



# Abberley Parochial V.C. Primary School

## *Rooted and Ground in love*

### Curriculum policy

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**Date reviewed:** September 2022

**Next review:** September 2023

Our school vision is based on Paul's writings to the Ephesians:

#### **Ephesians 3:17-19**

That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

Based on this vision, our curriculum is founded on the following key principles:

1. People in our school will learn to love and feel loved
2. People will be taught to comprehend through a breadth of opportunity and with significant depth of understanding
3. All people are entitled to live a fulfilled, enriched and joyful life and our curriculum will seek to enable this

#### **Intent**

Our curriculum intent is taken from our vision as a school:

1. We intend that all children feel loved and have the inner security and confidence to love and show love for others and our world. This includes a significant and age related depth of understanding and appreciation of diversity, deprivation, exploitation, democracy and mental and physical health.
2. We intend to enable pupils to think deeply over a broad range of subjects and topics; applying subject specific skills, which are precisely taught and developed, and transferring them between subjects where appropriate, thus enabling them to lead successful lives. Our curriculum must be both broad and deep, whilst being achievable within our framework.
3. We intend that our curriculum is tailored to enable all children who work and learn here to achieve, engage in genuine and varied learning opportunities, which provide the cultural capital and skills necessary to thrive in life, make safe decisions and learn the joy of individual and shared success.

Our school has seven central values and seven central learning attributes. Our curriculum and enrichment programme is designed to develop these values and attributes and enable our pupils to lead successful lives in which as many doors of opportunity are open to them as possible. The following are the central values, attributes and capacities that we seek to develop.

Values: Courage, truthfulness, compassion, thankfulness, justice, wisdom, forgiveness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity

Through our curriculum and enrichment programme, we also seek to develop pupil's capacity to:

- exercise imagination and creativity
- appreciate beauty in the world
- be alive to experiences of awe and wonder
- be intrigued by mystery
- be aware that many things transcend us
- appreciate and be thankful for what is good in life
- show generosity towards others
- be self-aware
- empathise with the experiences of others
- love and care for themselves
- believe in their potential to achieve
- find inner strength and resilience when facing challenges
- be comfortable with stillness and silence
- be willing to take risks
- reflect and learn from success and failure
- be ready to say sorry when mistakes are made and be willing to forgive others
- be open minded and curious when exploring life's big questions

### **Implementation**

In line with the National Curriculum, we teach many of our subjects discreetly, whilst seeking every opportunity to make authentic connections between different aspects and themes of learning. The structure of our school day is outlined in the timetable guidance below.

**Subject allocation guidance 2022 – Abberley Parochial V.C. Primary School**

		8.55 – 9.25	9.25 – 10.15 P1	10.15 - 10.30	10.30 – 11.00	11.00 – 12.00 P2	12.00 – 1.00	1.00 – 2.00 P3	2.00 – 2.10	2.10 – 3.15 P4	
				Break		Collective worship	Lunch		Break		
Monday	EYFS	Phonics and reading teaching and learning KS1 – Little Wandle Year 2 – 6 – Reading vipers	CP	Literacy	Values groups	CL	Maths	Outdoor learning PE		Outdoor learning science	
	KS1		SPAG/text or genre features (text immersion)			Big maths calculation	Maths curriculum			Music, Computing Art/Design	Music, Computing ART/Design
	KS2					Big maths calculation	Maths curriculum			Music, Computing, MFL Art/Design	Music, Computing, MFL Art/Design
Tuesday	EYFS		CP	Literacy	Collective worship and values	CL	Maths	RE/Collective worship	Outdoor learning PE		EAD
	KS1		Words, oracy or communication			Counting, times tables, calculation, curriculum	Humanities ART/Design summer term				Humanities ART/Design summer term
	KS2		Sentence level writing or language features			Crew and teacher led	Counting, times tables, calculation, curriculum				
Wednesday	EYFS		Phonics	Literacy	Collective worship Head teacher and Reverend Ted led	CL	Maths	PE - PD	Humanities		EAD
	KS1		Sentences			Maths curriculum	Big maths workshop				Humanities
	KS2		Text immersion, oracy or paragraph level writing			Maths curriculum	Big maths workshop				PE
Thursday	EYFS	Phonics	Literacy	Values groups led reflection	Extended writing	EAD	PSHE/RSE	PE	Music, Computing, MFL	UW	
	KS1	Creativity and oracy			Counting, times tables, calculation, curriculum					RE, PSHE, Science	
	KS2	Writing or language skill – identify and attempt (text immersion)			Counting, times tables, calculation, curriculum					PE	
Friday	EYFS	Phonics	Literacy	Singing and values celebration	CL	Maths	UW	RE, PSHE, Science		PE - PD	
	KS1	Extended writing			Counting, times tables, calculation, curriculum					RE, PSHE, Science	
	KS2	SPAG, Extended writing or further text immersion (text immersion) History – Summer term only			Counting, times tables, calculation, curriculum Mathematical investigations					Science	Science

**EYFS – The timing for EYFS is guidance only and will be adapted depending on pupil needs**

**Morning activities** – Children choose from a range of creative and skills based activities on arrival

**Phonics** – Thirty minutes each day

**Literacy** – Thirty minutes each day

**Maths** – Forty minutes four days each week

**Communication and language (CL)** – Twenty minutes four days a week

**Physical Development (PD)** – Two hours each week of PE, two hours each week Outdoor learning (this also incorporates Understanding of the World)

**Expressive Art and Design (EAD)** – Two hours each week

**Understanding of the World (UW)** – Two additional hours each week

**RE** – One hour each week

**KS1**

**Collective worship** – ten minutes on a Monday, twenty five minutes Tuesday to Friday

**English** – Six hours forty minutes each week split between reading, oracy and writing, plus one hour of reading time.

**Maths** – five hours each week

**PE** - Two hours every week to include swimming for two half-terms per year (swimming travel time reduces some time in other subjects depending on pool availability) and one hour outdoor learning session each week.

**RE** – one hour every week (RE learning is supported through collective worship as outlined above)

**History** – one hour forty five a week for three half-terms a year

**Geography** – one hour forty five a week for three half-terms a year

**Science** – Two hours each week, with one hour outdoor learning

**Computing** – One hour a week for three half-terms a year

**PSHE/RSE** – one hour every week (plus 25 minutes supported by the reading leaders and friendship values groups)

**Music** – One hour a week for three half-terms a year

**Art** – One hour forty five per week for three half-terms across a two year rotation

**Design** - One hour forty five per week for three half-terms across a two year rotation

**KS2**

**Collective worship** – Values groups Monday and twenty five minutes Tuesday to Friday

**English** – Six hours forty minutes in the autumn and spring term. Five hours forty minutes in the summer term. Plus one hour fifteen minutes of independent reading and book selection time each week.

**Maths** – five hours each week as outlined in the timetable template above

**PE** – Two hours every week to include swimming for two half-terms per year up to year 4 (swimming travel time reduces some time in other subjects depending on pool availability).

**RE** – One hour every week (RE learning is supported through collective worship as outlined above)

**Science** – Two hours every week. However, science may be blocked against humanities and taught for four hours every other half-term.

**Geography** – One hour forty five a week for three half-terms per year

**History** – One hour forty five a week for half a term in the autumn and spring term and fifty minutes each week for the full summer term.

**Computing** – One hour per week for three half-terms

**PSHE/RSE** – one hour every week (plus twenty five minutes for values group management)

**Music** – One hour a week for three half terms per year (music is also deeply woven into our collective worship, RE and other aspects of learning. In year 3 and 4 music is covered in ukulele lessons)

**Art** – Two hours a week for three half-term across a two year rotation

**Design** – Two hours a week for three half-term across a two year rotation

**Languages** – one hour a week for two half terms each year

Our curriculum design is focused on pupils developing our seven central learning attributes. All subjects follow coordinated programmes of study and defined skills progressions (long-term planning). These can be accessed in the curriculum section of our school website.

### Lessons

Children are taught the curriculum in lessons by a qualified teacher. Teachers follow the school’s long term planning, which goes beyond the requirements of the National Curriculum and we develop the skills associated with our learning attributes and spiritual capacities. Objectives of lessons are drawn from the key verbs and learning or practise (the task) in the lesson enables pupils to try and develop this learning skill with growing independence. However, it is also possible that a lesson in any subject focuses solely on the development and understanding of a spiritual capacity or value.

Creativity	imagine, design, construct, assemble, formulate, compose , develop, invent, rearrange, generate, produce
Reasoning	compare, evaluate, explain, investigate, conclude, defend, judge, critique, debate, validate, classify, predict, appraise, arrange
Comprehension	summarise, interpret, explain, infer, deduce, classify, locate, annotate, correlate, recognize, outline, label, clarify, calculate, convert, understand
Curiosity	question, analyse, test, investigate, associate, link, categorise, group, measure, hypothesise , predict, observe, innovate, discover, apply
Collaboration	communicate, share, resolve, listen, discuss, play, present, contribute, challenge, encourage, integrate, combine
Perseverance	experiment, improve, modify, calculate, implement, adapt, check, practise, correct
Knowledge	identify, describe, retrieve, recall, distill, define, list, memorise, repeat, imitate, label, duplicate

### Whole school reading learning

Reading is discreetly taught across the school from 8.55am to 9.25am. During this time our reception and year 1 children will take part in their phonics lessons. Children in year 2 who have a secure understanding of phonics and those in KS2 focus on reading domains and exposure to a wide range of quality literary texts.

### **Features of lessons**

Our teachers are skilled practitioners, who seek to facilitate the best learning opportunities and to develop each child individually. Lessons are planned and taught with the individuals in mind and we seek to cater for the needs of all pupils through appropriate and nurturing intervention strategies in class and through additional support where required.

Our teachers utilise the concepts outline in Teaching Walkthrus by Tom Sherrington and Oliver Caviglioli when facilitating the learning of the school curriculum in lessons:

### **Behaviour and relationships**

- Positive relationships
- Established and clear expectations
- The use of signals and routines – avoid overusing voice
- Positive framing
- Choices and consequences (linked to the school behaviour policy)

### **Curriculum planning**

- Subject leaders plan and teachers follow the knowledge rich curriculum, which focuses on learning, retaining and using expert vocabulary
- The curriculum is mapped and sequenced and ensures that key concepts are revisited and authentic connections are established
- High expectations are set in terms of content
- Experiences for pupils to grapple with knowledge and skills are utilised
- Reading is regularly featured in all subject areas

### **Explaining and modelling**

- Provide examples of excellence
- Deliberately develop vocabulary
- Explain the big picture and zoom in
- Live model excellence
- Scaffold to enable
- Narrate their thinking: metacognition
- Set the standard of success
- Pre-empt and tackle misconceptions

## Questioning and feedback

- Cold calling: do not always pick the child with their hand up
- Think, pair, share
- Show me: utilising whiteboards to engage all pupils
- Checking for understanding and deal with misconceptions in the first instance
- Build on responses: do not settle for the simple. Tell me more. Probe further and think deeper
- Process questions: model the process your brain goes through in creating a better answer
- Provide feedback that moves the children forwards
- Provide whole class feedback and include examples. Feedback on key misconceptions.

## Practice and retrieval

- Regular quizzing to check for retention
- Provide activities which enable the children to organise their knowledge
- Provide opportunities/activities to rehearse and perform
- Provide concrete examples of excellence
- Allow for guided practice with clear steps and success criteria
- Allow of increased independence and challenge over time
- Build greater fluency by checking for accuracy and precision and increasing the range, pace and variety

## Mode B teaching

- Culture and context – learning is sequenced and whilst an individual skill maybe the focus of a specific lesson, we recognise that people and children are drawing on a huge wealth of previously learned skills and understanding to participate in learning in any individual lesson. A positive classroom culture is essential for effective learning and this includes the class's ability to collaborate and individual's ability to listen, manage distractions, comprehend and put into practise new learning. The confidence to try despite the risk of failure is key. The context involves making links with what has happened previously. Lessons do not occur in isolation, but are part of a sequence of learning in a specific subject or between subjects. We develop the children's skills, knowledge, understanding and capacities in small steps from where they currently are to their next step, building on prior learning and recognising that whilst we focus on individual skills and content, practise in many areas is required to achieve the successful outcome of an individual lesson and for children to thrive and succeed. Expectations must be high – teachers should set the standard of excellence.
- Explanation – Our teachers explain learning clearly and with defined steps to achieve success. They are aware of the children's capabilities and vocabulary levels and ensure children can access the explanation. Links are explained through stories or explicitly to draw children towards a deeper understanding. Tasks are explained so that children know what to do. Explanation will include detailing the key vocabulary and enabling pupils to use this vocabulary.

- Modelling – Where a skill or capacity is being learned teachers model the learning and their thinking to achieve that learning through explicit demonstration and explanation of thought process (metacognitive talk). This requires them to simplify the steps and show children specifically what they need to imitate, innovate or invent when they go on to practise for themselves.
- Questioning – Is targeted at all pupils to elicit a greater depth of understanding and awareness surrounding what has been learned. It is also used to monitor and assess the developing awareness of pupils to enable greater learning. Strategies to establish pupil’s understanding should be employed in a lesson.
- Practice, challenge and retrieval – Children are provided with a task to practice and demonstrate the skill, knowledge or capacity. The tasks are challenging; they require children to think and practice a skill or acquire content that is challenging but realistic. Tasks are carefully considered to enable pupils to enjoy them and feel a sense of achievement.
- Feedback – Pupils are provided with clear feedback orally or in writing in their exercise books or on a post it note if applicable. Feedback is fair and clear and includes a response required from the pupil to think about what they have done or next steps to contemplate or challenge them further, where appropriate. Opportunities to check, correct and modify are a regular feature of our feedback process (please refer to the feedback policy found on the school website).

### **Homework**

Homework is simple and as far as possible independently achievable. Reading is expected of our pupils every night. Pupils in reception and KS1 are assigned their independent reading books in line with Little Wandle Letters and Sounds provision. Phonics learning and resources will be shared with parents to reinforce phonic understanding at home.

Pupils who have a secure phonic understanding are assessed using star reading. This gives them a zone of proximal development from where they can select a library book to bring home. Reading should take place at home every evening. Upon completing a book, children should take the quiz.

Starting in year 2, pupils are set a weekly mental arithmetic task in their Schofield and Sims books. These are pitched to each child depending on their current mathematical understanding and ability using teacher’s knowledge of their pupils and the assessments published by Schofield and Sims. These are marked and returned weekly.

Starting in year 2, spellings are set weekly using the Spelling Shed curriculum scheme and adapted to suit the child. Children are expected to login and practice their spellings at least once during the week. Spellings will be taught in morning sessions on a Monday or Friday. The expectation to read daily is established early on and regular challenges are created. Reading records are checked weekly by class teacher from year 2 onwards. TT rocks stars activities are set weekly for children in KS2 and children are expected to complete these.

### **Enrichment curriculum**

The development of our values and spiritual capacities form the intent of our pupil enrichment curriculum. Many events happen throughout the school year, which are not recorded in books or may not have a direct learning objective. However, we see these as important opportunities for our pupils to develop our



school values, our learning attributes and our spiritual capacities (for further information on spiritual capacities please refer to our RE and Collective Worship policies found on the school website).

During their time at Abberley all pupils have the opportunity to:

- Participate in an annual residential experience which include contrasting localities (KS2 only)
- Visit religious sites that are holy to people of differing religions
- Attend the theatre annually
- Represent the school in a variety of sports, artistic and musical activities
- Participate in a varied extra-curricular programme
- Learn to play a musical instrument
- Attend a trip outside of school or have an external specialist visit the school at least twice annually
- Lead school development as a member of our values groups
- Provide service within the school and in the community
- Contribute to the charitable work of the school
- Contribute to the organisation of a whole school activity day
- Take part in a variety of extra-curricular activities
- Meet and work with children from other schools
- Celebrate festivals and events as part of the school and wider community
- Play a part in a school shows, musical performances or services in front of an audience at least annually
- Participate in competitive sporting events and quizzes in our school regularly

## Impact

The impact of our curriculum is monitored through the following methods and is conducted in line with our school monitoring and reporting schedule:

- Pupil progress meetings
- Pupil questionnaires
- Parental questionnaires
- Analysis of performance data
- Learning walks
- Professional dialogue between colleagues
- Lesson observations
- Book reviews and standardisation meetings (book reviews maybe conducted collaboratively)
- Governor visits and learning reviews
- Standardised assessments (phonics, reading, writing, SPAG and maths) and statutory assessments
- Vocabulary and key concept assessments (RE, geography, history and science)
- Feedback from staff

These inform subject development planning and the whole school development plan which are regularly reviewed throughout the year.

### Success criteria

#### a. Curriculum:

- Enables pupils to develop the seven learning attributes and the associated skills to an age related level as detailed in each subject area.
- Enables pupils develop an appreciation of key British values.
- Enables pupils to know how to maintain a healthy, balanced life and to stay safe.
- Enables pupils to understand how learning is sequenced and to develop the required understanding.
- Enables pupils to draw on a wide variety of content knowledge and skills to access and achieve in their learning.
- Deepens pupil's understanding and appreciation of, and their ability to express, our school's values and spiritual capacities.
- Enables the retention of knowledge so that pupils know more and can do more over time.

#### b. Lessons:

- Include an objective associated with a key learning verb.
- Follow a robustly mapped programme of study.
- Have an atmosphere conducive to learning.
- Utilise the principles of teaching (outlined in the implementation section of this policy).
- Include questions to develop deeper, and check for, understanding.
- Model the skill being developed with steps broken down into a success criteria if applicable.
- Provide an opportunity for pupils to practise the learning with a suitably pitched and challenging task which moves from guided to independent practice over time.
- Include clear and considered feedback which enables pupils to check, correct and modify learning or move on to deeper thinking or next steps in learning (see marking and feedback policy).

#### c. Enrichment curriculum:

- Enables pupils to develop the values we cherish as a school.
- Enables pupils to develop their spiritual capacities as outlined in the intent.
- Provides opportunities to nurture and develop talents.
- Encourages pupils to develop meaningful relationships, value others and establish healthy connections to the school, staff and peers.

#### d. Assessment:

- Is used to inform planning for individual and groups of learners.
- Is used to provide feedback to learners to enable them to move forward to next steps.
- Is used to inform parents about their child's progress and attainment.
- Provides authentic data that is used to monitor the individual progress of pupils and the quality of education.

- Is used to determine intervention requirements and to measure the impact of that intervention.