

# Curriculum Policy 2020/ 2021

Daresbury Primary School



# 1. Curriculum aims

Our curriculum aims/intends to:

At Daresbury Primary School we have developed a rich and balanced curriculum for all pupils. Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. We aim to provide all children with the very best- enabling them to be well prepared for the next stage of their journey.

Our curriculum is underpinned by our school values; Kind, Safe, Ready and our Trust values of Aspiration, Kindness, Respect, Resilience, Integrity, Collaboration. These values permeate through the curriculum and support the children to become the very best versions of themselves. Our values promote a positive attitude towards learning and enable pupils to develop the moral compass required to support decision making throughout life.

We ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support. Language development and reading sits at the heart of our curriculum; enabling pupils to access the key to their future successes.

We believe that experiences broaden horizons for our pupils. At Daresbury we plan a range of valuable and inspirational visits, experiences and visitors throughout our curriculum, enabling children to develop their understanding of their local and global community. Our knowledge based curriculum approach provides all children with a well-rounded experience and fosters strong personal development.

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Principal 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, 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 (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

## 3.2 Principal

The Principal 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
- 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

## 3.3 Other staff

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

Curriculum lead - Kathryn Zuger (Vice Principal)

SENDco & EYFS Lead – Nichola Lockhart

English – Kathryn Zuger

Mathematics – Zoe Unsworth

Science - Samantha Baldock

Geography - Leah Higham

History - Stephanie Stewart

Religious Education - Elizabeth O'Neill

Physical Education - Nichola Lockhart

Art – Leah Higham

Design Technology – Zoe Unsworth

Music – Elizabeth O'Neill

Computing – Samantha Baldock

PSHE/ SRE - Zoe Unsworth

MFL – Stephanie Stewart

## 4. Subject specific

### Reading

Reading is at the heart of our curriculum and is incorporated into all areas as much as possible. From Reception to Year 6 all children are encouraged to read for pleasure. Children learn to read through a synthetic phonics approach. At Daresbury we use the Letters and Sounds programme to teach early phonics and reading. Pupils from EYFS to year 2 receive daily structured phonic sessions in small groups based on their phonological awareness. Children who require further support with phonics in key stage two also receive small group phonic sessions using a range of resources.

Pupils across the school access whole class guided reading sessions at least once a week using Cracking Comprehension and Reading Vipers. Whole class guided reading uses age appropriate but ambitious texts which all children are supported to access.

All children take banded books to read at home which matches their reading ability, these banded books are taken from a variety of schemes including oxford reading tree. In addition to this, children working on phonics also take home a book based on their phonological awareness. Children are encouraged to read at least three times a week at home. Frequent readers receive stickers and merits and are entered into a half-termly book raffle.

All classrooms have a Reading area containing age appropriate texts. Teachers make sure that subject specific books and articles are available for children to read. All classes have a class novel or

shorter story which is read to them throughout the week by their class teacher. We aim to develop the children's love of literature and interest them in a wide range of novels, authors and styles. Targeted children also receive frequent 1:1 reading from teaching assistants and volunteers.

## **Writing**

We develop early writing skills so that our reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of quality texts, film and imagery, modelled, shared and guided writing, peer editing and discussion. We use a Talk for Writing approach to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors who can plan, draft and edit their writing before publication. We promote the status of written work by providing opportunities for children's writing to be displayed, published and read by real audiences.

We encourage our pupils to speak standard spoken English and our staff are expected to model this in all teaching and interactions in school. Across the school we use principles based on Talk for Writing as a basis for our writing curriculum.

## **Mathematics**

At Daresbury Primary School we have adopted a mastery approach to the teaching and learning of Mathematics to underpin the three integral aims of the national curriculum; fluency, to reason mathematically and to problem solve. Mathematics is a creative and an inter-connected subject and we believe that by teaching Mathematics through a range of concepts and manageable steps, all children will develop their sense of curiosity and deepen their understanding securely. We use mistakes and misconceptions as an essential step in the learning journey and provide challenge through sophisticated problems to ensure that our children foster a positive relationship towards their learning of Mathematics, make rich connections to mathematical representations and ideas and apply this to the ever growing world around them. We have a passion for high standards in mathematics and believe that all pupils can become excellent mathematicians.

Method and process are equally as important as the answer. We ensure that our pupils have a bank of strategies and the mental fluency to confidently solve mathematical problems in a range of contexts. We encourage our pupils to explain their methods, talk to each other about how they solved a problem and find relationships and patterns in their processes and solutions. Mathematical vocabulary is at the heart of each of our lessons; ensuring pupils understand and use the correct terminology in order to communicate confidently in a shared mathematical language. Pupils also work in mixed-ability pairs, giving every pupil the opportunity to challenge themselves and extend their own thinking. A strong relationship between conceptual understanding and procedural fluency are key for pupils to truly gain 'mastery'. In order to extend, we believe in deepening thinking within the area of study, rather than accelerating onto the next topic. To deepen knowledge and understanding, we ask questions such as: How did you get that answer? Can you prove it to me? What strategy did you use? Is there another way? Can you show me?

It is the expectation that children are able to confidently recall all the multiplication facts up to 12 x 12 by the end of Year 4. Children learn strategies for multiplication throughout their mathematics lessons and take part in our weekly Superhero Times Tables challenge that is accessible to all children from EYFS to year 6.

We believe that Mathematics is an essential tool for life. We strive to develop great mathematicians, who use their fluency, reasoning and problem solving skills with confidence, throughout their school career and into their adult life.

## **Science**

At Daresbury Primary School we deliver knowledge based science curriculum which aims to inspire pupils' curiosity and interest to know more about the world around them. It enables pupils to gain a sense of enquiry about the world and encourages them to understand how key knowledge and concepts can be used to explain what is occurring, predict how things will behave and analyse causes. The science curriculum builds upon prior knowledge in a carefully sequenced curriculum, both within and between year groups, and makes links to other subject areas. Pupils develop an understanding of key substantive concepts (classification, properties, habitat and characteristics) that act as threads throughout the science curriculum from the beginning to the end of the pupils' primary education.

## **Geography**

We believe that children should develop a good understanding of our local area and the wider world. At Daresbury, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We have put a particular focus on local geography and it is a key theme for our geography curriculum. The geography curriculum enables children to develop knowledge and skills that are transferrable. We enable children to know about the location of the world's continents, countries, cities, seas and oceans.

Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Daresbury our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

## **History**

Our intent is that our history teaching will help pupils' gain a coherent knowledge and understanding of Britain's past and that of the wider world. Daresbury and the wider area of Liverpool has a rich history and we believe that children at Daresbury should gain a good knowledge of their local area's past and the impact it has had on our lives today. We aim to inspire pupil's curiosity about the past to enable children to ask perspective questions, think critically and develop perspective and judgment. We endeavour to teach children to understand the complexity of people's lives, the process of change and the diversity of societies as well as their own identity and challenges of their time.

## **Religious Education**

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning. We follow the Agreed Syllabus for Religious Education (SACRE) produced by Halton local authority. Religious Education is taught to all children except those who are withdrawn by their parents.

## **Physical Education**

PE at Daresbury aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved. It is our intent to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

## **Art**

At Daresbury, we believe that art is a vital and integral part of children's education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity. Pupils also learn about making links with a wide spectrum of different types of art in our society. Art contributes to children's personal development in creativity, independence and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values.

## **Design Technology**

Design Technology at Daresbury aims to prepare children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, pupils' combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

## **Music**

We ensure all children are given experiences to explore, develop their creativity and flourish with various musical opportunities. We understand and recognise the importance of enabling all children to reach their full potential and valuing individual strengths. We aim to inspire, allowing every child to shine. All children are given regular opportunities to listen, compose, improvise and perform using a variety of skills. In addition, we also offer regular opportunities for children who wish to learn how to play an instrument, including recorders. We recognise that music promotes increased self-confidence, inspiration and positivity.

## **Computing**

Computing is an integral part of everyday life and will play an immeasurable part in our children's futures. Through teaching Computing we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way.

Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this. It is our aim that all pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problem. Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. And that pupils' are responsible, competent, confident and creative users of information and communication technology. School utilises both resources and the scheme of work from Mr P ICT.

## **PSHE**

At Daresbury, PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the "whole child" intellectually, morally, socially and spiritually. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. PSHE is taught across on a weekly basis and as a school, we follow the Jigsaw PSHE scheme. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community.

## **MFL**

We teach Spanish to all children. Our approach is to make learning a new language fun. Young people are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. Children feel a sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games are regularly used to teach Spanish words and phrases. We have discreet lessons on the timetable but we also integrate the foreign language into the everyday routine such as registering in Spanish, counting in Spanish in PE etc. As a school we aim to teach pupils not only about the Spanish language, but also the Spanish culture.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment 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 SEN
- 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 SEN policy and information report.

## **6. Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Regular feedback from K. Zuger
- Termly visits to school to look at books, observe teaching and pupil voice
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Curriculum leaders are responsible for monitoring the coverage, quality of work and pupil learning in their allocated subject or area of focus. The senior leadership teams and curriculum leaders look at the curriculum through learning walks. Books are looked at through moderation according to our monitoring cycle and compared against the books of other schools at least once per term.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment/ Feedback policy
- SEND policy