

Meare Village Primary School

Curriculum Policy



Approved by:	Headteacher	Date: June 2023
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Next review due by:	June 2024	

Meare Village Primary School - Curriculum Vision

At Meare Village Primary School we promote a safe, nurturing environment in which we deliver a broad and balanced curriculum based on a clear progression of knowledge and skills. Our curriculum is organised to promote both academic excellence and personal growth so that children develop into resourceful learners and reflective thinkers. We teach and model our Behaviours for Learning, and these become embedded in the children's learning and in the way they treat one another. Our curriculum includes not only the formal requirements of the National Curriculum, but also a range of extra-curricular activities to deepen the experiences of our children. The outdoor environment and our interactions with communities are valuable opportunities for active learning. We are proud of our school grounds that have been carefully developed to enrich all we do.

Woven through our curriculum are three 'Golden Threads': power, culture, and people & places. We have selected them as important concepts in the development of Meare children and they drive our curriculum forwards. Providing opportunities to learn about these concepts will promote character development and citizenship, enabling our children to grow into responsible, resilient people who can work and cooperate with others and see themselves as part of a local, national and global community.

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. 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](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board 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
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Key curriculum areas and lead teachers:

English	Kate Noel
Maths	Bea Taylor
Science	Sophie Hooper
History	Janey Morgan-Parry
Geography	Janey Morgan-Parry
Art & Design	Emily Dutfield
Design & Technology	Andy North
RE	Bea Taylor
Computing	Andy North
Music	Andy North
MFL	Abi Isherwood (Amy Veale)
PSHE	Abi Isherwood
PE	Abi Isherwood

4. Organisation and planning

Each half term the curriculum will be based on high quality texts - fiction and non-fiction as reading forms the basis of our curriculum and is a means of pulling together all aspects of children's learning. Reading is at the heart of every subject in our school and our Reading Spine ensures that whatever the subject, children encounter stories which help them to create narratives that assist their learning.

Our curriculum map, designed and written by our teaching team, indicates which subjects are taught in each term. Over each academic year, children experience the full range of National Curriculum subjects. The planning for and organisation of our curriculum allows for a more creative and cross curricular approach to learning: encouraging children to apply skills in a variety of ways. Termly, medium term plans, which link explicitly to quality texts, are created by class teachers. These are shared with parents and displayed in school.

We aim to teach Maths and English every day (but at least 4 times per week when there are pressures on the timetable eg:swimming/wider opportunities music, Outdoor learning/special events etc.).

We teach Science and PHSE weekly. We teach PE twice weekly (once using TLE, once taught by our own staff).

We block teach other subjects such as geography, history, DT, Art and Design, music and computing, RE and MfL, ensuring that the programmes of study are covered across the academic year/key stage.

It is important to us that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. Pupils should be active partners in developing the curriculum. Children's questions, interests and ideas are used to develop and enhance planned learning experiences.

Across both Key Stages, a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly employ a range of high-quality resources to encourage independent learning and inspire pupils. Visits and trips, as well as visitors to the school, enable the children in our small, rural school to experience the wider world and provide with them essential Cultural Capital that may be required.

The use of the whole school environment is a fundamental part of our school ethos and is also used regularly to enrich the curriculum. This includes once-a-term Outdoor Education which is delivered by our Forest School provider who plans lessons based on our 4 learning behaviours.

Spiritual, Moral, Social and Cultural

Many opportunities are planned to support the children's SMSC development through all areas of the curriculum. The books and stories at the heart of our curriculum enable our children to see themselves as if through a mirror and to experience other cultures and religions. Spiritual development is promoted through RE lessons, which follow the Somerset Awareness, Mystery & Values curriculum. Children also experience a range of Collective Worship, and we make frequent use of our local church to celebrate key festivals.

Moral development is at the heart of everything we do at our school. The school uses the JIGSAW curriculum, which provides 'a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.' The JIGSAW curriculum has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Our lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

British Values such as democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs are also taught throughout the school using the JIGSAW scheme and the assembly programme.

Maths – We follow the White Rose Maths curriculum and use a range of other resources to support children's learning including: Master the Curriculum (KS2); Busy Ants; TTRockstars; Numbots (KS1), Mastering Number in KS1 and Dynamo Maths.

Reading – Read Write Inc phonics in KS1 (and for some KS2 children in Year 3); Fresh Start (phonics for KS2 children); Accelerated Reader (from Y2 to Y6); Vocabulary Ninja; Whole Class Guided Reading; daily reading time (20 minutes); daily shared class book. As soon as children are independent readers (from Y1 upwards) they take a STAR Reader test every half term to map progress and identify gaps that may need targeted intervention.

Writing – Across the school, we use The Write Stuff. These highly modelled lessons consist of experience days - which include drama activities, visits, visitors and virtual events - interspersed with Sentence Stacking lessons. In these, children are taught the process of writing in highly teacher-modelled chunks before going on to plan, write and edit their own text based around the theme or genre of the initial text. In KS2 children will produce one modelled text and one independent text each half term, which teachers share at moderation staff meetings in order to map progress and check against national standards.

Science – To support the teaching and learning of Science we use 'Developing Experts', an e-learning resource and community that immerses children in scientific knowledge, skills and understanding.

Geography - To support the teaching and learning of Geography we use Oddizzi, an e-learning resource and community that immerses children in the real world. The content shared allows the children to build a solid understanding of people, places and cultures of the world whilst developing their skills of enquiry, dialogue and digital citizenship.

Art – Our art curriculum is carefully planned to engage and excite all our learners and is taught through a topic approach. There are a wide range of resources to support the teaching of art and design across the

school. All classes have a range of basic resources kept in the classroom whilst specialist equipment is kept centrally. Visits from specialist art teachers and our after-school art club are used to enhance learning.

Computing - We base our computing curriculum around the DfE's NCCE scheme, ensuring full coverage of the 2014 computing curriculum. Initially set up to support learning during lock-down, Google Classroom (with the variety of apps it incorporates) has become an integral part of computing at Meare. We also use apps such as Scratch, Tinkercad and Code.org, and hardware such as Bee-bots and BBC Micro:bits. E-safety is covered using the DfE's 'Project Evolve' scheme.

History - In History we ensure the full coverage of the 2014 National curriculum. Pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. The curriculum inspires pupils' curiosity to know more about the past. Our curriculum encourages children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Each unit covers the key historical concepts of: continuity and change, similarity and difference, Cause and consequence, and significance. As a school, we re-cover the substantive 'Golden Threads' of: People and Places, Culture, and Power through our topic content. The history curriculum helps pupils to understand the complexity of peoples' lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

RE - In RE we follow Somerset's curriculum 'Awareness, Mystery and Value' (AMV). In KS1 we study Christianity and Judaism and in KS2 we study Christianity, Judaism, Islam and Hinduism. Using stories and artefacts from these religions we support the children's understanding and the development of their skills.

PE - Half of our PE curriculum is taught by experienced and talented Sports coaches who share their expertise with the school. (TLE). The curriculum consists of invasion, over the net, strike and field sports, dance, gymnastics and athletics. These sports coaches also offer extra curricular activities aimed at all children at lunchtimes and after school. The intent, implementation and impact of PE is overseen by the PE subject Leader. Class teachers teach a PE lesson a week which compliment the TLE curriculum.

PSHE - The school uses the JIGSAW curriculum, which provides 'a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.' The JIGSAW curriculum has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Our lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

MFL - The curriculum aims to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We intend to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies. We mainly teach Spanish in Key Stage 2 using a range of resources including Teachers use a range of resources to provide a rich range of learning opportunities: Lightbulb Languages, Duo Lingo and Twinkl. A variety of fiction and non-fiction texts are also being used to enrich children's experiences and learning in this subject.

Music - As well as using physical instruments (tuned and untuned), children compose music using Chromebooks and laptops, using apps such as Chrome Music Lab, Onlinesequencer, and Tonematrix. These tools give children the opportunity to share, collaborate, and improve on their work. All KS2 children learn to perform from notation using glockenspiels, xylophones, keyboards, and their voices. Weekly singing assemblies take place on Tuesday afternoons, and include songs from all around the world.

Design Technology – By following the design, make and evaluate cycle, our children learn to think like designers and engineers. Our DT curriculum links closely with computing, and is supported through the use of Tinkercad – a computer aided design app that enables our children to build 3D computer models and print them using the school's 3D printer.

Early Years Foundation Stage

As children start school our aim is to provide an atmosphere where they will soon feel confident, valued and secure. Reception children follow the Early Years Foundation Stage Curriculum (0-5 years) which is based

around three prime areas of learning: communication and language; physical development; personal, social and emotional development, and four specific areas of learning which include literacy; mathematics; understanding the world; and expressive arts and design. These areas of learning link directly into the primary curriculum and provide an excellent foundation and smooth transition into Year One.

5. 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 pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

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.

6. Monitoring arrangements

The Head Teacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with Subject Leaders. These tasks will link into a programme of monitoring, the School Improvement Plan priorities and actions, as well as performance management of teaching staff. The Head Teacher will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through learning walks, data analysis, book scrutinies and pupil interviews. They will provide feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

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

This policy will be reviewed every two years by the SLT. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- SEN policy and information report
- Equality information and objectives
- Subject policies