



Curriculum Policy Of Queenborough School And Nursery



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Queenborough School and Nursery

Curriculum Policy

Rationale:

The Primary National Curriculum, introduced in September 2014, states:

The national curriculum 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.

At Queenborough School and Nursery, we passionately believe that our children have the right to a broad and balanced curriculum, which prepares them for life in Modern Britain and as citizens of the World. The curriculum of the school underpins all the learning that takes place and an engaging and inspirational curriculum can foster curiosity and a passion for learning so that children may develop into life-long learners. In June 2012, Queenborough School and Nursery redesigned its curriculum to ensure that there were more opportunities for subjects to be linked, so that learning would be purposeful and meaningful for pupils and so that they could apply their reading, writing, mathematical and information communication technology skills across the curriculum. This was strengthened further in January 2016, with the investment in the Cornerstone Curriculum Model.

We believe that, through this model, we have achieved a curriculum that reaches every child within the school and balances the acquisition of knowledge with the development of key skills and understanding of the world. It excites, inspires and motivates our children and staff, making learning purposeful and allowing our children to recognise the part they play within the community of the school. This policy is intended to provide an overview for our curriculum and the key principles and practices which embody it.

Interactive Learning Programs

Each term, each year group will immerse itself in a cross curricular theme or Interactive Learning Program (ILP). These themes are exciting topics which act as stimuli for all the learning that takes place within most of the curriculum subjects. These ILPs allow for subjects to be linked and also give context to the skills which the children are learning. Students, staff and parents are involved in the selection of the themes for each academic year. Within each theme, the children will advance through four key stages:



Knowledge, Skills and Understanding

At Queenborough School and Nursery, we understand that a balanced curriculum is comprised of, not only knowledge, but of key skills and understanding of the world.

Knowledge: Careful thought is given to exactly what the children should know at each stage of their school life. Class teachers ensure that this knowledge is delivered in such a way that it will be memorable and relevant to the children. Learning objectives to develop knowledge will begin, 'To know'. For lessons where an acquisition of knowledge is the outcome, teachers may favour a longer teacher input or will include investigative activities such as research.

Skills: As well as knowledge, our whole-school themes are designed to provide opportunities for pupils to develop a wide variety of skills across the curriculum. Again, these skills are matched to the age and ability of the pupils and are linked to the factual knowledge that children will be gaining. Learning objectives to develop pupils' skills will begin, 'To be able to'. For developing pupils' skills, teachers will probably plan for more practical, 'hands-on' activities.

Understanding: Queenborough School and Nursery considers its role of helping pupils to understand the world around them as crucially important. We aim to ensure that all pupils have a sufficient understanding of the world to take their place in Modern Britain. Objectives relating to understanding will help pupils to make the link between the knowledge and skills that they have gained and their own place in the world. Objectives where developing understanding is the outcome will begin, 'To understand'. Activities to build understanding will probably involve activities where pupils are encouraged to reflect or discuss their thoughts with each other.

Breadth, depth and progression.

Breadth: In selecting the themes, staff are careful to choose a variety of topics which allow a broad range of curriculum subjects to be explored. In some themes, certain subjects are more prominent than in others. For example, in a History based theme, there may be less Geography

occurring. It is the role of Subject Leaders and the Curriculum Manager 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 whole-school themes facilitate the provision of their subject and suggest ways that staff could link the themes to their subject.

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

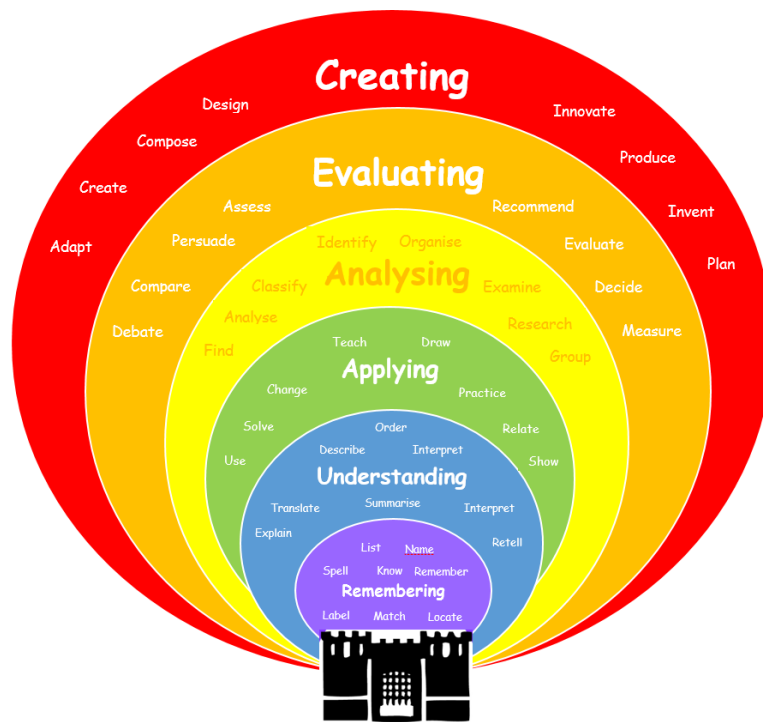
Progression: Subject Leaders provide class teachers with curriculum objectives for their subject and these are used to ensure that the lessons they are planning for each subject are age and age and challenge appropriate. Subject Leaders monitor planning to ensure that teachers are providing appropriate challenge across the curriculum. Each term, Subject Leaders also request samples of work from each year group to ensure that there is progression in knowledge, skills and understanding taking place as the children progress through the year groups. Senior Leaders monitor books and other work in order to ensure that progression takes place throughout the school.

Effective teaching

A broad and balanced curriculum must go hand in hand with effective teaching. It is our belief that good teaching leads to good learning and progress. It is our expectation that every lesson at Queenborough School and Nursery will be at least 'Good' but preferably 'Outstanding' against the Ofsted criteria. In planning across the curriculum, teachers will ensure a range of learning styles are accommodated so that all children can be engaged. We strongly believe that 'every lesson counts' and that all pupils should show progress in every lesson. Therefore, there is a comprehensive Teaching and Learning policy in place which is stored centrally in the school office. This policy details the different strategies that teachers can employ in their delivery of the school curriculum.

Our Learning Model

In Term 3 of 2015-16, the school introduced the following learning model, based around Bloom's Taxonomy. This model provides teachers with a point of reference for ensuring that learning is deepened and provides children with another set of common vocabulary with which to discuss their learning. The school's lesson planning procedure was also adapted to show progression through the phase of learning. This model, or a variation of this, will be on display in every classroom and teachers will make reference to this, where appropriate. When working within each phase of learning, teachers ensure they use consistent vocabulary, seen in the model below, so that pupils develop an awareness of what skills they are using.



'Wow! Opportunities

We believe that children should frequently experience a sense of awe and wonder in their learning. Our curriculum model allows for frequent opportunities for teachers to provide these moments. For each theme, the staff consider how these moments can be achieved. There is at least one whole-school trip each year, as well as opportunities for class teachers to take their classes on trips specific to their learning or for visits in the local community. We believe in allowing the children the opportunity to learn from 'experts' in whatever area they are studying. Therefore, authors, scientists, performers and musicians are invited into school regularly to provide the children with an insight as to how the skills they are learning at school can lead to success in later life. These 'wow' opportunities are not viewed in isolation, but provide a stimulus for work across the curriculum.

Parental involvement

We understand the importance of parental involvement and the impact that support from home can have on a child's education. Therefore, we strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home. Open afternoons, in which the children can share their work, happen frequently throughout the year, as do reading afternoons. Parents are invited into school for concerts, assemblies, Christmas performances and end of year productions, with the intention of sharing and celebrating the work that has happened in school. The school's Twitter account provides a live feed to parents of the work that is taking place throughout the school on a daily basis.

Parent's evenings happen twice per year with an optional extra once reports have been published. All parents are welcomed into school for a meeting with their child's teacher regarding their learning and general development. This is supplemented by the mid-year and end of year reports, which show the children's academic levels, supported by a comment by the class teach-

er.

Each year, the Curriculum Manager seeks feedback from parents in order to gain their views as to how well the curriculum has met the needs of the children throughout the year. The results are compiled and are included in an end of year report on the impact of the curriculum, which is shared with the Headteacher and Governing Body.

In the Foundation Stage and early into Key Stage 1, children have link books, which are used to maintain the communication between home and school in this important stage of children's development.

Role of Subject Leaders

Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils. Since the introduction of the National Curriculum, there has been an expectation that all teachers, after successfully gaining Newly Qualified Teacher Status, will take an additional responsibility. This forms part of their standard teaching duties; the amount of responsibility and the number of subjects which a teacher leads is often dependent on the experience of the teacher. Following the implementation of the new National Curriculum (September 2014) strong subject leadership has been essential as we adapted our schools curriculum to accommodate statutory changes.

Subject leadership falls into two categories: Core subject leadership (Maths, English and Science) and Foundation subject leadership (all other subjects). Leadership is also required for other school initiatives such as Eco-School and School Council. Subject Leaders are responsible and accountable for the subject throughout the school and are expected to possess an in-depth knowledge of the provision of their subject.

The key roles of Subject Leaders are:

- Ensuring that there is a policy for the subject and that this is kept up to date and in line with national policy;
- Ensuring that the provision of their subjects sufficiently prepares pupils for life in Modern Britain;
- Writing, monitoring and evaluating an annual action plan for their subject;
- Monitoring the provision of the subject through observations, work scrutiny and planning scrutiny;
- Ensuring that resources are plentiful, up-to-date and in good condition;
- Ensuring progression takes place across the school;
- Provide guidance and training to staff within their area of expertise;
- Assist with planning, teaching, assessment and reporting within their subject;
- Keep well informed of any assessment that takes place for their subject;
- Ensure that their subject has a high profile within the school;
- Organising whole-school events such as enrichment days for their subject;
- Regularly report the provision of their subject to the Senior Leadership Team;
- Representing the school in local cluster groups;

- Some subjects may carry a budget which the subject leader will manage;

The curriculum and inclusion

Like all aspects of school life, the curriculum is designed to be accessible to all. It is expected that all children have the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. If children are identified as having special educational needs, we will do all we can to ensure that the needs of these children are met. In most instances, class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level appropriate to them. If class teachers feel that it is necessary to modify the curriculum in order to meet the needs of children with more severe special educational needs, then this will be done in consultation with the AEN Leader. Our curriculum model also allows for children who are identified as Gifted or Talented in specific areas to be extended in their learning.

Planning

Planning takes place across the curriculum in two waves: long term planning and medium/short term planning.

Long term planning is the overview provided by Subject Leaders to teachers which details the knowledge, skills and understanding that the children in each year group need to possess by the end of an academic year. This planning is essential as it ensures that progression is taking place across the school within the whole school theme. Teachers annotate these plans to show what objectives they have met within their lessons; this is monitored by Subject Leaders and the Curriculum Manager. Each term, all teaching staff also meet to mind-map ideas relating to the whole school theme and this is collated and distributed to staff as another form of long term planning.

Medium/short term planning is the planning which is completed by the class teacher to show the lessons within a unit or theme. Teachers are not expected to complete individual lesson plans for every subject but medium/short term planning should contain enough detail to allow for any teacher to deliver a lesson. 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. Numeracy, Science, RE, MFL, PE and Basic Skills are all planned for discretely, unless there are obvious links that can be made to the Theme; while Literacy, Geography, History, Music, Art, Design and Technology and ICT are planned together as part of the Theme planning.

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