



Alderman's Green Primary School

"Where everyone believes in us and we believe in ourselves"

Alderman's Green Curriculum Policy

Reviewed September 2022

Review Due September 2025

Legislation

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. 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.

Context

We recognise the importance of an ambitious, inspirational and challenging curriculum which is underpinned by our core values to ensure every child will succeed. As a school, we are aware of the limited opportunities our children have starting from a young age, many with limited experience of travelling far beyond Coventry. Opening their minds to new experiences beyond their classroom is key if we are to enable them to develop an appreciation of and a responsibility to the world in which they live. A large proportion (over 45%) of our children come from families of disadvantage, we have over 25% with SEND and 36% for whom English is an additional language. We also have a Resource Base which caters to the needs of children with Autism Spectrum Conditions and 31% of our children have an EHCP. We know our children need lots of opportunities and support to develop their range of vocabulary and their language skills in order to articulate their thinking and understanding. We have identified that our children struggle to retain and make links as they lack experiences and knowledge on which to hook their learning so it is vital we provide them with a breadth of rich experiences which will develop them as a person but also a learner. Our children need to be able to work with resilience both on their own and with others, ambitious for their own improvement and achievement to prepare themselves for an unknown future. Our children need to understand how to be physically and mentally well so that they understand how to regulate their thoughts and emotions so that they can take this beyond the realms of school and be a well rounded member of society.

Our Curriculum Vision

We believe that every child at Alderman's Green can achieve. By inspiring each other and encouraging positive relationships, children will thrive, using every moment so that they can all be the very best they can be.

Since creating the curriculum vision, Alderman's Green has embarked on a journey to ensure the children are at the core of what we do. We want our children to achieve and thrive in the world they are growing up in and all school experiences provided need to do this because we need children to have a wide skill set to face unknown futures. Our curriculum is underpinned by the school's core values and promotes children having pride in themselves and a strong sense of belonging. Every child in our school will receive the very best learning opportunities to enable them to achieve excellent personal and academic growth. Our belief as a school is that every child will succeed.

Through our curriculum, we want all children to have a strong understanding of where they come from, who they are and the impact they will have as an individual on modern society. Our children need this more than ever as this will be a key tool in overcoming social injustice that so many of our children face coming from an area of high deprivation and disadvantages. We would like to expose children to a variety of opportunities and rich experiences they may not have access to resulting in them becoming well rounded citizens of our future society who have high aspirations for both themselves and the society they live in.

Our vision for the curriculum at Alderman's Green is that it is bespoke to the children within our community, that it is ambitious, inclusive, and relevant so that all children have a desire for their learning to be ignited to enable them to succeed. The curriculum links all aspects together, so children foster a love of learning whilst broadening their experiences and explore outside of their comfort zones. We want our children to have a strong sense of pride within themselves and to have a firm sense of belonging to both the school and wider community. It is essential, that we use every moment we have to help our children thrive and achieve to be successful in their school life and beyond.

Curriculum intent

Our curriculum is key in achieving what children will know and be able to do by the time they leave Alderman's Green. It is our intention, that all children leave us with a strong sense of self belief, wide skill set, secure knowledge, optimism and the ability to articulate their learning and opinions. We want children to understand and be proud of who they are and know what they have learnt has the potential to shape their futures. Our curriculum enables every child leaving our school with a positive image of themselves as a learner and member of their community. Through our core values, we teach children to work with pride, act with kindness, strive to improve by acting with resilience in all areas of their life not just academically, collaborate well with one another and take responsibility for their learning and their behaviour in order to grow personally and academically. We believe that by underpinning our curriculum with the core values of our school, our children will be ready to successfully meet any challenge that comes their way and will have the 'cultural capital' required to achieve their aspirations.

At Alderman's Green Primary School, our curriculum intent is based on the following four key drivers:

***Talk** - Conversation is vital for children as it helps them build and make links with new knowledge and existing knowledge which we know our children need lots of opportunities to develop. Through talking, children can begin to sequence and reason allowing them to develop their critical thinking skills. Opportunities for talk are woven into lessons within our curriculum and teachers develop children's working memories to help them learn more and articulate their learning.

***Feel** - The emotional hook within lessons which engages children through inspiring or challenging moments. It provides children the opportunity to find their personal meaning and connection within that lesson. Feel allows children to engage with the topic at hand and collaborate with other learners through their shared experiences.

***Question** -Developing children to think critically and apply what they have learnt to wider or new experiences. Through questioning, we are allowing our children to become curious, confident, and resilient learners who develop a rigorous understanding of the learning being taught.

***Reflect** - Children are able to reflect on what they have learnt and how this will now make a difference within their knowledge and understanding. They will be able to reflect on rich vocabulary learnt, knowledge gained and critically make links between ideas and concepts across the different subjects.

Our curriculum excites and engages children using real life contexts to encourage them to reflect on the world around them. We have made explicit links with Coventry and significant individuals so children have a strong awareness of their city and the rich history. Our children through our curriculum, understand the importance of equality and equity and celebrate diversity in all its forms. 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 in addition to our PHSE curriculum. We are determined that our pupils will achieve high standards in all areas of the curriculum to grow as individuals and we recognise that it will be personalised and reflective of the needs of the children in our school community.

Implementation

Our curriculum is progressive, chronological, conceptual, coherent and broad, building year on year on the skills and knowledge previously acquired, giving children a clear purpose and meaning for what they are learning so that they take pride and gain enjoyment from it. Children will be able to make links and revisit key learning across the curriculum throughout their school years as we have developed a spiral curriculum which will allow children to learn more and remember more. Through it, they will gain a greater understanding of themselves as learners and how they contribute to the world beyond their environment. We ensure the progression of skills across year groups through our Long and Medium term planning which link learning through a variety of themes. In the autumn term, all year groups will start with a History based theme, the spring term a Geography based one and in the summer term a Science based one. The expectation and profile of Science is being raised and celebrated in our curriculum,

therefore Science is taught throughout every half term to ensure the statutory requirements of the national curriculum are being covered and to foster a greater passion and curiosity for the subject as a school.

The curriculum will revisit themes within subjects across the year groups to ensure we continually build on prior knowledge. We have a long-term view of the curriculum and how we implement this for every subject across the school. We are aware that our children can struggle to retain new knowledge over the long term therefore we have created a spiral curriculum that will help children to build schema, ensuring key learning is embedded by recalling often and applying across different areas of learning.

Within our curriculum, there is a key focus on children having a secure understanding of concepts they have learnt whilst being engaged and enjoying their learning. The curriculum promotes engagement, excitement, and resilience and develops a curiosity beyond the parameters of their classroom. We have planned opportunities for children to engage (making links in the brain, forming memories and learning) before building on their knowledge to ensure they can make links across the curriculum. Children are provided with opportunities to consolidate what they have learnt through rehearsal, application and being able to recall and draw upon their knowledge. Through doing this, we have created a curriculum that can be accessed by all and help all children to achieve well.

The use of technology has been woven into the curriculum and through regular use, children are able to document and record their understanding of their learning through various mediums whilst appreciating the need to act responsibly when online. The use of iPads within the curriculum promotes engagement, excitement and develop learners who are willing to approach, create and adapt with new technological advances.

We are determined that all children leave Alderman's Green able to confidently and competently read, write and use maths to at least the level expected for children of their age in order that they can build on their achievements through the next stage of their education and beyond. We use Read Write Inc. as our strategy to teach children the initial skills of reading and writing. In Maths, we are placing a greater focus on fluency, reasoning and for children to master key concepts across KS1 and KS2 to enable our children to be confident mathematicians. We have a dual approach to PE led by our PE Specialist, where we deliver the scheme 'Real PE' and more traditional aspects to ensure progression of skills and to secure learning and assessment in PE. Art and Design and Technology have been carefully planned and woven into the curriculum to ensure children have a clear progression of skills. The art which children learn about covers more traditional artists whilst introducing them to modern art reflective of the society they live in therefore allowing them to take more ownership over their creative skills and ideas.

Throughout Early Years, learning opportunities support the children to develop the essential characteristics which will enable them to be effective learners. All leaders are aware of how their subject is delivered through the Early Years, how it builds the foundations for children's learning in schools and how their subject can then be built upon this year on year.

By having a focus on personal, social, emotional development and wellbeing as a key component of our curriculum, which many of our children need as a priority given their circumstances, we are able to guide and educate our children in our British Values of tolerance, respect, liberty, democracy and Rule of Law. This allows children to successfully develop as learners and responsible citizens of their community who are able to hold themselves to account for their actions in school and as they progress in life.

Inclusion

We are a fully inclusive mainstream school with an Enhanced Resource Base (ERB) for children with Autism Spectrum Conditions. We strive to ensure that all children achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

We recognise that every child has the right to a broad and balanced education, which gives them opportunity to realise their full potential and make progress. We are committed to providing full access to the curriculum by ensuring high quality teaching and differentiation to meet individual needs. We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children. Teachers set and have high expectations for all pupils. They use appropriate

assessment to set ambitious targets and plan challenging work for all groups, including the more able pupils and those with low prior attainment and SEN and disabilities.

To ensure that we are inclusive with the delivery of our curriculum, our Enhanced Resource Base now has a bespoke curriculum which meets the needs of our children's special educational needs and is based on the national curriculum and our school curriculum. Working closely with the school's SENCo, we have identified that all our classes in ERB will begin with the same curriculum but tailored to individual needs within each class and there will be a three-year rolling programme. The curriculum is underpinned by our school intent and covers units taught in mainstream classes but at an appropriate level and pace of learning for the children in each class. By doing this, ERB classes will have a clear progression in skills in line with the other year groups and access to a rich, broad and balanced curriculum. We have planned opportunities for children to be involved in experiences such as trips/visitors with their peers and creating a bespoke curriculum for the children to succeed in their learning at a suitable pace.

Impact

The new curriculum was launched in September 2022 and was created by senior leaders. The overview for the curriculum has been planned and content curriculum coverage is completed to ensure the National Curriculum objectives are covered across school. Outlined below is the impact of our curriculum:

- Curriculum is enabling pupils to know more and remember more which underpins our curriculum intent. Our children have developed their responses using their broad understanding of key facts and are able to make links across their learning throughout this year e.g. links in geography to history units they learnt about in the Autumn term.
- Strong writing outcomes that have linked to the history, geography and science units taught. Children have used technical terms accurately as their subject knowledge is secure and therefore, they are able to apply them within their learning.
- High quality work completed in books and on iPads in a variety of way allowing children of all abilities to succeed e.g. SEND children recording voice notes/videos to demonstrate their learning if less confident with writing.
- Children's use of vocabulary is becoming embedded when using technical and subject specific terms and they can use this in both their written and verbal explanations confidently.
- Teachers are confident with the delivery of maths lessons and children are making good progress across the school as we have a consistent approach within the teaching of our maths lessons.
- Staff have good subject knowledge of curriculum being taught and CPD opportunities have been tailored to address areas staff were previously less confident in. Staff are confident with the delivery of their subjects as they have had whole school training and further planning surgeries with subject leads.
- Subject leaders are confident in the delivery of whole school CPD, running assemblies and initiating whole school projects e.g. environmental week. Subject leaders are successfully leading their areas of responsibilities as they have a clear understanding of the curriculum and how their subject is being implemented.

Subject Leaders - They delivered CPD before units were taught and CPD was tailored to the needs of our staff ensuring staff were confident in their subject knowledge. Subject Leaders worked closely with teachers through the planning and implementing of the new curriculum. They carried out monitoring of their subjects including learning walks, pupil voice and monitoring work completed in books and on iPads. Subject Leaders identified strengths and areas to develop within their subjects and created robust monitoring plans to ensure targets were met. As a result of this, Subject Leaders have a strong understanding of their subjects, overall strengths and areas they would like to further develop in the second cycle of the curriculum. They have strong ownership of their subjects due to secure subject knowledge, a passion for their subject within the curriculum and high expectations and aspirations for the curriculum.

As a school, we had a thorough monitoring plan which had key focuses across the curriculum and always involved different stakeholders including Governors, SLT, Subject Leads and External Agencies including the Local Authority. Due to the curriculum being new, Geography, History and Science alongside core subjects were monitored carefully as they were the focus for each term in the academic year and teachers were explicitly teaching subjects for the first time. Throughout the year, the curriculum was continuously monitored, and the impact has been:

History Deep Dive – Governors, SLT and Subject Leads

The quality of the history curriculum being strong. It has ambition for all, children are motivated and enthusiastic to learn and enjoy it, those who are disadvantaged and or SEND are considered in the planning and tasks are adapted to enable them to engage with their peers. When speaking with DP there was no difference evident between their understanding and the quality of their work and that of their non-DP peers. Planning and pupil conversation feedback demonstrate that children are working at an ambitious level, covering the curriculum as set out by the school and the national curriculum guidance.

The curriculum intent of 'talk, feel question reflect' is firmly embedded in the way in which history is taught throughout school and children are, as a result, able to apply their learning.

Geography Deep Dive – External Review

'Leaders ensure that all pupils across the school study an ambitious geography curriculum. This is realised through strong leadership, highly effective teaching and ensuring that pupils really do get to talk, feel question and reflect in this subject area.'

Attitudes to learning are very positive. Pupils are keen to share what they know. They talk passionately and enthusiastically about geography. Pupils say that they are motivated to learn geography as it is 'fascinating' and 'relevant for their lives today.' Several expressed a desire to have a career in geography.

Curriculum Review – External Review

We believe that the Alderman's Green curriculum enables children to make exceptional progress over time, it promotes their interest, participation and engagement and is consistently followed by all staff. Work in books and on the ipads, the voice of the child all demonstrate the quality of teaching and learning and the impact the curriculum is having overtime as a result of highly effective leadership at all levels.

When asked to share their learning, children talk with pride and confidence about their learning, keen to show off their understanding.

Teaching is consistently strong across school and children learn in a climate that is positive and focused on their improvement and achievement. The resources and materials that teachers use reflect the school's ambitious intentions for their learning. Teachers have good knowledge of the subject(s) they teach. Learning is clearly presented, promoting appropriate discussion about the subject matter being taught.

All members of the staff team are enormously ambitious for every child. The enrichments to support the curriculum are well thought out and are broad and rich in variety.

The local governing board

The governing board will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation through termly visits to the school, meeting with pupils, observations of practice and termly book looks. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Appropriate provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The Head teacher

The head teacher is responsible for ensuring that curriculum is taught consistently across the school. The Assistant head teacher (Curriculum lead) and subject leads will support the Head teacher in this role.

Leaders

Subject Leads ensure that the school curriculum is implemented in accordance with this policy through termly learning walks, book scrutinies, lesson observations, staff CPD sessions, planning surgeries and discussions with pupils.

Subject leads and the curriculum lead monitor Long and Medium-term planning. All leaders ensure the curriculum is coherently planned and develops a progression of skills, building on what the children already know so that our children can learn more and remember more. Subject leads and the curriculum lead ensure that the curriculum is real, relevant and has a purpose that will improve children's engagement and intrinsic motivation. Leaders ensure links are made across the curriculum from EYFS to Year 6 and that the pitch and content of lessons is appropriate for each year group. Skills are taught which can be manipulated and applied to a whole host of lessons and experiences offered through the curriculum.

The impact of the new curriculum is that there will be high levels of engagement observed across the school and consistency within the lessons delivered. Teachers will have a clear understanding of the learning children will need and develop this accordingly. Children will speak enthusiastically about their learning and recall prior learning with confidence. Through having conversations with children, we will be able to see a love of learning and children's desire to want to be in school for every lesson. Opportunities will have been planned for children to embed learning and vocabulary so that our children have a rich vocabulary and can approach unknown situations with a strong sense of self belief. The barriers to their learning will be acknowledged and through the curriculum, we will have children who have a strong sense of belief in their own abilities and have high aspirations for themselves at all opportunities. The children will know the curriculum at Alderman's Green supports them to not only academically succeed but grow as a learner and overall citizen of their community and the wider world.

Links with other policies:

This policy links to the following policies and procedures:

- Long and Medium term planning for each year group
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- RSE policy