



Aspire Believe Achieve
Ready Respect Safe

Arnold View Primary School

Curriculum Policy

Policy Reviewed (Date): November 2022

Signed: _____ **(Chair of Governors)** **Date:** _____

Signed: _____ **(Head Teacher)** **Date:** _____

Next Review Due (Date): November 2024



Curriculum Policy

Rationale

At Arnold View Primary School, we believe in developing a curriculum which:

- Has a clear focus on the knowledge and skills we want the children to learn
- Contains opportunities for the children to reactivate previous knowledge and make links in their learning
- Is aspirational and inspiring and has been constructed to suit the needs of the children at our school
- Offers a broad range of subjects from Early Years through to Key Stage 2 (KS2)
- Brings learning to life, both indoors and out, with an emphasis on engaging and purposeful learning
- Enables children to retain learning in the long-term memory.

We want all of our children to **aspire, believe and achieve**, making a positive contribution to the world they live in. Our aspirational curriculum ensures learning is effective, exciting and above all, relevant to the needs of our children. Our curriculum is designed to equip pupils with the knowledge and skills that they need to facilitate their own learning, enabling them to unlock their full potential. It provides opportunities to take risks, to work collaboratively with others and also promote challenge as well as exposing our children to enriching experiences, immersing them in progressive knowledge and skills and equipping them with personal characteristics required to succeed in life. It not only follows the requirements of the National Curriculum, but also includes a range of extra-curricular activities that are organised to enrich the experience of the children.

At Arnold View, believe that children should be given opportunities to learn more, remember more and make links between their current and previous learning. We know that:

- Learning is a change in the long-term memory.
- The working memory is helped to process information when it has support from previous learning.
- Memory is the ability to reconstruct or reactivate previously made connections in the brain.
- In order to ensure that we can retain new learning, it is crucial to activate previous learning so that this can be built upon.
- The brain cannot cope with being overloaded and so it is important to only deliver the information that is important to learning.
- To give a better chance of learning a new skill or new information, we must appeal, where possible to all five senses.
- We must constantly check learning to ensure that the brain has remembered the correct learning and that it is understood – rehearsal strengthens memory.

Therefore, we structure lessons to ensure that children have an opportunity to reactivate previous skills and knowledge and make links between past and present learning. We also use opportunities throughout lessons to ensure that new knowledge is fully understood and give children opportunities to reinforce this through the use of Sticky Knowledge grids for each subject area.

Intent

Our intent is that:

- Pupils will secure firm foundations in English and Mathematics which underpin a growing excellence in other subjects.
- Pupils will have access to a wide and varied curriculum, allowing each of them to excel as individuals and be the best they can be.
- Pupils are able to demonstrate confidence, independence, resilience and a real thirst for learning
- Our curriculum is broad, balanced and develops pupils' knowledge, skills and experiences order that they can thrive as lifelong reflective learners.
- There are opportunities within our curriculum to reactivate previous learning, make links and use previous knowledge to help to remember new skills.
- Our curriculum helps pupils 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.
- Pupils are able to develop strategies that enable them to be able to facilitate and use in their own learning.
- Our curriculum enables pupils to develop skills and knowledge for when they grow which they are able to use to make a positive contribution to the world in which they live.
- Enable children to be creative and develop their own thinking.
- Pupils enjoy coming to school and acquire a solid basis for learning lifelong skills.
- Barriers are removed and all children are able to learn and develop their skills through differentiation and support.

Implementation

We will implement this through:

- Developing a curriculum which encompasses the National Curriculum, the Early Years Foundation Stage Curriculum, the Nottinghamshire Agreed Syllabus for Religious Education and White Rose maths.
- A topic-based approach (where this enhances learning) which includes WOW sessions to engage children in new learning.
- Use of cross-curricular links across topics, providing a broad and balanced curriculum.
- Creative, fun and inspiring lessons which are sequenced so that new knowledge and skills build on what has been previously taught.
- Teaching English and maths daily, including phonics, reading and spelling.
- Teaching the children about their developing world, including how their environment and society have changed over time.
- RSHE and cultural lessons to ensure children understand Britain's cultural heritage.
- Providing a range of extra-curricular opportunities for all ages, including visits, residential, visitors and before and after school clubs, which allows children to apply and develop the skills they've learnt in school. We also invite outside providers in to school to support the learning.
- Use of first-hand experiences, investigation and open-ended activities.
- Planned focus weeks to enhance curriculum provision.
- The use of clear planning (Long term planning, Medium term planning and Skills and Knowledge progression grids) which show a progression of skills (and coverage) from EYFS though to Key Stage 2.
- Planning opportunities in each lesson for children to reactivate previous knowledge.

Impact

We will measure impact by:

- Monitoring through pupil discussions to gain opinions of the curriculum, including the sticky knowledge they have acquired from the curriculum.
- Monitoring work displayed on walls which shows progression across the school.
- Completing book scrutiny to monitor progression of knowledge and skills shown in books.
- Monitoring the development of skills across year groups in the different subjects and evidence of progression in planning.
- Using teacher assessment which should inform next steps in learning in all subjects.
- Assigning governors to the different subjects in school to liaise with subject leaders of these areas and monitor curriculum subjects and use of reports to governors in the HT termly report.
- Ensuring that curriculum leads monitor planning, coverage and skills taught, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have the appropriate objectives.
- Ensuring that subject leaders monitor the way their subject is taught throughout the school and action plans / MSRs reflect strengths, issues and actions of their subject area.
- Our children being ready for the next stage of their education, through transition.
- Using summative and formative assessments throughout the year, using the Insight Tracking platform.

Extra-curricular opportunities including community links

- A range of extra-curricular activities take place every half term, organised by the PE subject lead, and led by the staff both in and out of school. Engagement is monitored by the PE lead to ensure that as many children as possible are accessing these opportunities.
- Extra-curricular opportunities are highlighted in individual curriculum policies and in the school's Cultural Capital plan.
- Visitors are actively encouraged to the school to enhance learning in a variety of curriculum areas.

Equal Opportunities

The Curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it is necessary to adapt the curriculum to meet the needs of an individual child, then we do so in consultation with the appropriate outside agencies.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. This is reflected in teachers' planning. Further information can be found in the SEN, Access and Equal Opportunities Policies.