

# Curriculum Policy



Gatten and Lake Primary School  
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**November 2020**

Signed:

Headteacher:

Date:

Chair of Governors:

Date:

Review Date: November 2021

## **1. Introduction**

1.1 The curriculum comprises all learning and other experiences that the school plans for its pupils in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum as laid out in the 2014 Framework for the National Curriculum at Key Stages 1 and 2, but also the range of activities that the school organises in order to enrich the experiences of the children above and beyond the statutory requirement. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. Our curriculum delivery is split into 3 sections: Curriculum Intent (Our aims for the children), Curriculum Implementation (How we are going to guide the children to meet our intent) and Curriculum Impact (What the impact of our curriculum will be on the children).

## **2. Curriculum Intent**

2.1 Gatten and Lake Primary School's aim is to provide ALL children with a purposeful, rich and varied, broad and balanced curriculum. We intend to deliver an engaging, exciting and empowering curriculum that provides a balance of skills and knowledge to equip children in our care for the present and the future – so they can achieve their true potential. We aim for to deliver a coherently planned and sequenced curriculum which is ambitious for all pupils at Gatten & Lake Primary School. We teach through a holistic approach, considering the children's social, emotional and mental health as they learn about themselves, as well as the meeting the requirements of the National Curriculum. We aim to provide opportunities for children to develop as independent, confident, successful learners with high aspirations, enabling them to know how to make a positive contribution to their community and the wider society. We want children to achieve their very best and enjoy their learning in a happy, safe and nurturing environment and to be prepared for life in modern Britain.

### **2.2. Values**

2.2.1 Our curriculum is underpinned by our school's vision and values, which summarise the way we believe our children should learn. We aspire to provide excellence for each child, each day. Our coherently planned and sequenced curriculum is the means by which the school delivers its vision - educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

#### **Vision & Values**

Good attitude for learning  
Aspirations  
Teamwork  
Togetherness  
Endurance & high expectations  
Never give up!  
AND  
Laughter in learning  
Accelerated progress  
Kind hearted friendships  
Excellence for each child, each day!

## **2.3. Statutory Requirements**

2.3.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2.3.2 All state schools are required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to secondary pupils.

2.3.3 Maintained schools in England are legally required to follow the statutory National Curriculum which sets out in Programmes of Study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year via their website.

2.3.4 All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are free to include other subjects or topics of their choice in planning and designing their own programme of education.

Our policy has been written with due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Equal Opportunities Policy
- PSHE Policy
- Extended Services Policy
- Relationships and Health Education Policy
- More Academically Gifted and Talented Policy
- SEND Policy
- Teaching and Learning Policy

## **2.4. Structure**

The school will have due regard to the national curriculum at all times throughout the academic year. The school will have due regard for the 'Statutory framework for the early years foundation stage'.

### **2.4.1 At Key Stage 1**

Core subjects: English, mathematics and science

Foundation subjects; Art and design, Computing, Design and technology, Geography, History, Music, Physical Education

Religious education, PSHE

### **2.4.2 At Key Stage 2**

Core subjects: English, mathematics and science

Foundation subjects; Art & Design, Computing, Design & Technology, Languages (currently Spanish/French), Geography, History, Music, Physical Education

Religious education, PSHE

## **2.5 Numeracy and Mathematics**

At Gatten and Lake Primary School, we have a bespoke approach that provides an individual learning journey for every pupil. We believe, that a carefully planned sequence of steps is imperative for children to master all elements in order to achieve age related expectation in a particular domain. We involve children in their learning journey and identify and tackle gaps before deepening their understanding through rich and varied tasks. We believe repetition of arithmetic skills is vital in securing methods to apply in to mathematical challenges. We intend for all children to develop a passion for maths and resilience in tackling problem solving tasks.

We follow a stage by stage approach using concrete and pictorial resources to aid understanding before progressing on to abstract approaches to solve more sophisticated problems. Mistakes and misconceptions are valued as a valuable part of the learning process and resilience is viewed as essential in order to learn and progress.

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Teachers should ensure there is an equal focus on all 3 elements of the new curriculum by including regular opportunities for fluency, problem solving and reasoning.
- Maths journeys are planned to last approximately 2-3 weeks and children placed in flexible groupings to enable children to be supported at the correct level. AFL occurs daily and groupings altered to ensure pitch and challenge is appropriate.

Opportunities for CPA (Concrete, Pictorial and Abstract) must be planned for and children given rich activities in the following areas:

- Number- number and place value
- Number- addition and subtraction
- Number -multiplication and division
- Number- Fractions
- Measurement
- Geometry-property of shapes
- Geometry-Position and Direction
- Statistics

In year 6, children will also cover:

- Ratio and Proportion
- Algebra

Maths needs to be practical and the use of concrete resources is imperative when exploring new concepts. The modelling of mathematical language and reasoning is a crucial part of developing the children's thinking and ability to solve problems. Children need regular opportunities to discuss mathematical concepts, problems and thinking. A variety of visual strategies including the bar model and part-whole are used to support learning. Children should have opportunity to solve a variety of problems including both routine and non-routine problems. However, rich mathematical investigations with a low threshold, high ceiling, should also be provided. Children should be encouraged to make generalisations, produce an argument and prove thinking using mathematical language.

**\* More information about the structure of lessons and processes used within school are provided in the school's Maths Policy.**

## 2.6. English

At Gatten & Lake Primary School, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We aim to design clear learning journeys in English, to allow children to develop their grammar and punctuation to use in extended writing opportunities. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

2.6.1 Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

### 2.6.2 Spoken Language

Pupils should be taught to:

- Speak clearly and convey ideas confidently using Standard English
- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Develop their understanding through speculating, hypothesising and exploring ideas.

This will enable them to clarify their thinking as well as organise their ideas for writing.

### 2.6.3 Reading and Writing

Teachers and the school should:

- Develop pupils' reading and writing in all subjects to support their acquisition of knowledge
- Teach pupils to read fluently and understand extended prose (fiction and non-fiction)
- Encourage pupils to read for pleasure
- Promote wider reading
- Provide library facilities
- Set ambitious targets for reading at home
- Develop pupils' writing stamina and skills to write at length with accurate spelling and punctuation
- Teach the correct use of grammar
- Build on what pupils have been taught to expand the range of their writing and the variety of the grammar used
- Provide pupils with a good range of writing opportunities including narratives, explanations, descriptions, comparisons, summaries and evaluations giving opportunities to rehearse, understand and consolidate what they have heard or read.

### 2.6.4 Vocabulary Development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum.

Teachers should:

- Develop vocabulary actively
- Build systematically on pupils' current knowledge
- Increase pupils' store of words in general – whilst at the same time making links between known and new vocabulary and discussing the shades of meaning in similar words.
- Ensure pupils understand the meaning of words they meet in their reading across all subjects
- Teach older pupils the meaning of instruction verbs that they may meet in examination questions Teach accurate mathematical and scientific language

## **2.7. Science**

Science teaches an understanding of natural phenomena through the disciplines of chemistry, physics and biology. At Gatten & Lake Primary School, it is our aim to develop and foster a positive attitude towards science by building on our children's natural curiosity about the world around them in finding out why things happen in the way they do. We are passionate about teaching children to raise questions and find answers through a discovery-based approach - appreciating the way in which science will affect the future on a personal, national, and global level. This involves prediction, practical exploration, experimentation and analysis. Our curriculum is designed to develop the children's perseverance and resilience by challenging them to develop their own means of enquiry.

2.7.1 Through the teaching of science, we aim to:

- Prepare our children for life in an increasingly scientific and technological world.
- Foster concern about, and active care for, our environment.
- Support our children to acquire a growing understanding of scientific ideas.
- Develop and extend our children's scientific concept of their world.
- Broaden our children's understanding of the international and collaborative nature of science. We intend to provide our children with an enjoyable experience of science, so that they will develop a deep and lasting interest, and therefore may be motivated to study science further.

There are three core aims for science education:

1. To develop scientific knowledge and conceptual understanding through biology, chemistry and physics
2. To develop understanding of the nature, processes and methods of science through scientific enquiry
3. To understand the uses and implications of science, today and for the future

### 2.7.2 Scientific knowledge and conceptual understanding

Pupils need to develop secure understanding of each key block of knowledge and concepts to progress to the next stage. If they don't then they may struggle at key points of transition, build up serious misconceptions and have significant difficulties in understanding higher-order content.

Pupils should be able to:

- Describe associated processes and key characteristics in common language
- Use technical terminology accurately and precisely □ Extend specialist vocabulary
- Apply their mathematical knowledge to their understanding of science □ Collect, present and analyse data
- Use different contexts

### 2.7.3 Understanding of the nature, processes and methods of science

Pupils should build an understanding of 'working scientifically' within the content of biology, chemistry and physics, focussing on the key features of scientific enquiry.

Types of scientific enquiry should include:

- Observing over time
- Pattern seeking
- Identifying, classifying and grouping
- Comparative and fair testing
- Researching using secondary sources

Pupils should collect, analyse and present data.

#### **Aims**

1. To give children opportunities to actively investigate in a scientific manner varied activities and allow the results to be recorded in multiple formats.
2. To help children to develop scientific skills and knowledge through modelling and active participation.
3. To teach children to be able to identify and operate equipment in a safe manner.
4. To enable children to have an appreciation of science in the world around them.
5. To ensure the children are taught in a way that allows children to work both independently and collaboratively in a group – encouraging peer to peer learning whilst developing enquiring minds.
6. To help build children's confidence to select the most appropriate tools, techniques and materials themselves.
7. To create an environment which allows the children to question and then determine the way to progress scientific investigation.
8. To promote the children's understanding and use of scientific language.
9. To increase the confidence of the teaching staff and children in science, ensuring positive learning outcomes whilst promoting enjoyment of science.



## **2.8. Art and Design**

At Gatten and Lake we place a high value on the importance of art, craft and design in its ability to stimulate creativity and imagination. We believe art is a powerful mode of communication through which pupils explore and construct a sense of self and develop an understanding of the world around them. Our Art curriculum develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to invent and create their own works of art, craft and design. Perseverance and the development of critical thinking skills is fundamental to this our approach. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They will learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation, showing children that there are many successful artists and valuing this as a profession. Planning ensures children have a wide range of opportunities to be a painter, sculptor, illustrator, and designer to create something with a purpose and for an audience. The children are taught how to evaluate and analyse creative works using the language of art, craft and design. This leads to them having a better understanding of great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils should:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **2.9. Computing**

At Gatten and Lake Primary School, our aim is to provide a high-quality computing education, which equips children to use computational thinking and creativity to understand and make an impact on the world.

Through our computing curriculum, we aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. We want our pupils to be able to operate in the 21st century workplace and we want them to know the career opportunities that will be open to them if they study computing. We want children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities. We want the use of technology to support learning across the entire curriculum and to ensure that our curriculum is accessible to every child. Not only do we want them to be digitally literate and competent end-users of technology but through our computer science lessons we want them to develop creativity, resilience, problem-solving and critical thinking skills. We want our pupils to have a breadth of experience to develop their understanding of themselves as individuals within their community but also as members of a wider global community and as responsible digital citizens.

Computer science teaches pupils:

- The principals of information and computation
- How digital systems work
- How to put their knowledge to use through programming.

## **2.10. Design and Technology**

At Gatten and Lake Primary School, we aim for children to use their creativity and imagination to design, make and evaluate products that solve real and relevant problems within a variety of contexts. Our intent is for pupils to acquire a broad subject knowledge and to draw upon their developing skills in different subjects such as; Mathematics, science, engineering, computing and art and apply this to Design Technology.

Through the evaluation of past and present design and technology, we want children to develop a critical understanding of technology's impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of children and mirrors the school's ethos, whilst providing children with a fun, practical and creative outlet.

As a school we aim to ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. We aim for children to learn to build and apply their understanding of practical skills in order to design and make high-quality prototypes and products suitable for a wide range of users. The pupils will critique, evaluate and test their ideas and products and the work of others, alongside understanding how to apply the principles of nutrition through learning how to cook.

### **2.10.1 Subject Elements**

- Design
- Make
- Evaluate
- Technical Knowledge

2.10.2 Cooking and Nutrition is another element of DT. The emphasis should be on applying the principles of nutrition and healthy eating. Learning to cook is a life skill that enables pupils to feed themselves and others to a budget.

## **2.11. Geography**

It is our intent for our Geography curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The Geography Curriculum at Gatten & Lake Primary School aims to inspire children's curiosity and interest to explore the world that we live in and its diverse places, people, resources and natural and human environments. We want children to gain a deep understanding of the Earth's key physical and human processes. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments and to study the formation and use of landscapes and environments. Through our teaching, we intend to provoke thoughts and questions, and to encourage children to discover answers to thought provoking questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

### **2.11.1 Subject Elements**

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

## **2.12. History**

It is our curriculum intent in history for each child to gain a coherent knowledge and understanding of Britain's past and that of the wider world and will inspire children's curiosity to know more about the past. As the children progress throughout the school, their ability to ask perceptive questions will increase, alongside their ability to think critically, weigh up evidence, sift through arguments and develop perspective and judgements.

We want children to have an understand of the complex diversity within our society, the process of change, the diversity of societies and relationships between different groups, alongside the children's own identity and the challenges of their time.

History, as well as other curriculum areas, gives the opportunity for children to demonstrate their strengths, develop their skills and feel encouraged to enhance their resilience with their learning.

### **2.12.1 Outline elements Key Stage 1**

- Changes within living memory
- Events beyond living memory
- Lives of significant individuals
- Significant historical events, people, places in the locality

### 2.12.2 Outline elements Key Stage 2

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilisations
- Ancient Greece
- A non-European society that provides contrasts with British history

### 2.13 Languages

All our pupils from Year 3 onwards learn Spanish and enjoy the benefits of starting to learn a foreign language at an early age. Our aim at Gatten & Lake Primary School is for children to develop a good basic understanding and a love of Spanish. We help them acquire the foundations for further foreign language learning at Key Stage 3 and a smoother transfer to Secondary School. We endeavour to enable our pupils to express their ideas and thoughts in another language by working on the four basic language skills: speaking, listening, reading and writing.

Learning a foreign language provides an opening to other cultures, fosters children's curiosity and deepens their understanding of the world. All children, regardless of their background and ability, are encouraged to develop their full potential in Spanish. We aim for all pupils to feel engaged and enjoy learning Spanish, preparing for the future in a multi-lingual World.

### 2.14. Music

Music is an integral and well-resourced part of life at Gatten & Lake Primary School. We want the music lessons to be fun and inspiring - engaging children to develop a love of music through songs, lyrics and movement. It is our intent that children develop an understanding of how music is created and to experience music through experiencing a range of different musical styles and genres. We want children to participate in a variety of musical experiences and to build upon their self-confidence in musical performances to develop their creativity and sense of achievement. We aim to develop the children's ability to perform, listen to and appraise music; to sing and use musical instruments; and to improvise and compose their own music – becoming more confident in performing.

## 2.15. Physical Education (P.E)

Intent At Gatten and Lake Primary School, we aim to provide a PE curriculum that pupils from Reception to Year 6 not only enjoy but also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Also providing children with opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect.

We aim to ensure that the children's experience of Physical Education is positive and motivating and that children's attitudes to a healthy lifestyle are firmly embedded in our curriculum.

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence in a broad range of physical activities
- Be physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Key Stage 1: Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2: Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending □ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## **2.16 Religious Education**

At Gatten and Lake Primary School Religious Education intends to play an educative part in the lives of children as they come to speak, think and act in the world. We take seriously the importance of children exploring their own lives in relation to what it can mean to live with a religious orientation on life and other ways of life, including those informed by a non-religious perspective. We seek to give a variety of experiences from which the children can develop knowledge, understanding, and awareness of different faiths. Children are given opportunities to explore, wonder, respond, make links with their personal experiences, and build upon previous learning. They explore concepts within and between faiths so that they can understand, respect and show mutual respect and tolerance of different religions, faiths, values and traditions. Through this pupils will understand that there are ways of life that are different to their own. From learning about different concepts and faiths pupils can make reasoned and informed judgements on religious and moral issues. High quality, evidence-based and age-appropriate teaching will develop our pupil's sense of identity and belonging, as they prepare for life as citizens in a global society.

**Please see the Religious Education Policy.**

## **2.17 PSHE**

At Gatten and Lake, children will be taught the knowledge and skills to help them make good decisions about their health, wellbeing and relationships, preparing them for a life in modern Britain. Both knowledge and skills will support them in developing the ability to make sound decisions when facing risks, challenges and difficult situations. From this the children will develop resilience and a positive attitude to learning now and in the future.

Linked to PSHE, SCARF is a series of lesson plans, online planning and assessment tools to support teachers to embed the comprehensive PSHE programme. SCARF is a whole school approach to promoting safety, wellbeing, behaviour and achievement.

**Please see the PSHE Policy.**

## **2.18. The Foundation Stage**

At Gatten and Lake Primary School we believe the Reception Year is a crucial opportunity for children, with the right guidance, to develop the characteristics of learning that will guide them through school and life as an adult as well as becoming fully fledged members of our Gatten and Lake Community. We recognise that every child is unique and is a competent learner from birth who can be resilient, capable, confident and self-assured. Staff members take a holistic view of each child and consider this when planning opportunities for every child to achieve their best. Our children meet learning opportunities within a happy, secure and interesting environment through practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.

Our skilled staff observe and interact with the children in their play and find sensitive and effective ways to extend opportunities for individuals. This may be through modelling, adding resources, questioning and conversation with a child about their activity. Staff observe, assess and plan for children in the moment. This helps to ensure children are enthused and engaged and interactions are of a high quality. Sometimes children may benefit from adult

led or direct teaching and sometimes they may need to be independent in making next steps.

We ensure our children are guided in making rapid progress, always bearing in mind the skills and knowledge they will need to be ready for learning in Year One and beyond.

**Please see the EYFS Policy.**

### **2.19. STEM (Science, technology, engineering and maths)**

As part of the school's 'Bonus' curriculum offer, children take part in investigative work combining many curriculum elements. These give an opportunity to apply taught elements in a small-group situation across curriculum areas. These activities improve engagement and contextual learning.

### **2.20. Other Subjects**

Other curriculum areas – who have separate policies - are RE, PSHE, SMSC and SRE.

### **2.21 Extra-curricular activities**

**We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.**

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

## 3. Curriculum Implementation

Our curriculum is **implemented** through an engaging cross-curricular approach with half termly topics linked to planned geography and history themes. We have worked collaboratively as a staff to map out the full curriculum with clear progression, and high expectations, across all year groups to inspire and excite children about their learning. The units are rich in wonder and memorable experiences and they allow children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge.

We believe that choosing the right context to engage our children in their learning is vital in fostering a love of learning and also maintaining our high standards. Our teachers enable pupils to understand key concepts, present information clearly and promote discussion. The curriculum at Gatten & Lake Primary School is carefully mapped out to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject ensuring coverage of the National Curriculum across each subject over time. New learning is based upon what has been taught before and prepares pupils for what they will learn next. There are clear end points which pupils work towards on their learning journey. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey. The teaching is designed to help learners remember the content of what they have been taught and to integrate new knowledge and into larger ideas. Reading is considered a high priority for the school and we take a rigorous approach to the teaching of reading to develop learners' confidence and enjoyment, to assist them to develop their own knowledge in the future.

We aim for all subject leaders to have the knowledge, expertise and practical skills to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders regularly monitor, review and quality assure the subject areas to ensure the curriculum is being implemented well and our coverage, breadth and balance is met.

Assessment at Gatten & Lake is designed thoughtfully to shape future learning. It is not excessive or onerous as it is part of the day to day working practices of the classroom. Teachers ensure that pupils embed key concepts in their long term memory. Key skills and objectives for curriculum areas are revisited in different contexts to embed the children's learning. Assessments are reliable and are moderated to ensure that expected outcomes are fully understood by all staff.

### 3.1 . Inclusion

#### 3.1.1 Teachers should:

- Set high expectations for every pupil
- Plan stretching work for children whose attainment is significantly above the expected standard
- Plan specific activities for pupils who have low levels of prior attainment or come from disadvantaged backgrounds in order for them to achieve their full potential
- Use appropriate assessment to set targets which are deliberately ambitious
- Take account of duties under equal opportunities legislation that covers race, disability, sex, religion or belief, pregnancy and maternity, sexual orientation and gender assessment.
- Plan lessons to ensure that there are no barriers to every child achieving regardless of SEND need.



- Take account of the needs of pupils whose first language is not English and plan teaching opportunities to help them develop their English, aiming to provide the support they need to take part in all subjects.
- Teachers create an environment that allows the learner to focus on learning#

### 3.1.2 Supporting pupils with SEND

- Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

**\*Please refer to the SEND and AGAT Policies for further details.**

### 3.1.3 Equal opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

## **3.2 Reporting and assessment**

Teachers check learners' understanding systematically with purposeful assessment. They identify misconceptions accurately and provide clear, direct feedback in line with the school's marking policy. In doing so, they respond and adapt their teaching as necessary to assist the children in making progress. The efficient and effective assessment helps children to develop and deepen their knowledge and skills, by adapting teaching/planning to meet the needs to the class.

Teacher assessments are used to inform the planning and direct interventions as well as to allow teachers and SLT to reflect upon the design of our curriculum. By being reflective, the school is able to improve the curriculum delivery and teaching and learning in the future to enhance the learning experience for children.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.

Results of informal assessments will be recorded and reported back to the senior leadership team, pupils and pupils' parents, where applicable.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, assessment lead, pupils and their parents.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment Policy.

Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

Homework will be set on a weekly basis in accordance with the school's Homework Policy.

## **3.3. Organisation and planning**

20.1 The curriculum is planned in three phases.

1. A long-term plan indicates what themes are to be used as the backdrop to learning for each year group, each term. This plan is carefully mapped from reception right through to year 6 with a progression of skills and knowledge, built upon across the key stages.
2. Medium-term plans, which give further detail on the learning intentions and teaching strategies to be used. Medium term plans form well planned learning journeys for each subject.
3. Short-term/Weekly plans which provide detail and clarification of learning to overcome barriers and stretch pupils, resources, use of adults, etc

### **3.4. Subject Leaders**

Each Curriculum subject has a lead member of staff.

Subject Leaders:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject

It is the role of each Subject Leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Subject Leaders review the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Subject Leaders may be invited to Governor's meetings when their subject is reviewed as part of ongoing support and challenge provided by the governors to the work of the school.

### **3.5. Monitoring and review**

3.5.1 The governing body is responsible for monitoring the way the school curriculum is implemented and reviews subject areas regularly.

3.5.2 The head teacher and senior staff regularly monitor the delivery of the curriculum ensuring that all pupils are taught the full requirements of the National Curriculum.

3.5.3 This Policy to be read in conjunction with, and with due regard to related policies:  
English policy

- Mathematics Policy
- SEND Policy
- Teaching and Learning Policy

## **4. Impact**

Children leave Gatten & Lake Primary School as happy, caring and confident individuals who know how to keep safe and who do well across all subjects. Children leave with a strong understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the community and how to endeavour to be the best that they can be. We aim for all of our children to leave Gatten & Lake with an outlook on life that encompasses our school vision and values.

Pupils are ready to progress to their next stage of education, employment or training and have the knowledge and skills they need to allow them to go on to meet their interests and aspirations - whatever their chosen path. Through our carefully designed curriculum, pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age and leave primary school with the attainment required for the next step on their educational journey.

Pupils with SEND achieve the best possible outcomes to prepare them for life after Gatten and Lake Primary School.