



CLIFTON COMMUNITY PRIMARY SCHOOL

CURRICULUM POLICY

'Enjoy and Achieve Together'

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Clifton Primary School

An overview of our foundation subjects.

Each child at Clifton Primary School is unique and deserves an ambitious curriculum which is both broad and balanced and prepares them for the next steps in their learning. Our curriculum is underpinned by our 5 Rs Relationships, Reflection, Risk-taking, Resourceful and Resilience. These 5Rs sit within our curriculum model and help us achieve our mission 'to enjoy and achieve together'.

As a one and a half form entry our curriculum offer follows a two-year cycle which ensures that all children have received the full extent of the key phase then are in. Each term children experience the full range of curriculum subjects, as seen on our class pages, enabling them to develop the skills and knowledge they need.

English exposes the children to a range of writing genres and literature. It strives to embed the skills needed to create ambitious writers who publish their work in their presentation books. It encourages a love of reading and exposes children to literature from popular fiction to the classics from poetry to non-fiction. Alongside many other subjects English also ensures it offers opportunities for speaking and listening. This is essential as children need to develop vocabulary and effective communication strategies.

Maths is taught in single year groups following the Maths No Problem course. Children are given ample time to build their fluency and mastery of a concept before moving on. A range of resources supports learning making maths a practical subject.

The wider curriculum at Clifton does not just embrace subjects including science, RE, ICT, design and technology, music to name a few. Our curriculum offer embraces SMSC and British Values and as such offers themed weeks, clubs, visitors to school, trips, P4C, horse riding and much, much more.

Intent - What we will do:

Each child at Clifton Primary School is unique and deserves an ambitious curriculum which is both broad and balanced and prepares them for the next steps in their learning.

We intend to:

- inspire and create aspiration through providing opportunities for every child to understand the world around them.
- teach an exciting, structured and coherent wider curriculum
- teach an English and Maths Curriculum which embeds learning and follows the principal of 'mastery'
- provide a knowledge of the world that pupils need through the wider curriculum. It is their cultural capital.
- incorporate appropriate vocabulary, which in turn helps pupils to express themselves confidently, in a sophisticated and mature way.
- provide a curriculum where our children can develop as confident, responsible citizens who question everything and have ambition. Develop children who know what they need to learn and that their learning is built upon prior learning and leads to further learning.

- provide them with the opportunity to find out about the possibilities that await them as adults – to create aspiration.
- create links between topics of learning so that it fits into a wider context.
- ensure learning rests in the long term memory.

Implementation- how will we do this?

Several components feed into our aim to develop expertise and mastery with our children.

Planning.

Our starting point is: ‘What skills and knowledge do we want our children to learn in?’ This ensures our lessons meets the needs of the children. At the start of each new subject the children will tell us what they already know and then generate their own questions about what they would like to learn. We aim for collaborative work on planning learning, developing common understanding of what is worth teaching, collaborative understanding of challenge, progress and evaluation of the impact of planning on pupil outcomes.



Feedback. – for staff and children

The aim of feedback is to move learning on. For the children feedback is on a day to day basis. The class teacher will talk to the child about their learning and also provide written feedback. The child will then be able to move their own learning on and demonstrate their understanding.

For staff feedback comes from moderations / learning walks from Senior Leaders/ Subject Leaders as these informs and improves planning and next steps. Senior Leaders also meet with children to help us understand what the children have learned and how they have improved. Is their work showing higher levels of nuanced language and understanding of the concepts and detail being taught? Are they able to articulate well what they know, understand and can do? These are authentic ways to check progress, because they reside in the work produced and in the speech of children.

Stimulus

We believe the use of the right stimulus is an important part of our curriculum implementation. Creating a ‘WOW’ moment helps to make concepts concrete. It can provide insights into new ideas and subject matter at the start of a session or provide a focal point for applying new knowledge once a session has started. It is critical the stimulus is well chosen. At its simplest the stimulus could be a well-chosen text. A text on its own can be the beating heart of a lesson.

Questioning and pace

Questioning.

The long-term memory is where connections and links are held together in schemata or organising categories. Good questions make a bridge between working memory and long-term memory. We want our pupils to see the big picture and make connections from the particular to the general and build up a schema which can be drawn upon in the future. Questions shift the focus onto the purpose. Framing questions means we have to think about the substance of learning. What is the key point here? What is the main concept that needs to be developed? The type of question can vary to place a different cognitive load upon the pupils, but the starting point is having the knowledge. We also want the children to self-generate questions so their answers can also form part of that long term memory.

Pace.

This needs to be appropriate to the speed of learning. Importance of mistakes – if everyone gets it first time round, then it was too easy. Appropriate use of pace to help children go deeper and learn better. We do not accept one-word answers. We get children to explain and get other children to listen and ask them if they agree or not. We need to probe and check understanding.

Vocabulary and Etymology

Developing vocabulary is a key part of developing knowledge. In the increasing demands of an academic curriculum, it is imperative to close the gap between the word rich and the word poor. This is a priority for all teachers across all subjects.

Vocabulary.

Building vocabulary is one of the key things that we can do as teachers. The words that will have biggest impact are the ones you see in books but rarely hear in speech. We want to close the gap between the word poor and word rich. Teachers model key words in both their written work with the children and through speech. Where possible words are linked to other areas of the curriculum e.g. gregarious – in both science (locusts) & English (creative writing). Teachers ensure that children develop the right vocabulary. E.g. an exclamation mark is NOT a 'shouting stick'

Etymology.

All pupils are entitled to experience the richness of vocabulary – including where words have come from. By exposing the pupils to root words, we are creating a platform for a broader picture of meaning. These connections enable pupils to store information in the long-term memory and utilise this information when coming across unfamiliar words.

Support

Children should be following the same *course* of work. They are entitled to do difficult and challenging things and be supported on the way. We believe that differentiation doesn't always work. It goes against the heart of the new curriculum. Children should be given every opportunity to work without pre-determined expectations of ability. Support is different to differentiation; it is about making reasonable adjustments or adaptations to the learning or task. This may take the form of adult support to complete a task, the use of practical resources or pictorial representations, IT support such as the use of assisted technology, verbal prompts or peer support. It is about shaping the learning and may require the

teacher to adjust or change direction within the lesson to secure learning. It is light years away from a prepared worksheet. Teachers need to be flexible and skilled enough to veer off-piste and collect up confused children as and when required. Adaptive instruction – not differentiation.

Challenge

Demanding and interesting work is an entitlement for all. Challenge for all – not as an additional activity or enrichment for bright pupils. Solving problems brings pleasure. There is a sense of satisfaction in successful thinking. Regular low stakes testing secures knowledge in the long-term memory. Effort in recalling information results in the longer-term security of that information. Apart from those pupils with significant additional needs, we should be making the case that the material studied is demanding, challenging and that access to that material is secured through talk, modelling and practice. Children should be encouraged to work collaboratively, in mixed groups, solving problems and finding solutions. It helps build relationships, risk taking and resilience.

Expertise and Mastery

The curriculum is driven by the need to achieve mastery & expertise within a subject and avoid superficial learning.

Expertise.

Underpinning expertise will be children's ability to describe the key elements of what they have learned in their own words and to show how this can be applied in different contexts. For example, a KS1 child will be an expert in story-telling if they are creating their own stories, using their own ideas with correct spelling, punctuation and grammar. Their work must be recognisably individual to them not scaffolded.

We believe that worksheets & writing frames merely enable pupils to parrot back what the teacher has told them. It might appear that they have mastered it, but any conversation will show that this is not the case. Therefore, we limit the use of worksheets as the difference between superficial and deep learning is key.

Mastery.

We want to avoid pupil work that is over-scaffolded and generally over supported. Mastery has implications for working memory and long-term memory. The more the basics are practised, the more secure the links with the underlying principles. We plan for the big ideas to be revisited over time. There is a focus on reasoning across the curriculum. Reasoning calls on us to justify and explain. It draws on long and short term memory.

We want problem solving across the curriculum – where have we come across this idea before? We want the transfer and application of existing knowledge into other areas. It is not about making the curriculum relevant to perceived interests. It is about making the subject matter intrinsically interesting. We accept there are times when children will struggle and feel frustrated. At the heart of our curriculum intent are the 5Rs which promote: risk taking, resilience, relationships, resourcefulness and reflection which we believe are key to achieving mastery.

Assessment

Assessment is the bridge between teaching and learning. The effective use of our children's books is a key tool within our assessment practice. We use responsive teaching. This means when we have taught something, we need to know whether the pupils have learned and understood and to what depth. We plan for revisiting over time which helps to secure knowledge in the long term memory. Assessment should focus on have children achieved key concepts rather than a particular level. Through the use of pre and post topic assessments we will know what the child knows and remembers and how this has been built upon through new learning.

IMPACT - What can our children do now?

Knowledge, Skills and Vocabulary

The impact of our curriculum is evidenced in the secure knowledge that the children have of the content they have covered. Our children will also have developed many skills across the curriculum and, as a result of both knowledge and skills, achieve well.

Some of our children will have a greater depth of understanding, having taken their learning to the deepest level. They will be reflective, risk-taking learners

The vocabulary that our children use will be enhanced and enriched with new words and they will be able to talk confidently about the different topics they have learned and make links between their learning.

Fantastic pieces of work.

These are the things that pupils write, say, make or draw and the low stake tests. All give insight into the extent to which a pupil knows, understands or can do something on their own terms. Completing a task and understanding are not the same thing. The focus must always be on remembering and understanding.

This is what standards actually look like when met with integrity, depth and imagination. Beautiful work encapsulates the aims and purpose of the subject. Our curriculum gives our children the chance to use the resources around them to produce beautiful work on a regular basis. This involves giving them the opportunity for re-drafting, building on feedback, polishing and refining. We and they must be clear on what *a good one* looks like. Assessing, discussing, re-working allows for impressive work to be produced. Sensitive, robust assessment underpins this.