

Curriculum policy

Falconhurst School



Proposed by: Head Teacher

Approved by: FGB
Prepared for Update Revisions

Date: 13th February 2020
February 2022

Next review due by: February 2022

Contents

1. Curriculum Intent.....	2
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Implementation.....	4
5. Inclusion.....	9
6. Monitoring arrangements.....	10
7. Links with other policies.....	10

1. Curriculum Intent

The curriculum intent for all our pupils is based on three Key Drivers which underpin all areas of our curriculum. In recognising the pupils' backgrounds, their culture and our climate for learning, these drivers seek to instill a sense of aspiration and ambition for all.

- **Possibilities** – which helps pupils to build aspirations and know available possibilities for their future lives through enquiry, enterprise and an appreciation of diversity
- **Knowledge of the World** – which provides pupils with opportunities to develop a sense of cultural capital which enables them to recognise, understand, value and learn from their different communities, country and wider world in order to instil an ambitious outlook for their future.
- **Well-Being** – which helps to embed in all pupils a healthy lifestyle (physically, emotionally and mentally) which builds resilience and keeps them safe.

Alongside our drivers, we believe that all children should feel confident and motivated to experience the feeling of accomplishment in a wide range of areas. Our curriculum and nurturing school ethos therefore gives pupils a strong mix of academic and personal development, tailored to their needs. Core and foundation subjects; physical wellbeing and mental wellbeing are equally valued, understood and prioritised by our careful consideration of curriculum design.

Spiritual, moral, social and cultural development, along with a well-planned and structured programme of personal development, underpins our work and is monitored throughout the school.

We carefully balance the requirement for pupils to reach national expectations in core subjects with our wider curriculum aims of providing a full spectrum of thoughtful and enriching experiences. As a result our pupils thrive in many ways.

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 and disabilities (SEND)
- 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
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

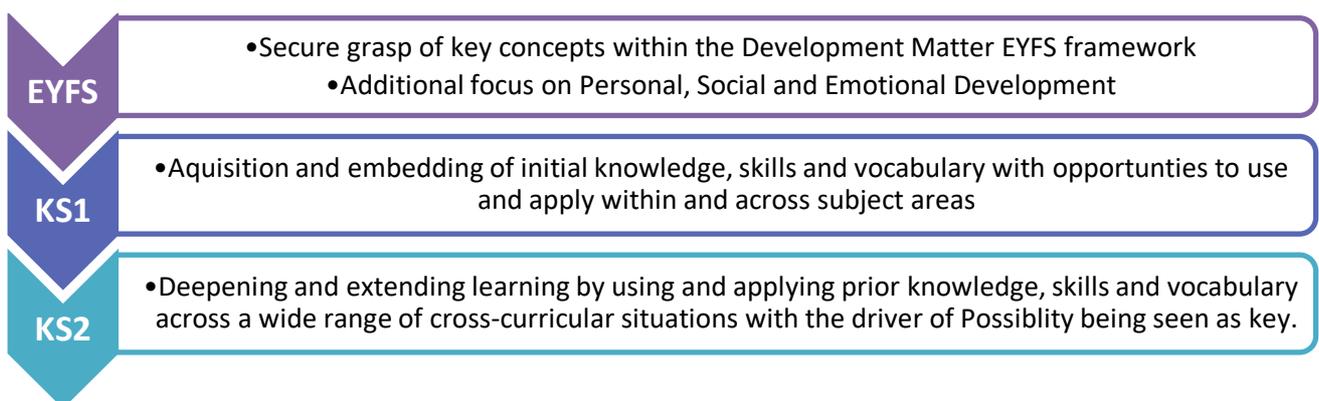
3.3 Other staff

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

4. Implementation

Our broad and balanced curriculum is designed to ensure that all children can:

- Experience a wide range of opportunities and activities which will develop their awareness of life and the world around them – cultural capital
- Acquire and embed new knowledge and skills through carefully designed tasks and experiences which will enable them to explore, re-visit, use and apply key concepts over time.
- Broaden their vocabulary in relation to subject specific knowledge and everyday spoken or written word.
- Evaluate and recognise the progress they are making against 'milestones' or measures for all aspects of their learning.
- Recognise how the craft of learning can be practiced and developed in order to transfer new knowledge from their working memory to their long term memory.



In order to implement our intent securely we operate a whole school approach through a process of Doorways and Pathways. As a whole school we enter a new Doorway each half term (apart from the Spring when there is one Doorway for the whole short term), these provide coherence to our learning focus and support progression for children's learning as they grow through the school.



From here each phase (vertically grouped two-year groups) then pursues its own Pathway for learning. These are also heavily focussed on the progress in knowledge, skills and vocabulary that children secure over time and as such they develop from EYFS (refer to EYFS policy for curriculum detail) through to the end of KS2.

Learning Pathways

1. Learning Pathways start with an exciting, engaging Hook
2. Then there is a discussion of personal interests and questions, which children want to explore or solve throughout the Pathway
3. Following this, we have 'Discovery Time', which involves a series of meaningful and rich activities, which develop the pupils' knowledge, passion and deeper understanding, whilst ensuring the content of the National Curriculum is being covered
4. Then pupils have some 'My Time' to explore and investigate their own questions
5. Next, the class check what they have learnt and reflect on where the Pathway has taken them
6. Learning Pathways will culminate in a celebration of their learning, which will display some of their skills, thinking, work and learning

Within each doorway, there are many different pathways and these will all be very different for each year group. As children progress through Falconhurst they will experience a wide range of history pathways, geography pathways, art pathways, DT pathways, music pathways and so on; all of which complement their Core Learning of English, Maths, Science, PE and Computing. English, Maths and Science are also regularly brought to life through these doorways, as each theme lends itself well to exciting and creative learning opportunities in these subjects. Using and applying learning in a range of ways is what makes it 'stick', so if you enter into a 'Pathway'

lesson, you are likely to see children taking on the role of detectives, historians, investigators, professors and many more!

Our **'Home School Connection'** opportunities are wonderful events where the children's families are invited into school to share the learning journey with their child at the end of each Doorway whenever possible. Children and adults are thrown into a range of activities that show off the learning that has taken place.

Throughout their learning pathway, the impact upon children is continuously evaluated against the Early Years Framework or National Curriculum milestones and objectives. Subject leaders and class teachers across school will talk to children about what progress they believe they have made in securing new knowledge and skills, records of learning in books, Google drives and portfolios are used to evidence knowledge and progression, reflective evaluations and assessments by children will also provide a more formalised assessment of attainment.

Within each pathway there are home and connections so that families can support their child at home or they can visit school on one of the many 'learn alongside' sessions. As is our intent, we also ensure that our three key drivers are also integrated throughout each pathway as a continuous signpost which keeps the children and their primary needs at the forefront of our learning.

In order to deliver our curriculum pathways, the children are taught in a range of ways:

1. Discreet subjects with timings allotted within the weekly curriculum,
2. Thematic afternoons where multiple subjects are explored and linked together to support the children in making connections
3. Deep dive days where a key question or enquiry may be pursued and children are immersed in research and thinking which may have no correct answer at the end. These are particularly evident in our delivery of RE and PSHE (including Relationships and British Values education) teaching across school.

The children's learning is supported with a range of readily available physical and technological resources. Teachers are also supported in designing and delivering their children's learning pathway with resources available from Chris Quigley (General Curriculum), a range of online and carefully considered sites (The training space – Jane Considine, Literacy Shed, White Rose Maths, Mr. P for ICT), Jigsaw (PSHE and Relationships) and Discovery alongside the Milton Keynes Agreed Syllabus (RE).

Children are also taught and enabled to understand what is required in order to be a successful. We teach the Secrets of Success created by Chris Quigley to help our children in understanding

their behaviour, attitudes and values. To find out more about the implementation of the Secrets of Success, see the Behaviour Policy.

The secrets of success are:



Curriculum subjects

STEM Hub

Science

Science is delivered as a discrete subject; it will be linked to our pathway work where appropriate. As scientists, our children will have the ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings. The children will undertake practical work in a variety of contexts, including fieldwork. We will ensure a passion for science and its application in past, present and future technologies are clear for the children building their aspirations for the future.

Computing

We do have discreet timetable time for the development of ICT skills but our approach is to integrate ICT into all lessons: the use of Chromebooks and other hardware such as cameras and I pads is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programs to learning platforms, support teaching and learning across all years. Pupils will use technology safely and identify where to go for help and support when they have concerns.

Humanities Hub

History:

Some of our pathways start with a historical theme ensuring an excellent knowledge of understanding people, events and contexts from a range of historical periods and of historical concepts and processes. Exciting planned activities and learning enables ALL children to have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why. During our pathways, children will learn about key figures from the past that we can learn from, aspire to be like and support our understanding of the world.

Geography

Geography is a starting point for some of our pathways to enable our children to have an excellent knowledge of where places are and what they are like. Children will have a commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there. In addition to the knowledge and skills taught, children will have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Religious Education

We follow the Milton Keynes Locally Agreed R.E syllabus supported by Discovery RE, which is a comprehensive set of detailed medium-term planning for Religious Education from Nursery to Year 6. This allows for a knowledge-rich approach to the study of religion and philosophy, which will improve outcomes for pupils. Children receive quality RE which prepares them for the world of work and equips them with deep critical thinking skills.

Arts Hub

Art

Art has a very important place in our curriculum and is weaved into our pathways. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced to the Great Masters and a wide variety of other artists and their styles. We visit the Milton Keynes Gallery when the exhibitions are age appropriate.

Design Technology

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes.

Music

In their music lessons, pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils will be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons, where appropriate, are linked to our Pathways and music is used in a variety of lessons and activities to create mood, atmosphere and to help thinking. Assemblies will also provide an opportunity to practice singing.

Health and Wellbeing Hub

Physical Education

See the Physical Education policy

Personal, Social and Health education

We follow a scheme called Jigsaw, which is designed as a whole-school approach, Jigsaw provides a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw makes teachers' lives easier by providing extremely well-structured, progressive lesson plans with teaching resources included. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

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)
- Pupils who have been exposed to Adverse Childhood Experiences which impinge on their ability to learn effectively.

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 making sound progress and 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 single equality information and plan, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits to spend time in class with children and talk to teachers
- Link governor communications
- Reports to the Teaching, Learning and Standards Committee

- Termly Head Teacher report to the Full Governing Board
- Shared information and discussion with members of the school's Senior Leadership Team

Subject Leaders monitor the way their subject is taught throughout the school by:

- Learning Walks
- Pupils discussions
- Classroom observations and lesson study
- Book Looks
- Pupil Progress meetings
- Milestone checks

This policy will be reviewed every 2 years by the Head Teacher and Senior Leaders. 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
- Assessment policy
- SEN policy and information report
- Single Equality policy and plan