

Nanpean Community Primary School
Nurturing Children's Passion to Succeed



Curriculum Policy
Headteacher and Curriculum Lead: Mr Nicholls
Chair of Governors: Mrs Lee Watts

Approved by Governors (Date): 10th May, 2022
Next Review (Date): April 2024

The Aims of this (Curriculum) Policy

Our aim is to ensure that our teaching and learning enables children to flourish in an environment which is friendly, welcoming, well-organised and caring. We also aim to ensure that all children are able to maximise their learning potential to explore a rich and varied curriculum full of opportunities to explore and develop knowledge, understanding and skills which are transferable across all areas of learning. We want our children to leave us having acquired academic, social and life skills ready for the next stage in their lives.

At Nanpean School, we have carefully designed and planned our Curriculum to provide balance across areas of learning and to allow for children to develop both academically, personally and socially. It is part of our underlying belief that every child should feel valued and experience success in a wide range of areas. We also intend to develop our children as responsible and resourceful pupils who reflect on their learning, build resilience and take appropriate risks whilst understanding that we learn from our mistakes. In addition to this we want to ensure that our children build, develop and maintain good relationships.

Furthermore, we place high priority on children's physical and mental health and wellbeing. We understand that children will not be successful learners unless they are emotionally secure.

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge and skills
- Provide opportunities which enhance future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have high aspirations for all pupils
- Equip pupils with the knowledge, skills and cultural capital they need to succeed in life
- Promote the learning and development of our children to ensure they are ready for the next Key Stage and phase of their education and life.

Legislation

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.

Roles and Responsibilities

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

The Headteacher will ensure 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 SEND

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

Inclusion

Inclusion is integral to the curriculum; at Nanpean we strive to ensure all our children are given the opportunity to participate in all aspects of school life, both in relation to the Curriculum and extra-curricular opportunities.

Teachers set high expectations for all pupils. They will use appropriate assessment methods and opportunities to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND Policy and information report.

Our Curriculum Approach

It is widely recognised that there are three approaches to Curriculum design. At Nanpean School, we have designed our Curriculum around a Knowledge-engaged approach. This approach maintains knowledge as a focus, believing that knowledge underpins and enables the application of skills. This approach also has a stronger emphasis on cross-curricular teaching where children are able to make links between their learning in different subject areas so as to make this more relevant. Subject Leaders have planned appropriate teaching and learning content in relation to this. Our Knowledge-engaged statement is below:

A Knowledge-engaged approach intends to make links between subjects within the Curriculum, where appropriate, so that learning becomes relevant, meaningful and contextual to the children through the collation of knowledge and facts that link to, and underpin, skill development.

Knowledge is a focus at Nanpean School and we use Knowledge Organisers which cover content and key facts and skills for each subject. These enable children to progressively build on their learning, cumulatively developing knowledge and skills. Our Knowledge-engaged Curriculum:

- **Fosters links between learning and the community and local area;**
- ***is Aspirational* through immersing children in knowledge and experience of Careers for their future;**
- **Builds and promotes a lifelong love of learning through the application of knowledge and skills, so that they are ready for the next steps of their education and life.**

Organisation and Planning of our Curriculum

Teaching for depth of learning

At Nanpean School, our progressive curriculum has been carefully designed, organised and planned by Subject Leaders, in conjunction with our Curriculum Leader and Headteacher, to ensure that our children are not merely covering the statutory content of the National Curriculum but achieving a depth of learning through the widening and deepening of essentials skills, understanding and concepts thus allowing these to be used across all areas of the curriculum. Within our curriculum, we build in many opportunities for repetition and practise to ensure that children are able to revisit previous learning, which allows them to gradually develop and build upon this. Our curriculum at Nanpean is based on the following principles:

- 1) Broad and Balanced - We believe that our children benefit from a curriculum that is varied and covers a wide range of subjects. We consider all subjects to be of equal importance and believe that true learning takes place when subjects intertwine with each other.
- 2) Community - Belonging to a community is a vital element of our children's development. We use our local environment to educate the children in relation to their local community and environment, ensuring that they are aware of opportunities available to them. We aim to ensure that our children have experiences beyond their context by exposing them to different opportunities. Accessing the wider community and broadening their horizons through learning are also important aspects of our children's education as we believe that this allows them to develop socially.

- 3) Discovery - Through our carefully planned and considered curriculum, we endeavour to develop a lifelong love of learning: giving opportunities to explore, question and investigate whilst enabling all children to achieve the highest possible outcomes.
- 4) Experiential - We believe that children learn effectively from experiences. Experiential learning uses critical thinking, problem solving and decision making. Learning through experience increases engagement levels and facilitates long term learning. We support this notion by providing many opportunities to learn outside the classroom as well as active means of learning inside the classroom.
- 5) Transition - We have a duty to ensure our children are prepared for the next steps in their education. We aim to provide them with the skills, knowledge and the necessary level of independence to move to the next stage of the education, and for their futures.
- 6) Well-rounded - We recognise that education is more than just academic success. Ensuring our children are well-rounded individuals is a priority. We want our children to have a range of opportunities and experiences that they will remember and contribute to the development of their individuality and understanding for the world.

Lesson Design Principles within our Curriculum

We include the following principles within our teaching, when appropriate.

<u>Teaching Principle</u>	<u>Implementation</u>
Review	Review learning through retrieval of previous knowledge.
Vocabulary	Consider and explain (to ensure understanding) the key vocabulary and task specific vocabulary for the lesson.
Model	Teacher presents and models learning in small steps, moving on when this is mastered.
Check	Question children's understanding through a range of question types to determine how well learning has been remembered.
Guided Practice	Time for supported additional practice.
Independent Practice and Scaffolds	Time for children to complete learning which they can recall. Scaffolds can be used to assist learning where required.

Intent

Curriculum Intent is about curriculum design, the emphasis being on how effectively schools provide a broad and balanced curriculum for all pupils, opening rather than closing doors to future success. Our intention is that the Curriculum at Nanpean, following the Knowledge-engaged approach, will:

- Ensure rich, memorable and varied opportunities and experiences that facilitate learning through the building of knowledge and skills, and prepare children for life through our motto '**Nurturing Children's Passion to Succeed**'.
- Develop a love of reading, and deepen sense of number and related reasoning and problem solving;
- Be taught with the consideration of the needs of all learners;
- Develop the characteristics of effective learning beyond the Early Years Foundation Stage (EYFS) through to Upper Key Stage 2 (UKS2).

We also believe that lessons should be connected, where appropriate, so that children can engage in deep and meaningful learning over time.

Implementation

A wide range of subjects are taught at Nanpean School, and these can be seen in the table below:

The Early Years Foundation Stage (EYFS) Curriculum	
<u>Core Subjects:</u> English Maths Science	<u>Other Subjects:</u> Religious Education (RE) Personal, Social and Health Education (PSHE)
<u>Foundation Subjects:</u> Art and Design Computing Design Technology History Geography Modern Foreign Languages (MFL) Music	

Physical Education (PE)

In addition to specific subjects, we also run specific sessions in Phonics and Reading. We believe learning is for life and that reading is one of the key strands that leads to success in all areas of the curriculum and life. In both Key Stages there is a reading scheme. In Key Stage 1, Read, Write, Inc (RWI) Phonics is used as the basis of the phonics curriculum. The 'phonics first' approach to Early Reading is designed to ensure that our children become confident with their phonic knowledge from a very early age whilst unlocking the magical world of words. To support this, and to facilitate a smooth transition from the structure of these to becoming a free reader, we purchased a reading programme called Accelerated Reader (AR). This ensures the children are guided to a range of genres, along with a good mixture of fiction and non-fiction texts that are written at an age appropriate level. Further to this, the children also have access to a well-stocked library to enhance their love of reading. Reading is a key feature of our daily life, with a teacher-led high-quality reading session occurring in every class every day. Furthermore, taking part in national campaigns such as World Book Day further embeds a long-term love of reading.

At Nanpean School, individual subjects are given a specific place and necessary coverage within the Curriculum, and we use a variety of purchased resources, including schemes of work, in order to do so. This replaces our previous approach which was heavily based on cross-curricular themes. However, we still recognise the benefits within this approach, and now plan for 'intelligent interdisciplinarity', making purposeful links between learning (when appropriate) as this helps the children to see the links between what they are learning and the real world. It is based upon the National Curriculum (2014) and reflects our school values and beliefs. We follow the locally agreed syllabus (Cornwall) for Religious Education.

Parental Engagement is currently a priority at Nanpean School. We have recently initiated many ideas to further the sense of community within our school, and to engage parents. We have developed Knowledge Organisers, and these contain KIRFS (Key Instant Recall Facts and Skills) which highlight facts (knowledge) and skills that we intend the children to learn in each subject. These also ensure there is strong 'cultural capital' within our curriculum. Recall sessions at the beginning of each lesson allow for rapid recall of facts and knowledge in relation to content previously learnt, and the intention is that these will continue with the classes of children on their journey through Nanpean School whereby Teachers revisit previously taught content. The Termly Curriculum focuses are now centred around 'Key Questions'. They are initiated at the beginning of each term within a 'Reveal' lesson, which allows children to become excited about the upcoming learning for the term, and what they will achieve by the end of it. These are also communicated to parents and shared with the school community through social media, including Class Dojo and Tapestry, as well as on our website and through the weekly school newsletter. At the end of each term, we share termly learning with the Nanpean School Community, through inviting them into school to view presentations, for example, or allowing them to be viewed on our website or social media sites. Curriculum Learning Maps, which contain the Key Questions and subject specific learning being covered that term, are sent to parents via Class Dojo / Tapestry, and uploaded to our website each term.

Each Term, each class also has a focus on a Career (Job Role) as part of our work on raising aspirations. This is known as 'Aspirations: Reach for the Stars' within the school community. This is also detailed on the class termly Curriculum Learning Maps.

We also have a recently formed FANS (Friends Association of Nanpean School) PTA Group, and they have actively organised events with the sole aim of providing more opportunities for the children at Nanpean School, and increasing funding to allow for such opportunities.

School trips are carefully planned to enhance the children's learning in school and to build upon experiences. In KS2, the children have the opportunity to have a sleepover at school in Year 4 before going on residential visits further up the school. When they reach Year 5 and 6, the children have been prepared and are ready for adventures further afield. Their residential trips alternate between a visit to a city in the UK (usually London) and a visit to a more local action and adventure-based campus. Both give amazing opportunities to make comparisons to their lifestyle and environment.

We reinforce the sense of community with strong links to the immediate locality. We play an active part in the local community. Visitors also join us at school, when appropriate and/or linked to learning, to further strengthen community links.

Children receive feedback on their learning in a variety of ways, such as written feedback in their books and verbal feedback in lessons as they are working. This feedback is used to provide the children with their next steps as well as to inform teachers' planning. Careful and skilful questioning allows teachers to challenge the pupils' depth and breadth of their learning and understanding, and to quickly correct misconceptions, as well as recapping on areas of previous learning to ensure it has been embedded for life. Please see our Assessment and Feedback Policy for further information.

Termly pupil progress meetings allow us to carefully monitor progress, celebrating the success the children have had as well as quickly identifying where any support (usually through interventions) are required to ensure all children make accelerated progress in the classroom.

As you walk into our classrooms, you will be greeted with a warm and welcoming environment, where the children are actively engaged in their learning. The classrooms are equipped to allow independence and to aid long-term understanding – equipment is available for the children to use when they feel that concrete apparatus would help them, along with displays that support learning through vocabulary and modelled examples.

Implementation at Nanpean School: What will unify our Curriculum and make it bespoke to our school and context?

The Knowledge Organisers which contain KIRFS (Key Instant Recall Facts and Skills) are bespoke to our school. Our Subject Leaders have created these considering key facts and skills based on their individual subject knowledge and expertise.

Our children state that one of the most exciting parts of our curriculum is that instead of traditional 'Topics', children in our school work towards sharing some of their work each term and this is communicated in a 'Showcase Week' (shared with the school community) at the end of each term, which helps to make learning memorable.

Impact

The children of Nanpean CP School have a love of learning. They enjoy sharing facts they have learnt in all subject areas; creating models to demonstrate their learning as part of activities; as well as making strong progress during the time they are with us. At each stage of their time at Nanpean School, the children are well prepared for transitions. We have an on-site Nursery and these children use our facilities, as well as take part in specific transition events. Year 2 move seamlessly from Key Stage 1 into Key Stage 2 as they have been taught by many of the staff and are used to being part of a whole school environment through Assemblies and playtimes, for example. Being part of an all-through school means transition from primary is as smooth as it can be. Children experience taster days at Brannel

Secondary School during Year 5 and Year 6. The children are excited about the new challenges and are prepared for them; secure in the knowledge that their primary teachers are 'just down the road' and ready to support if needed.

At NCPS we define progress as learners 'knowing more and remembering more of the intended curriculum we have planned for them' and our assessment practices are centred around identifying where this is the case and, where pupils are failing to make progress in their learning of the curriculum, adapting our planning and provision accordingly. Pupil achievement will also be assessed using progression and destinations data, recognising that good outcomes are not just measured in qualifications but in how successfully pupils are developed as well-rounded citizens.

Monitoring Arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- SIP visits, Governor Monitoring (visits), meetings with the school council, feedback from staff and pupil conferencing.

Subject Leaders monitor the way their subject is taught throughout the school by completing:

- Learning walks, planning and book scrutinies, feedback from staff and pupil conferencing.

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the Headteacher and/or Curriculum Leader. At every review, the policy will be shared with the Full Governing Board.

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