sections	Summary evaluation		
1	Introduction Key features of subject		
2	My vision for this subject (how do you hope it will develop in Jennett's Park?)		
3	Areas for subject development Especially achievement and teaching	▮	
		▮	
		▮	
4	Successes in the subject since September this year Focus should include the contribution of the subject to meeting whole school priorities	Impact on <u>teaching</u> – and therefore learning	
		▮	
		▮	
5	Achievement Attainment, progress and the quality of learning for individuals, different groups, particularly send pupils. – including EYFS, pupil premium. Emphasise key skill development across curriculum	Strengths	Grade
		▮	
		▮	
6	Teaching – evidence for Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning, marking, feedback.	Strengths	Grade
		▮	
		▮	
7	Learning behaviours Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	Judgement	Grade
		▮	
		▮	
8	Leadership/management How well you as a leader demonstrate ambition vision, high expectations improve teaching and learning, develop staff, sustain improvement. Communications with governors. Appropriate curriculum, equal opportunities, parental engagement,	Strengths	Grade
		▮	
		▮	
9	Overall effectiveness		

Subject Leader Monitoring Summary and Evaluation End of Year

Name:	Subject area:
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Main points arising from subject action plan at beginning of year

I have monitored standards in the following ways (please tick):

- Book scrutiny (top, middle, bottom)
- Teachers' plans
- Observation of teaching and learning
- Talking to children
- Talking to teachers
- Team / Joint teaching
- Learning walk
- An audit (please state what e.g. of standards of work on display/ knowledge of teachers in ...)
- Reviewed policy
- Other (please state what)

Main points arising from my monitoring are:

Value for money statement from monitoring my budget based on the bid approved this year here is an evaluative summary of the resources with the most and least impact on children's learning and achievement.

Most effective purchases and impact

Least effective purchases and impact –