

Reepham C of E Primary

Curriculum Policy

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1. Overview and Rationale

At Reepham Church of England Primary School we view the design of the curriculum as an evolving and fluid process which takes into consideration: the needs and character of our children; the children's prior learning; children's experiences; the community in which the school exists; the statutory National Curriculum and educational research (which is evaluated and relevant to our school). We have designed a curriculum which teaches what matters to our children so that they know more, remember more and understand more. It is planned and sequenced to develop long-term knowledge and increase curriculum skills.

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.

Reepham Church of England Primary School follows the National Curriculum in regards to the content and the subjects we teach. As a proud Church of England school we always ensure education about values runs throughout our lessons. Our Christian beliefs underpin all that we do, we thread the teachings of Jesus Christ through our curriculum and we have a focus value for each term.

2. Deciding our curriculum

We understand that demographics and society changes and we want our curriculum to be relevant, exciting and best prepare our children for the next stage in their education, matching their personal context. To this ends we only ever produce a long term plan for 4

years, it is then rewritten by consulting parents, staff, and pupils. A 4 year cycle reflects a pupil working through Key Stage 2.

Our last consultation was summer 2019.

A commitment to pupil and parental voice ensures our curriculum is relevant and meaningful.

2.1 Pupil Consultation: Pupil voice says pupils love learning, they like academic lessons and they are proud of their work. Pupils told us: “We learn things if it is fun.” “We like writing in the mornings and learning facts in the afternoon.” “We like hands on learning as we remember more.”

The children have overwhelmingly said:

- > THEY LOVE LEARNING
- > THEY LIKE ACADEMIC SUCCESS
- > THEY ARE PROUD OF THEIR WORK
- > THEY LIKE TRYING NEW THINGS
- > THEY ARE EXPECTED TO DO WELL IN AND OUT OF SCHOOL

2.2 Parent Consultation: Parents told us : “You have considered the needs of the children” , “A good variety of topics...” “Make sure you keep the fun in learning...” “It’s good to see you are keeping the focus on making sure the children are ready for secondary...” Older children are succeeding because of “the way this school promoted high standards...”

Parents overwhelmingly told us that they choose to send their children to our school as we have a proud academic base that best prepares pupils for the next step in their education, these range from Grammar Schools, Independent Schools, Faith Schools and successful Comprehensive Schools.

2.3 Staff Consultation: When reviewing our curriculum we look at what has worked, what pupils have previously learnt and we engage with Secondary schools. Local Secondary Schools have worked with us to up-skill our staff with the teaching of different subjects, our secondary partners have told us “Pupils from Reepham school are very well equipped to succeed at Secondary.”

3. Intent

To best prepare our School Family to continue their spiritual and educational journey, we look to the words of John Sentamu: *The Gospel offers forgiveness for the past, new life for the present and hope for the future. We use this to ensure our curriculum best prepares our children* to live life in all its fullness!

This means:

- > **To be best prepared for the next stage of their educational journey...**
- > To best prepare children for the next stage in their journey ensuring all children can read, enjoy reading and that reading is not a barrier to their learning and life experiences.
- > To best prepare children for the next stage in their journey ensuring all children can write, enjoy writing and writing is not a barrier to their learning and life experiences.

See individual subject overviews for how we **best prepare** children for the next stage in their journey.

Our goal is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement so that they know more, remember more and understand more. Taking into account our current catchment and our recent consultations we have designed a curriculum with a strong academic backbone, that is enriched with hands on lessons, creatively planned and delivered.

4. Implementation

Our curriculum is planned around termly areas of study, which fit into a pupils' educational journey. Subjects are planned around a theme/topic, with the notable exception of Literacy, Maths, PSHE, RE and PE where, at times, they may link, but we will not 'force' subjects into a study/topic if they do not 'fit'. Likewise, across the curriculum we may have stand-alone skills lessons, or themed days.

In our school lesson we will feature a **"Pulse-Point"** where the teacher will check that learning is alive, and reshape and challenging learning so pupils can **'Step-up'** their learning.

Our curriculum is designed to have a strong academic back-bone. Mornings usually have an emphasis on Reading and core English and Maths skills so pupils are best prepared to have academic success throughout their Educational Journey. This is balanced with an enriched curriculum that often sees afternoon lesson taught hands-on or dialectically, such as Investigations in Geography, inviting Secondary Teachers to deliver lessons or an enriched DT curriculum that sees pupils fixing bicycles and building BBQs to cook on. This prepares pupils for the real world and inspires them in future learning.

To support the implementation of our curriculum each subject has the following documents (or an equivalent) in place:

- A long term plan
- A vocabulary progression document
- A disciplinary skills progression document
- A subject curriculum journey
- A vision document linking the subject to our school vision and setting out progression non-negotiable and a destination to be prepared for (Key Stage 3 expectations)
- A school Research and Evidence Informed Pedagogy statement detailing how evidence informed pedagogy is used in the planning and delivery of a subject.

Our 3 school intentions are used to drive curriculum implementation alongside appropriate evaluated educational research (Research undertaken at time of most recent curriculum consultation).

The way the curriculum implements it's curriculum can be grouped in three ways:

-Academically

-Emotionally (including Resilience, safety and wellbeing)

-Spiritually

I- Implementing Academic intentions

We will protect subject disciplines of Reading, Writing and Maths. Our lessons in the morning will heavily focus on these areas, to best prepare children for the next stage in their journey ensuring all children can read and write, enjoy reading and writing, and that reading and writing is not a barrier to their learning and life experiences.

The afternoon sessions will balance this with hands on activities based around Science and the Wider Curriculum; this kinaesthetic approach sees pupils learning through doing and talking about their findings. This enables us to focus our teaching and complements our morning focus on Literacy and Maths. Afternoon sessions will often be taught through a more themed topic approach. There will be limited writing expectations in these subjects reflecting a more hands on learning experience. Each term will end with a 'double page spread' where pupils will show mastery of different areas of the curriculum to independently answer a question, producing a 'best' piece of work they can be proud of.

Curriculum Implementation	Reason/ Research
<ul style="list-style-type: none"> • All subjects within the National Curriculum are planned for and covered in full within the KS1 and KS2 school curriculum. • Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding, and enhance our curriculum as, and when, necessary so that children know more, remember more and understand more. 	<p>National Curriculum</p> <p><i>School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age related knowledge and skills</i></p>
<p>Language Development</p> <ul style="list-style-type: none"> • The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum. • The development of speech and language is identified as one of the most important parts of our school's early years curriculum. Speech and Language Therapists are used by the school; this enables staff to match oral language activities to learners' current stage of development, so that it extends their learning and connects with the rest of the curriculum. • The promotion and use of an accurate and rich cross curricular vocabulary throughout school is planned in all subjects. This is evident in all learning areas, and all classrooms have a 'vocab lab' learning display to introduce and embed new language. 	<p>Education Endowment Fund research indicates that all pupils benefit from oral language interventions.</p> <p><i>Studies show larger effects for younger children and pupils from disadvantaged backgrounds +5 months.</i></p>

<p>Phonics</p> <ul style="list-style-type: none"> • The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage and Year 1. This continues into Year 2 where it moves to focuses more on spelling patterns. • Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers. • Swift intervention is planned for those children who are working below expected levels. • The school follows the Little Wandle Letters and Sounds program. This includes using their tracking, intervention and training programs. • See Phonics and Early Reading Policy 	<p>Education Endowment Fund research indicates that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of +4 months</p> <p>School – phonics outcomes are good leading to a secure reading foundation, best preparing children for the next part in their educational journey.</p>
<p>Reading</p> <ul style="list-style-type: none"> • Reading forms the core of our curriculum. All children read and are read to, so that they develop a love of reading. Books are selected by teachers with the knowledge of how they link to other areas of the curriculum. Class Readers are often planned to match topics or are used as ‘anchor texts’ to engage other areas of the curriculum. • Reading Scheme – The school uses a colour book-band scheme which incorporates a variety of different reading schemes to provide a wide variety of appropriate quality texts for children to read covering all genres and challenging stereo-types. The schemes incorporated into our reading provision include: Little Wandle, Oxford Reading Tree, Project X and Graphic Novels. Reading bands are matched to the pupils phonic levels. When pupils complete the Brown Band we consider them free readers, this allows pupils to access a wider range of texts to maintain engagement. • Individual Reading – all children in Foundation Stage and Key Stage 1 will read on a 1-to-1 base’s with trained staff. Selected older pupils will also undertake this weekly as an intervention or a reward. Every child in every year group will be heard read by the class teacher at least once a term,. During our ‘stop and read’ day, this allows teachers to ensure pupils fluency, prosody and comprehension skills are well developed and their books match their ability. • Home Reading – all children are expected to read at home and take home reading books. Reading records are used for children up to Year 4, then we use a more independent reading log. This encourages a clear home-school partnership. • Guided Reading – Takes part in all classes, in Key Stage 2 we use a ‘whole class reading’ approach. • Interventions – Reading is assessed termly, any child not on track for Age Expectation also has their specific reading age checked to ensure progress is happening at all levels.Interventions are specifically planned using the Simple View of Reading, to ensure interventions match a pupils specific need. 	<p>Education Endowment Fund research indicates that reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities.</p> <p>Parental Engagement +3 months progress</p> <p>School- We have seen how poor reading skills is a barrier to learning, focusing on reading opens up the whole curriculum ensuring pupils are best prepared for the next stage in their educational journey.</p>

<p>Writing</p> <ul style="list-style-type: none"> • Pupils have a writing book to maintain standards when writing across the curriculum. • The school has mapped out how writing is taught across each year group. • Over a term, pupils undertake a 'cold write' (unaided). These are detail marked and returned for "Target Time" where pupils use a metacognition approach to set their next targets. Targets go on Bookmarks and are used to ensure continuous progression. • Weekly Spelling and Grammar activities are used to promote Key Skills. • Planning follows the National curriculum using resources such as Literacy Shed. • Grammar follows the Schofield & Sims scheme. • Spelling follows the Twinkl scheme. • Handwriting follows the Letter Join Plus scheme. 	<p>Education Endowment Fund <i>research indicates that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.</i></p> <p><i>EEF Metacognition approach +7 months, quality feedback time +8 months</i></p> <p>School- . Higher Grammar scores then writing has seen a priority to transfer skills. Spelling is scores priority in Grammar.</p>
<p>Maths</p> <ul style="list-style-type: none"> • Maths is a core subject and has a high priority within our school curriculum. • White Rose MathsHub is used as the core maths programme (although adapted for our school). The delivery of this programme is underpinned by staff CPD. • Timestables Rockstars is a timetable programme that is used across KS2 to ensure children are developing rapid recall of multiplication facts. • Termly Maths assessments are used to plan for progression and to put in place interventions. 	<p>MathsHub aim is to develop a culture of deep understanding, confidence and real progress. The programme, which has been developed following global research, makes links to the real life problems.</p> <p>Education Endowment Fund research indicates that Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others.</p>

<p>Science</p> <ul style="list-style-type: none"> • Science may be delivered as a discrete subject but links are made to other subjects when appropriate. • Language development has a salient role in scientific understanding. All science units focus upon key vocabulary and key facts to be used during knowledge acquisition so that children know more, remember more and understand more concepts that are scientific. • Science will be a hands on subject to ensure pupils develop skills and a love of learning that will best place them to continue to the next stage of their education. • STEM resources are used by the school including during Science week. • Science is assessed through an annual quiz that covers all aspects of the National Curriculum. Results are used during 'activity week' as the basis for assertive mentoring, eg pupils are taught discretely what they are not secure with. This ensures pupils continue to make progress and are best prepared for the next step in their education. 	<p>Education Endowment Fund research indicates strong evidence of a link between economic disadvantage and attainment in science.</p> <p>School : children evidence a positive approach and engagement towards hands on science lessons.</p> <p>STEM Learning uses Best Practice to inform planning</p> <p>Wellcome Trust State of the Nation Science Report on inquiry based learning</p>
<p>Wider Curriculum</p> <ul style="list-style-type: none"> • Computing is taught as a discrete subject encompassing animation, programming, spreadsheets and e-safety. Computing Skills are deeply rooted throughout all teaching and learning as we believe these are vital skills that children will use throughout their life. • A two year rolling program is in place across Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. All elements of the National Curriculum are planned to be covered over the different topics. Long term overviews are available on our website and medium term plans are available on request. • We use a range of resources including schemes published on Twinkl and PlanBee to ensure we have a range of exciting, informative and engaging lessons. Where the school opts to use such resources, we will evaluate and personalise them against the needs of our pupils to ensure all children make progression. • Assessment is through the use of digital quizzes used from Year 2 onwards. These test the pupils against all aspects of the National Curriculum. Where skills or knowledge is not secure, we use an 'assertive mentoring' approach to ensure that by the time children leave a class they have been retaught these areas. We have an Activity Week planned every year to do this. This ensures pupils always leave a class best prepared for the next stage in their educational journey. • Each Term pupils complete a 'double page spread' in their <i>Kaizen Book</i>. Here they are asked to show off all the knowledge and skills they have mastered and answer a question in a 'best work' book that will travel with them throughout the school. Kaizen means continually learning and this will be reflected in this book. • For information on RE see Section 3 "Implementing Spiritual Intentions" below 	<p>Education Endowment Fund Computing Skills +3 months. Link between Comporting, maths and science skills.</p> <p>School- ability to joint plan and deliver has improved quality of lessons and resources.</p> <p>EEF- Metacognition and self regulation produced by digital quizzes +7 months</p> <p>School- Secondary schools tell us our pupils are best prepared for their subjects during transition meetings.</p> <p>See also our : Research and Evidence Informed Pedagogy document</p>

<p>Enrichment Activities (real life learning)</p> <ul style="list-style-type: none"> • Complementing our curriculum, all classes have a term of Enrichment Activities. These are based on the National Curriculum but designed to be presented through wow moments, and develop real world thinking. Activities include: Balance Bikes in Reception to aid gross motor skills; Additional continuous provision activities in Year 1, Planning and preparing meals in Lower Key Stage 2, Fixing and maintaining Bicycles in Year 5, and Designing and Building BBQs from bricks and clay in Year 6. These Key Stage 2 lessons are inspired by the DT Curriculum. • Other opportunities are planned to ensure real life learning is at the forefront of learning, this is all designed to best prepare children for life. 	<p>Education Endowment Fund Outdoor learning +3</p> <p>Arts participation +2</p> <p>School- pupils engage well with additional staff, curriculum is exciting and meaningful.</p>
<p>Specialist Teaching: MFL, Music and PE</p> <ul style="list-style-type: none"> • To ensure our curriculum is rich and vibrant, we often use specialist teachers. While we may have visitors across the curriculum we employ some specialist teachers to deliver aspects of our curriculum. • Modern Foreign Language: The school has a teacher who is freed to provide high quality MFL across the school, spending a term in every Key Stage 2 class. We predominately teach French as this best supports pupils moving to local secondary schools, but pupils also get exposed to other languages including Japanese and German. MFL is planned and assessed through a 'passport' system that follows pupils across the school. • Music: All children from Foundation Stage and above not only listen to music but learn to perform by singing, playing and making up their own music. All classes from Year 1 to Year 6 have 2 'termlets' with a specialist teacher that follows a sequence of planned lessons to ensure all pupils compose, perform and learn an instrument. Music is assessed as part of our Arts Quiz. • Pupils also have the opportunity to have small group or 1-to-1 sessions learning a range of instruments such as the guitar, piano, saxophone or violin. • PE: The school has a long term overview for Sports and PE. Each class gets 2 sessions a week. One session in each class is led by a Specialist Sports Coach. This ensure that all children get the best tuition and experiences over all aspects of sport and PE. Many pupils are invited to take part in competitive sporting events such as Football, Rugby, Cross-country, Netball and Athletics. The school has a displayed leader board of 'Personal Best' to encourage the spirit of competition. • Secondary School colleagues teach in school throughout the year including subjects such as Economics, high level maths and Art. • Children in Year 2, 3 and 4 have a term of swimming where they are taught by qualified instructors. They are instructed on different strokes and life saving skills. If pupils can not swim 25 metres then they are required to continue swimming sessions in Upper Key Stage 2. We do have additional Life Saving sessions that run in Upper Key Stage 2 for all pupils. 	<p>DFE Subject Specialist teaching research</p> <p>"Skill based progression loading" from Royal College of London</p> <p>Evidence suggest Linguist Knowledge improves over-all memory, attention and even self-control.</p> <p>Psychology Today evidence suggests learning music improves memory for other subjects.</p> <p>Education Endowment Fund Sports participation +2 months</p> <p>School- children are inspired with real life activities and have a good foundation to consider options at secondary school and for life.</p> <p>swimming.org highlights health benefits, motor skills benefits and safety for life benefits</p>

<p>Personalised Learning:</p> <ul style="list-style-type: none"> • We recognise that all children must be offered a learning experience which matches their individual needs and is challenging and supportive to enable every individual to achieve their full potential. The child must be given every encouragement to play a positive role in their present and future community. Differentiation is realised through – task, outcome, support by adult or resources; different groupings such as ability, mixed ability or pairs and ranges from children with significant special needs to those who are most able. • Academic intervention activities run throughout the day and many are available for pupils to access at home (such as Lexia Reading). • The school has a system for spotting and tracking its Enthusied or Talented pupils (ETs) in different subjects. This includes the more able pupils and those who are passionate showing an interest in a subject or topic. These pupils are set personalised challenges on top of usual classroom differentiation and given time to engage with them beyond the curriculum. 	<p>Education Endowment Fund</p> <p><i>Feedback + 8 Months</i></p> <p><i>Metacognition and Self Regulation _7 moths</i></p> <p><i>The Suttan Trust 'Potential For Success' document talks about realising pupils potential early and its importance in social mobility.</i></p>
<p>Foundation Stage (EYFS):</p> <ul style="list-style-type: none"> • The school believes that all staff need to be aware of EYFS practice within school to ensure understanding of procedures and enable progression of provision. The Early Years are a crucial time in a child's development both physically, intellectually and socially and it is recognised by all staff as being a distinct stage in its own right. • We acknowledge that the curriculum and setting is in the hands of the children and the practitioners; we aim to create an environment that nurtures learning and development through a variety of approaches and methods: <ul style="list-style-type: none"> • Adult led activity • Independent activity (adult or child initiated) • By the end of the Foundation Stage the school will ensure that the children will enter Key Stage 1 ready for the next stage in their learning and having developed a sense of achievement and self-esteem resulting from their experiences in EYFS. • Informal assessment is carried out before a child first joins the school. This is undertaken by the FS leader who not only organises transition days but also speaks to the child's parents and observes the child in their pre-school setting. • On entry to school, a baseline assessment is taken and this is used to monitor progress against the EYFS areas. Ongoing assessments are recorded over the year. The school uses Tapestry to ensure key moments can be shared from school to home and vice-versa. • Assessment will be used to inform future planning and the learning opportunities presented in the environment. • Our foundation stage uses a thematic approach to over arch subjects. Additional time is given to supporting phonics, reading and core literacy and maths skills to ensure pupils are best prepared for the next stage in their educational journey. In daily lessons adults will always work with and engage pupils instead of standing back to assess. • Our Foundation Stage Key Worker is the class teacher and she is available to provide further information. 	<p><i>Early Years Foundation Stage Profile.</i></p> <p><i>Ages and Stages Document</i></p> <p>School- <i>Links between pupils leaving Foundation Stage with a Good Level of Development and later academic success with Phonics, KS1 and KS2 attainment are clear.</i></p> <p>Education Endowment Fund <i>Early years intervention +5 months</i></p>

2- Implementing Emotional Resilience, Safety and wellbeing intentions

Our school mission states we will best prepares our children to live life in all its fullness... this means ensuring they are cared for, and that all members of our school family are supported. Our school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and wellbeing and helps pupils to understand their feelings.

Curriculum Implementation	Reason/Research
Class profiles are placed on every classroom door to ensure visitors know how best to engage with a class. The school has a 'Buddy system' where Reception pupils work with a Year 6- we are a family. This, as well as School Council and Peer Mentor activities, ensure all children can access Peer-to-Peer support.	Education Endowment Fund Self Regulation +7 months
Wellbeing sessions are planned throughout the curriculum. Children are given the skills to manage anxiety and stress. We use a system called '5 finger breathing' throughout our curriculum. As children work through the year groups they take part in activities such as Yoga and Mindfulness, and all children in Upper Key Stage 2 have Cognitive Behaviour Sessions following the F.R.I.E.N.D.S. CBT program. Our PHSE curriculum follows the 3D Dimensions curriculum complemented with specific additional class tailored "circle time discussions" to look at class needs. We also use the Stirling Well-being Scale to identify those needed specific interventions	School- Pupils often come from backgrounds that require wrap-around care. There may also be high amounts of pressure. We want to ensure we build reliance and manage developing anxieties. Education Endowment Fund Social and Emotional Learning +4 months
Pupils are signposted where to get help both in and out of school. Pupils can ask to take part in 'time to talk' sessions with a member of staff that has counselling training (parents and teachers may also refer pupils into this school based sessions). We also use a counselling service who works in the school,	School- Strong pastoral care ensures pupils are ready to learn.
We have weekly sessions using the CBT program 'Think Good, Feel Good' and Lego Therapy with trained members of staff.	School- behaviour is better, pupils ready to learn.
Since 2016, we have been working with the National Trust to have pupils take part in a 50 Things To Do Before you are 11 3/4 activities. We have a termly day where pupils take part in these activities to build confidence and engage with a range of experiences. This is complemented by our termly Enrichment sessions (see Academic Intentions)	Education Endowment Fund Outdoor learning +4 School- Kinaesthetic outdoor learning
Relationship & Sex Education (RSE). The school has a progressive plan that covers all aspects of friendships, families and relationships. The sequence of work was consulted on with parents and agreed alongside the rest of our curriculum. Our scheme covers the following themes: >Families and people who care for me >Caring Friendships >Respectful Relationships >Online Relationships >Being Safe > Sex Education A focus on personal hygiene is added on Year 4, Puberty Year 5 and Sex Education in Year 6.	RSE requirements. Research suggest RSE should take a 'life skills' approach. Early education improves safety and life chances. Countries with early and accurate learning have lower teen pregnancy rates.

<p>Safety:</p> <p>Throughout our curriculum we will teach our pupils how to be safe, this will range from planned lessons, to using available opportunities throughout the curriculum (for example discussing e-safety when using the internet, that ovens get hot in DT or seat belt safety when reading a book that has a scene in a car).</p> <p>We have a weekly assembly that covers a safeguarding aspect using our school safety mascot, 'Safety Mouse'.</p>	<p><i>ROSPA research suggests schools well placed to teach safety.</i></p> <p>School- ability to personalise on safety matters for our area</p>
<p>E-Safety is planned in detail for all year groups. It is also a feature of a termly assesmbly. E-safety training and documentation is also given to parents.</p>	<p><i>DFE requirements</i></p>
<p>The school has visitors ranging from the police, fire service, ambulance and nursing teams to discuss different aspects with our pupils.</p>	<p><i>Research such as that published by Bransford et al shows the importance of first hand learning</i></p>

3- Implementing Spiritual Intentions

Spirituality shapes who we are and what we do. We express this through our strong Christian Values, but ensure families of all faiths, see us as a safe place to explore and talk about their personal beliefs. This best prepares children for a life where they will be able to live and work in a harmonious multicultural society. See also our Collective Worship and RE policies,. The school also has detailed SIAMs paperwork covering matters of SMSC.

Curriculum Implementation	Reason/Research
<p>Christian Values:</p> <ul style="list-style-type: none"> As a Church of England School we will uphold our Anglican Values. This will include relating topics and content to the teachings of Jesus Christ and stories from the Bible. We will encourage pupils of all faiths, and of no faith, to think spiritually and morally. We will be a safe place for religious discussion and debate. We will ensure all pupils understand the Holy Trinity and how it relates to a modern world. Each term we will have a chosen spiritual and moral value. We will plan to discuss this value throughout the term across the curriculum, as we believe pupils need to think about these greater questions and what it means to be spiritual and moral. We will take the time to discuss values, religions and beliefs throughout the curriculum, such as when using a class reader or studying an element of history. 	<p><i>Church of England School</i></p> <p><i>Recent Anglican publications confirms the importance of pupils' SMSC development. It is crucial for individual pupils and it is crucial for society as a whole.</i></p>

<ul style="list-style-type: none"> • RE Religious Education • RE is planned and sequenced following the Lincolnshire Agreed Syllabus. • We implement this by teaching a balanced approach to RE which focuses on a balance between believing (theology), living (human/social sciences) and thinking (philosophy) • We aim to produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief. Our creative teaching allows children to articulate their thoughts and opinions in a variety of ways to ensure every child has the opportunity to achieve. • We use the Understanding Christianity resources to fulfil the Christianity elements focusing on: Creation, Salvation, Incarnation, and God, • Our RE Planning is sequenced so that is constructed as a 'spiral' ensuring pupils revisit religions, to deepen their understanding and become Religiously Literate. This best prepares them for life in the modern world. • RE will be assessed against this criteria. • The statement for entitlement states the teaching of E should not be less than 5% of Key Stage 1 and 2 curriculum time. • Should Denominal Teaching be required (as outlined in Section 58 of the School Standards and Framework Act 1998) this will be Mr Randall or Mrs Newman. 	<p><i>Lincolnshire Agreed Syllabus for Maintained Schools</i></p> <p>https://www.lincolndiocesaneducation.com/page/?title=Lincolnshire+Locally+Agreed+Syllabus&pid=30</p>
<p>Spiritual Learning Journals</p> <p>All children have a Spiritual Learning Journal that follows them throughout their time in school, they will have two 'big questions' posed to them termly, one will be about learning about a religion, one will be learning from a religion. This book is a place they will be given to to consider their own beliefs and actions.</p>	<p>Education Endowment Fund Self regulation +7 months</p>
<p>Right to withdraw a child from Religious Education and Collective Worship</p> <p>If a parent wishes to withdraw their child from Religious Education, the School Standards Framework 1998 Act (Section 71) http://www.legislation.gov.uk/ukpga/1998/31/section/71 states that: If the parent requests that their child is excused—</p> <p>(a) from receiving religious education given in the school in accordance with the school's basic curriculum,</p> <p>(b) from attendance at religious worship in the school, or</p> <p>(c) both from receiving such education and from such attendance, the pupil shall be so excused until the request is withdrawn.</p> <p>If the parent wishes to withdraw their child from Religious Education in order to provide an alternative form of Religious Education that reflects their own background/wishes, then: The pupil may be withdrawn from the school during such periods of time as are reasonably necessary for the purpose of enabling him to receive religious education but the local education authority must be satisfied (a) that the parent of the pupil desires him to receive religious education of a kind which is not provided in the school during the periods of time during which he is so excused,</p> <p>(b) that the pupil cannot with reasonable convenience be sent to another community, foundation or voluntary school where religious education of the kind desired by the parent is provided, and (c) that arrangements have been made for him to receive religious education of that kind during school hours elsewhere</p> <p>If a parent wishes to withdraw their child from Collective Worship, this is a separate matter. Again, should this be the case, the school is obliged to provide supervision for the child during the Collective Worship session, but should not incur any additional cost in so doing.</p>	<p><i>Further information on entitlement and rights to withdraw are available on the Lincolnshire Diocesan website.</i></p> <p>https://www.lincolndiocesaneducation.com/page/?title=Key+Documents&pid=31</p>
<p>Stop and Thinks</p> <p>Around the school we will have displays and activities to encourage pupils to pause and consider the wonderful world they live in. These will range from Values displays, World Maps, Quiet reflection areas, prayer areas and Stop and Think posters.</p>	

<p>Awe and Wonder Council, Extended spiritual Provision.</p> <p>We will extend the opportunities available for pupils that show a particular interest in this area. Children that talk about any aspect of Spirituality or their beliefs with an increased maturity will be invited to be part of our Awe & Wonder Committee. We will also have more specific clubs linked through the Church such as JAM (Jesus and Me) and KFC (Kids for Confirmation).</p>	
<p>Visitors from different faiths</p> <p>We welcome visitors and experience days from all faiths, these visits the school so children can listen and experience different beliefs, best preparing them for life in modern Britain. As well as our local Vicar, we also have members of the Jewish Faith and Islam Faith come and talk to our pupils, for example talking about the Hajj pilgrimage to Mecca.</p>	<p><i>Research such as that published by Bransford et al shows the importance of first hand learning</i></p>
<p>We hold a daily act of Collective Worship in our school. This forms part of each daily assembly, which is normally a whole-school event. We are Liturgical in nature and organised in the following way:</p> <ul style="list-style-type: none"> • Call to worship • Opening bible reading • Welcome, what has our school family been doing? • Story • Moment of Reflection • Pupils/ Class prayers • School Prayer • Dismiss <p>See Collective Worship Policy</p>	<p><i>Requirements</i></p>
<p>British Values:</p> <p>Throughout our curriculum we will teach pupils to respect and uphold our British Values of Democracy, Rule of Law, Respect & Tolerance, Equality of Opportunity, Freedom of Speech and the Right to live Free From Persecution. They are taught throughout the curriculum and we will also have regular Collective Worships that cover the British Values and link them to our Christian Values.</p>	<p><i>DFE Guidance</i></p>
<p>World News</p> <p>To get a wider perspective on the world, our classes watch the news each week and discuss it in relation to our values. The school uses Espresso News and Newsround. Pupils may wish to support different world charities based on their learning. We have recently had pupils organise events linked to world disasters and we are supporting Lincs2Nepal paying for the education of two children.</p>	<p><i>School- locality and intake means we want to be explicit with multicultural teaching.</i></p>

<p>Multicultural Education:</p> <p>Within the curriculum of the school, account is to be taken of the multicultural nature of our society. Part of the educational philosophy of the school is to enable children to eventually take up useful roles in society. We must therefore ensure that positive steps are taken to familiarise them with the multicultural, multiracial and multi-faith society into which they will grow. The curriculum in general should reflect that:-</p> <ul style="list-style-type: none"> > No culture has status over another. > Stereo-typing is wrong. > People should be valued as individuals. > Cultural diversity is a thing to be valued. <p>In our positive approach to multicultural education, it is essential that information on other cultures is correct and constantly updated. General, uninformed judgements must be avoided and appropriate, up-to-date resources used. It is only by pursuing a positive attitude to multicultural education that prejudice and discrimination, whether it be racial, religious or otherwise, can be dispelled.</p>	
<p>Equal Opportunities:</p> <p>We will ensure every child has access to a wide curriculum of which the National Curriculum is an integrated part, taught through a range of educational experiences of the highest standard possible using the best resources available to us. We recognise that children have differing starting points, backgrounds and abilities. We will endeavour to meet the needs of all children, including those with particular disabilities, to ensure they too can have equal access and realise their potential.</p> <p>Pupil Premium and Disadvantaged Pupils: The school has a Pupil Premium champion who monitors disadvantaged pupils to ensure they make progress and flourish in our curriculum.</p> <p>We believe the promotion of social mobility will improve life chances.</p>	<p><i>The Sutton Trust 'Potential For Success' document talks about realising pupils potential early and its importance in social mobility.</i></p>

Our long term overviews show the broad and balanced nature of our curriculum, these are available on our school website. More detailed curriculum break downs and plans are available on request.

5. Impact

We use the words of John Sentamu to inspire us in ensuring our curriculum **best prepares our children** to live life in all its fullness!

This means:

> To be best prepared for the next stage of their educational journey...

We monitor the impact of our curriculum for 4 clear purposes:

- 1- all pupils make progress
- 2- to see where school priorities are emerging
- 3- to adapt future planning
- 4- to ensure all pupils are best prepared for the next stage in their educational journey.

Assessment and Reporting:

Termly assessments are undertaken in Reading, Writing, Maths, Phonics and in the EYFS. Progress is closely monitored and each term a staff meeting looks at pupil work and moderation of assessment. The school uses Assessment for Learning criteria. Any child that needs intervention can access our intervention programs as outlined in our provision mapping to ensure all abilities can maintain relatively good progress. Large Term summaries of percentages of pupils on track for Age Expectation are reported to Governors via the Headteacher's report.

Progress in the wider curriculum is monitored by subject coordinators. Termly staff meetings look at a range of work to ensure progress of key skills across all subjects is evident.

Daily Monitoring: Across all classes and all lessons teacher use Assessment For Learning (AFL) to ensure pupils are making progress. If necessary, teachers have the flexibility to adapt planning to consolidate information or have pupils planned for discrete intervention. *See also the Marking and Feedback Policy.*

Termly Monitoring: Core subjects have termly tests and teachers update their Teacher Assessment 3 times a year. Pupil Moderation is undertaken at these points to ensure we learn from best practice and all pupils make maximum progress. Subject Leaders will monitor their subject termly looking at evidence from across the curriculum. At least twice a year they will monitor lessons, look at work, and talk to pupils about their experiences. The Subject Leader will then meet with a named governor to discuss priorities and successes in their subject.

Annual Curriculum Quizzes: These are undertaken across the curriculum in the summer term. Pupils' progress across individual subjects is then monitored by teachers who plan sessions to secure knowledge during Activity Week. The Subject Leaders will also use this information to update their Subject Development Plans and source staff training as required.

6. Other Roles and responsibilities

6.1 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

6.2 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

6.3 Subject Leaders

- Subject Leaders will write an annual action plan based on their monitoring of the subject outlined above. They are responsible for identifying and requesting staff training and resources from the SLT.

6.4 Other staff

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

7. Remote Learning and Curriculum adaption in times of school closure

7.1 School Directed To Close

- At times when the school is directed to close the school will move its curriculum online. This will include using live virtual lessons to deliver elements of the curriculum. While efforts will be made to replicate the schools 'usual' curriculum, certain elements may be prioritised (eg reading) and certain areas may be adapted. See Remote Learning Policy During a National or Local Lockdown policy.

7.2 Pupils required to isolate

- Where individual pupils are required to isolate the school will still provide remote learning include opportunities to take part in live lessons. See Remote Learning for Isolating Pupils Policy.

7.3 Recovery Curriculum

- After periods of school closure the school may put in place a Recovery Curriculum. This will prioritise pupils mental health, reading and core learning skills. This may require adaptations to the usual school curriculum. When this is in place it will be posted on the Curriculum page of our school website and may supersede information in this policy.
- Please note in times of national pandemics, Remote Learning Policies and recovery Curriculums may be updated to reflect the changing needs of our school community.

This Policy was reviewed July 2021. It will be reviewed biannually.