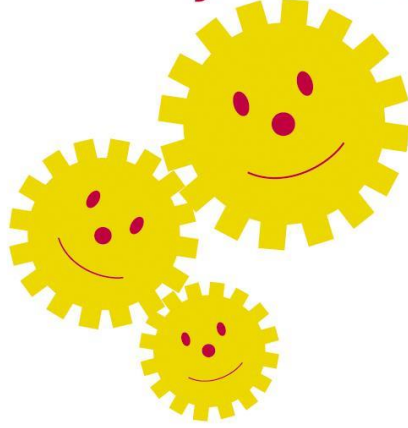


# Chuckery Primary School

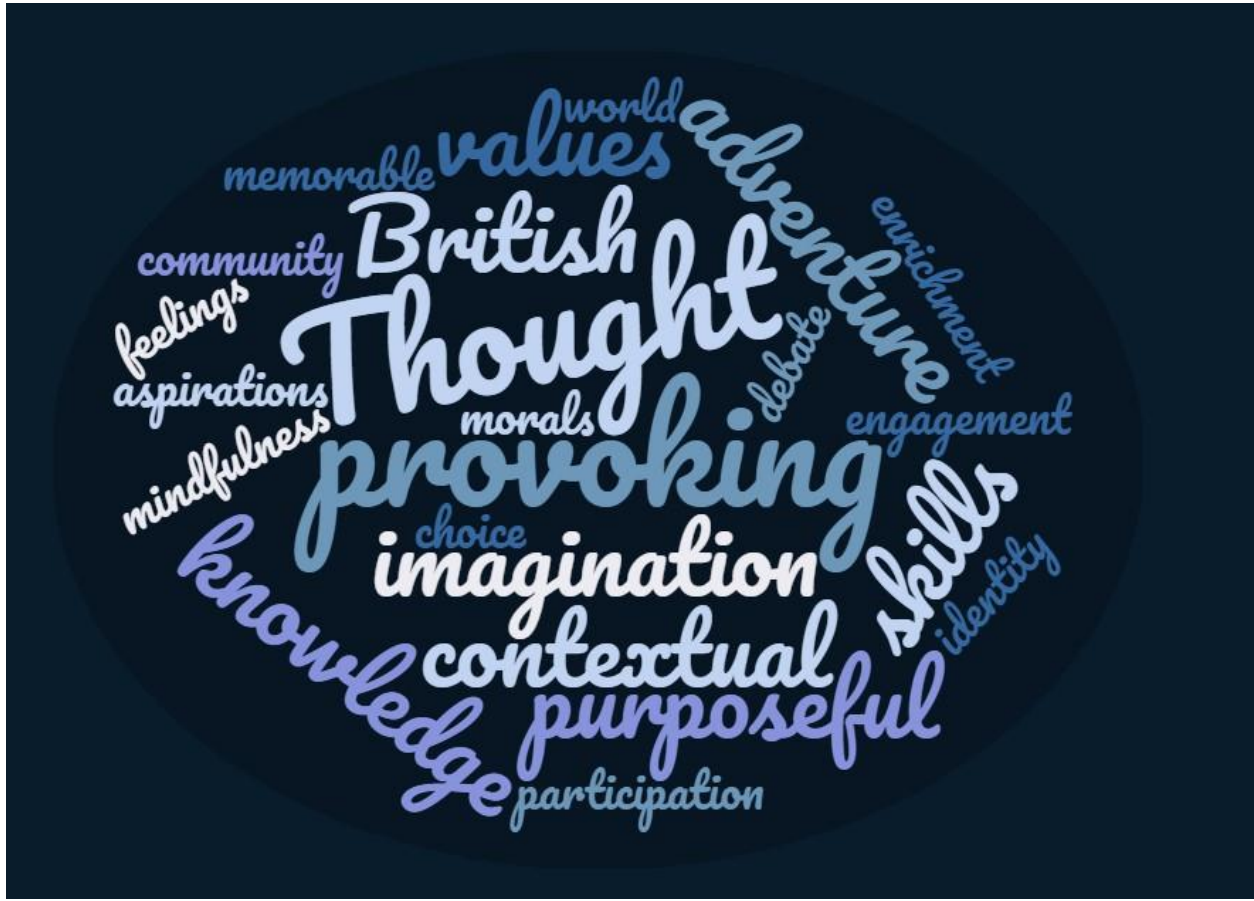


*Working Together*

## Wider Curriculum Policy

Completed By:	Natalie Townill
Date Completed:	May 2024
Agreed by Governors:	May 2024
To be reviewed:	May 2027

## Curriculum drivers



## Curriculum Intent

At Chuckery we believe that children need a curriculum which is relevant, memorable and inspiring. We also believe we must support the children to become effective learners who understand how to become the best versions of themselves as well as contributing positively to their local and the wider community. Units of work have been designed to ensure that children receive a broad and rich curriculum that not only meets the requirements of the 2014 National Curriculum but reflects and celebrates the diversity of backgrounds and faiths we have in school and across the world. Our senior leaders, governors and teachers view each unit as constantly evolving to ensure local, national and global contexts are topical; that approaches to ever-changing technologies are embraced; and current educational research and best practice informs pedagogy. Units of work should be exciting and fluid in order to take into consideration the needs, characteristics and interests of our children but also

their prior knowledge and learning experiences. For every unit children are taken on an exciting mini adventure into the unknown.

The curriculum is all the planned learning opportunities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

We aim to:

- Provide a coherent, structure and ambitious framework for teaching and learning, which has been designed to provoke thought, develop imagination, and raise aspirations.
- Deliver a progression of knowledge and skills across the school in order to develop and deepen understanding.
- Ensure new knowledge and skills build on what has been taught before and sets the foundation for future learning
- Encompass a wide range of subjects and opportunities
- Support a culture of resilience and positive mental health and wellbeing, where every child is safe, healthy, achieving, nurtured, active, respected, responsible and included
- Promote children's spiritual, moral, social and cultural development whilst developing an understanding of British Values.
- Strengthen children's capacity as a learner and developing their independence, initiative, determination, and love of learning
- Equip children with the knowledge and cultural capital they need for future success

### **Curriculum Design:**

Our curriculum is designed around a series of principles that reflect our school's values, pedagogical approaches and needs, which clarify the vision of our curriculum.

- Rigorous – Disciplinary knowledge as well as substantive knowledge
- Focused – Teaches the most important knowledge and key concepts
- Sequenced – Carefully sequenced concepts
- Coherent – Explicit connections between subjects, units of work and experiences
- Appropriate – Matches challenge to learner's knowledge

A great deal of thought has been given to the substantive and disciplinary knowledge we want our pupils to learn and see them both equally as valuable in our curriculum. The 'substantive' knowledge sets out what key information is taught while the 'disciplinary' knowledge focuses on what it is that historians, geographers, scientists or programmers actually do in order to preserve the discipline in each subject.

Our curriculum supports schema development. We have established key concepts in each subject area and have carefully considered how they interconnect with other subjects. These are broken down into smaller component parts: the knowledge and skills objectives that provide the building blocks for learning. These are carefully sequenced, revisited and built upon through curriculum from EYFS to Year 6.

#### Our core values:



#### Implementation

We deliver all National Curriculum subjects: English, Mathematics, Science, Computing, Physical Education, Personal, Social, Health and Citizenship Education (PSHCE), Art & Design, Design & Technology, Modern Foreign Languages (Key stage 2) Spanish, Religious Education, Music. In KS1 and KS2 a greater emphasis is placed on teaching the core subjects, Reading, Writing and Maths.

#### Organising and planning:

Long-term overviews have been written for each key stage. This indicates what units are to be taught in each term, and which subjects will be covered when. We review our long-term plan on an annual basis.

Medium-term plans take the form of a knowledge organiser and provide guidance on the objectives and vocabulary that will be taught. We have established our own medium-term planning for English and Maths and all the foundation curriculum subjects. Subject Leaders have devised our schemes of work for all curriculum areas, in conjunction with colleagues who form a working party, and have taken into consideration the interests and needs of our pupils.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the foundation stage curriculum and early learning goals, and there is planned progression in all curriculum areas. Our early Years Curriculum has been developed using the Statutory Framework for the Early Years Foundation Stage and the Practice Guidance for the Early Years Foundation Stage. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured learning opportunities. Our curriculum content for Early Years (Nursery and Reception) is outlined in our Early Years Policy.

Some foundation subjects are taught in 3-week blocks (History, Geography, Art, RE, Science, DT). Each unit lasts between one and three weeks and is introduced through a curriculum 'launch' lesson which aims to ignite children's interest; provoke thought; explore language; and stimulate questioning. Knowledge and skills outlined on the knowledge organisers are taught in a progressive manner throughout the school and are designed to build on prior understanding and develop cultural capital. We use every opportunity to capitalise on connections between subjects to develop and apply all important reading, writing, speaking and listening in a purposeful context. Subjects repeat every term so that skills can be built upon within the year.

Some foundation subjects are taught discretely (Music, Computing, MFL, PE, PSHE which includes RSE and Health education and basic Art/DT skills) Specific schemes of work are used for the delivery of these discrete lessons.

#### Personal Development:

At Chuckery we deliver a comprehensive programme that provides the knowledge pupils need to make decisions, strengthens them personally and contributes to building their character.

- School rules and school vision (best version of yourself)
- PHSE and RSE scheme of work
- Votes for schools assemblies and collective worship
- CBBC Newsround
- Celebration assemblies and pupil nominations for awards
- Opportunities for responsibility (House captains, digital leaders, reading ambassadors, school council, arts ambassadors)
- PE and science curriculum including physical, mental well-being and healthy eating
- Online safety curriculum - Education in a Connected World
- Awareness weeks - anti-bullying, mental health, e-safety
- Language of Growth Mindset and Metacognition

- RE programme of study including visits to places of worship (Mandir, Church) and external visitors (Imam, Priest)
- Other external visitors (PSCO, school nurse, dental team, Street teams, Fire Brigade)
- SEMH programmes (ELSA, Lego therapy, drawing and talking)
- After school clubs and sport coaches
- Behaviour policy driven by restorative practice
- Trauma awareness group
- Raising money for charity
- Inter-school sports competitions
- Opportunities to perform (Christmas Carols, Year 6 production, singing assemblies, music performances)

#### Outdoor learning experiences:

We offer an extensive outdoor learning curriculum that makes learning relevant and supports pupils to make connections to the wider world and build cultural capital. This outstanding curriculum provision includes experiences to:

- Wolseley Bridge
- Cannock Chase
- Walsall Arboretum
- Akers Adventure Centre
- Shrewsbury Prison
- Walsall Train Station to Hednesford
- National Memorial Arboretum
- Lapworth Museum
- Laches Wood Activity Centre
- Client Hills
- Redpoint Climbing Centre
- Sutton Park
- Castleton
- Shugborough Walled Gardens
- 'Back to Back' Houses in Birmingham
- West Midlands Safari Park
- Lime Pits - Pond dipping
- Barry Island Beach
- Space Centre
- Walsall Art Gallery
- Young Voices - NEC Birmingham
- Forge Mill Farm
- Horse riding

Additional outdoor sessions, including some Forest School sessions are also held onsite. These sessions include:

- Shelter building

- Bush craft
- Fire skills
- Knot Skills
- Navigation skills
- Play and exploration

Please refer to our Outdoor Learning Policy for more information.

### **Impact**

The impact and measure of our curriculum is to ensure children not only acquire the appropriate knowledge linked to the curriculum but also skills which equip them to make progress from their starting points. Weekly and termly quizzes enable children to retain knowledge and vocabulary demonstrated in their work and discussions around subjects taught. High quality work represents the progressive skills approach of our curriculum and the vision of every child becoming the best version of themselves. Learning across the curriculum will also show impact on the attainment of core subjects, bringing them more in line with national statistics.

When our children leave us, as well as being ready for a KS3 curriculum, they have high aspirations, broad horizons and have a wealth of transferrable skills which have been developed throughout their time at primary school in an inclusive and nurturing environment. Our children enjoy lessons and we believe this early love of learning stimulates children to become life-long learners. Our work on promoting social skills and character traits through our PSHE and outdoor learning curriculum, which include resilience, responsibility, risk-taking, collaboration, curiosity and empathy, enables children to become excellent role models and aspire to be the very best they can be. Developing their independence, motivation and attitudes as learners, and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

### **Roles and Responsibilities**

The Governing Board:

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The governing body 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

Curriculum Lead:

The Curriculum Lead 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
- The school's procedures for assessment meet all legal requirements
- The governing body 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

### **Subject Leadership**

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review of their subject. All subject leaders are given access to training and CPD opportunities to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and the professional practice of colleagues. Each subject is lead by a subject coordinator who has outlined specific intent, implementation and impact statements for each subject (see 'subject on a page' documents).

The role of the Subject Leader and/or team is to:

- Provide a strategic lead and direction for the subject.
- Support and advise colleagues on issues related to the subject.
- Monitor pupils' progress in that subject area.
- Provide efficient resource management for the subject.
- Keep up-to-date with developments in their key area of learning at both national and local levels.
- Monitor how their subjects are taught through monitoring the medium- and short-term planning ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Lead sustainable improvement through supporting colleagues and others.



- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning, and assessment within their subjects.
- Have a secure awareness of the schemes of work for EYFS, KS1 and KS2.
- Report to the SLT on the strengths and areas for development of the subject and the strategies for improvement.

## **SEN**

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

## **Equality Statement**

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.