


CURRICULUM POLICY

2024 - 2026

| Approved by | |
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| Position: | Headteacher |
| Signed: |  |
| Date: | 7 th September 2024 |
| Proposed review date: | September 2026 |

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

| Version Number | Version Description | Date of Revision |
|----------------|---------------------|------------------|
| 1 | Original | July 2022 |
| 2 | Review | August 2024 |
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Aim

We aim to provide all pupils, disadvantaged pupils and SEND, with a curriculum that is **rich in vocabulary** and well-chosen **knowledge** which is transferable, **empowering pupils** to have the **skills** and capacity to perform. Our pupils are encouraged to develop the following skills: independence, creativity, problem solving, analysis and evaluation.

Our curriculum has been designed, organised and planned to ensure every child receives an appropriate mix of academic and **personal development** which means that in practice our curriculum places equal importance on core and foundation subjects. We believe that through the curriculum we can impact on how they feel about themselves, so that they feel clever, confident and ready to tackle any challenge they may face.

We deliver a curriculum that is designed to be **flexible** to meet the needs of our children and serves to support/challenge them to reach their full potential academically, socially and emotionally - furnishing our young people with a set of learning tools, attitudes and habits that they will be able to use throughout their lives.

Children's physical and mental wellbeing are as valued and as important as academic development. We understand that children will not be successful learners unless they are emotionally secure, therefore we carefully design our curriculum and adopt a flexible/personalised approach to timetabling to ensure that we can meet and respond to the needs of all pupils, disadvantaged and SEND.

Our **balanced approach** to the curriculum is not at the expense of high standards in core subject areas. High standards and enabling children to reach national expectations and above is of vital importance if they are to succeed at the next stage of their education and go on to **achieve full and happy lives and careers**.

Curriculum Intent

Our curriculum puts the child at the centre of our caring, sharing, achieving school, where positive relationships, based on mutual trust and respect are at the heart of everything we do. Our ambitious curriculum has been designed to take account of the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It exposes our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life. The creative and performing arts are pivotal to our curriculum delivery and ensure that our children are immersed in vibrant experiences, allowing each of them to express themselves as an individual. The key principles behind the design of our curriculum are for our children to:

- be confident, independent and resilient; displaying a thirst for learning;
- be kind; showing empathy and compassion whilst valuing diversity;
- achieve academically across the entire curriculum, meeting at least the national expectation by the end of their primary education;
- be culturally knowledgeable about our country and our world;
- have aspirations for the future and know that these can be reached through hard work and determination;
- be well prepared for the challenges of the secondary school curriculum.

Ultimately, we want all of our children, **to be the best they can be**, making a positive contribution to the world they live in.

Curriculum Implementation

We have chosen to devise our curriculum in line with the knowledge and skills promoted in both, the National Curriculum and the Early Years Foundation Stage Framework as this suit the needs of our pupils.

We have a Key Stage themed approach to the curriculum. You will see pupils of all ages engaged and learning to question, to challenge, to initiate new ideas, to debate and perform openly, leading them to be confident and thoughtful learners. We ensure that all learning is purposeful and aimed at a real audience, particularly when creating writing to perform during English lessons and writing across other curriculum subjects.

Our full and rich curriculum, with its excellent range of experiences aims to ensure that every pupil at Asby Endowed School makes excellent progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

Children are expected to work hard and demonstrate positive learning behaviours to both maximise their own individual learning potential as well as contribute to the school and wider community. We have high expectations of attendance, academic achievement and pupil behaviour. We are committed to working in partnership with parents and carers as we believe that when home and school work closely together, we get the best outcomes for our pupils.

We believe that our fundamental task is to teach our children to speak clearly and articulately and to read and write effectively. Reading across all curriculum areas is a priority to extend and deepen pupils understanding and use of vocabulary. We want pupils to develop a love of reading during their time at Asby Endowed School and be exposed to a range of classic and contemporary literature. The use of the school library and class shared texts are pivotal to this.

In order to raise aspirations and equip children with a real belief that they can achieve anything if they are prepared to work hard, it is imperative that we prioritise experiential learning within our curriculum. Visitors are regularly invited into school, educational and residential visits are carefully chosen to deepen understanding and we make the most of our beautiful outdoor learning environment to enhance hands-on learning experiences. Children from across the school have access to a wide range of extra-curricular activities in both sport, music and the creative and performing arts.

Continuing Professional Development for all staff is a priority to ensure they have the necessary skills and knowledge to deliver the highest standards across the entire curriculum. Subject Leaders have the necessary expertise to play a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both skills and knowledge across all year groups, underpinned by a robust assessment system. They can confidently articulate how learning is re-visited and developed year-on-year, to ensure a real depth of learning right across the school.

Curriculum Impact

- Our children demonstrate confidence, independence, resilience and a real thirst for learning.

- Our children are able to form meaningful relationships based upon mutual respect and trust, recognising and celebrating difference, not only within the school community, but in the wider world as well.
- Our children have access to a wide and varied curriculum, allowing each of them to excel as individuals and be the best they can be.
- Our children achieve at least the expected standard across the entire curriculum by the end of Key Stage Two.
- Our children are well prepared to access the challenges of the secondary school curriculum.
- Our children have aspirations for the future and know that these can be realised with hard work and determination.
- Our children grow up being able to make a positive contribution to the world in which they live.

Quality not Quantity

There is an emphasis on quality across our curriculum. 'Fewer things in better quality' is a focus in classrooms and allows us to develop a depth of learning and respond quickly to misconceptions through the use of our diagnostic approach to marking and feedback. We believe in developing an adaptive teaching approach so every child is challenged and supported to a secure foundation of understanding. We recognise children grasp learning in different ways and at different speeds and our practice reflect this. We promote the use of vocabulary and value its importance and necessity to improve pupils' knowledge and its power to enable pupils to achieve across all aspects of the curriculum. We create opportunities to ensure pupils are given a chance to use the knowledge they have learnt during a topic and are able to use this knowledge to develop independence, creativity, problem-solving, analysis and evaluation skills.

Quality-first teaching alongside adaptive teaching is an essential element of effective teaching is used across the school. The key characteristics of this include:

- highly focused lesson design with sharp objectives;
- high demands of pupil involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning-and explaining;
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both;
- regular use of encouragement and authentic praise to engage and motivate pupils.

The Education Endowment Foundation lists the 5 aspects of adaptive teaching:

Explicit instruction denotes explanations which are clear. Modelling and frequent checks are



used in order to ensure understanding. This could include guided practice, where the teacher will work with children as part of a group before they approach a task independently.

Cognitive and metacognitive strategies are the range of approaches required to transfer content into pupils' long-term memory. Children should have an awareness of their own learning as well as the opportunity to plan, monitor and evaluate.

Scaffolding relates to the range of supportive tools that can reduce cognitive load and provide structure. For example, a writing frame may be used in English or a partially completed example (gap fill) may be provided in other subject areas. **The aim is to reduce scaffolding throughout the academic year.**

Flexible grouping is the allocating of groups temporarily, based on their mastery of a particular concept. This could be a group coming together to discuss a particular misconception, such as homophones, before rejoining the rest of the class. This works well in a mixed-age class, where there is the opportunity for children with weak foundational understanding to go back a step and review previous year groups' targets.

Technology can remove barriers to learning and promote independence. In writing, children can word-process in order to make editing and formatting less arduous. The ability to pan and zoom on iPads can help learners to read text that might otherwise be too small. In maths, a calculator can reduce the cognitive load of completing a written method by removing the need to perform mental maths.

Personal development

Well-being is a vital part of our curriculum to ensure pupils feel valued, proud and are a part of their learning by giving encouragement to present their learning to others such as friends, peers, family and/or the wider community which allows them to share their expertise and developing

skills. We aim to ensure pupils are respectful and tolerant members of society, by developing an understanding of different beliefs and cultures; this is reflected in our PSHE program and the daily expectation modelled by staff and demonstrated by pupils following our values: ~~aspiration~~, Compassion, Achievement, Pride, Courage, Openness and Innovation. In addition to this, we create opportunities for pupils to explore SMSC and British Value threads within subjects and pupils demonstrate their knowledge and understanding of these through learning outcomes produced across the curriculum.

Assessment

During lessons, pupils work towards a **learning goal** and use **success criteria** to help them achieve. Teachers and support staff will verbally offer pupils support and feedback on how best to improve, using assessment for learning strategies. Teachers will use a marking and feedback diagnostic to record any misconceptions which need to be addressed as a whole class; any pupils who have achieved and will share their work next time and any pupils who may need to work with an adult in future lessons or may require specific interventions. There is no expectation for teachers to write written feedback in books. Books are marked simply with ticks, stickers, stamps, smileys, codes and an A (achieved) or NMP (Needs More Practice).

Three times per year teachers will assess pupils using NFER as well as assessing their writing. Analysis of these results, alongside teacher assessment produce clear next steps for all pupils including vulnerable groups.

The SEN Teaching Assistant will also provide an evaluation of interventions pupils have been a part of and the impact they have had on pupils' progress (if any) and make recommendations on how they plan to move pupils' learning forwards in the upcoming term.

At Asby Endowed School we adopt a flexible/personalised approach to learning and we use a variety of adaptive teaching styles to ensure that every child makes the optimum amount of progress and to ensure that all learning styles are tailored for in lessons.

At Asby Endowed School teaching involves teachers using open ended probing questions, various stimuli and talk partners to stimulate learning. This is followed by a period of learning during which children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning.

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children. We achieve this in a variety of ways by:

- Setting open ended tasks to elicit a variety and depth of response.
- Grouping/setting children by ability and setting tasks of increasing difficulty, scaffolding where appropriate.
- Group work to allow collaboration and develop thinking skills.
- Utilising teaching assistants to support the work of individual children or groups of children.
- Using visual stimuli and artefacts to promote interest.
- Providing practical opportunities.
- Providing equipment to nurture independence
- Using trips and visitors to further understanding.
- Curriculum Enrichment – providing pupils with subject experiences beyond the classroom.

Developing and celebrating the whole child

At Asby Endowed School, teaching staff are encouraged to capture children's interest and broaden their experiences through using trips and visitors. Children's achievements are celebrated regularly through newsletters, school website and social media, displays in classrooms and shared areas in school. We timetable 'weekly celebration personal development'.

Curriculum Monitoring

We endeavour to effectively respond to the needs of our pupils and therefore our curriculum is monitored and reviewed regularly. Our curriculum monitoring cycle adopts a tiered approach:

- Pupil Voice – at the end of each topic, the class teacher will speak to individual pupils about their learning and the topic. This is then feed into future planning by both the class teacher and subject leader.
- When applicable subject leaders will review work from pupils.
- Subject leaders will arrange for teachers to informally share pupils learning and magpie good practice.
- Maths and English leads may perform additional monitoring throughout the course of the academic year in the form of work scrutiny, learning walks, pupil interviews or data analysis.
- The headteacher will undertake learning walks to follow a focused line of enquiry when required.

All staff expects and maintains high standards in all subjects and pupils' attainment and progression within English, are expected to be consolidated through cross curricular work.

In addition to this, the governors liaise with the subject leaders, during the course of governor visits and monitor closely these subjects.

Please refer to our school's website for further insight into our curriculum.
www.asby.cumbria.sch.uk

Homework

Pupils have clear expectations with regard to reading at least three times a week at home, whilst learning designated spellings and Learn Its. During parents and carers evenings, teachers have the opportunity to discuss with parents and carers how else to support their child's learning at home, if necessary.

Assessment, Marking and Reporting

Please refer to our Assessment, Marking and Reporting policy for details.

SEND

Please refer to our SEND policy and Information Report for details.