



Abberley Parochial V.C. Primary School
Rooted and Ground in love
Curriculum policy

Date reviewed: January 2023

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

It is the primary function of our curriculum to meet and exceed the requirements of the National Curriculum.

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.

		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 and grammar curriculum	CP	Literacy		Values groups	CL	Maths		Outdoor learning PE		Outdoor learning science
	KS1		Genre/Text features - oracy (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		EAD
	KS1		Words, oracy or communication			Counting, times tables, calculation, curriculum				Outdoor learning PE		Outdoor learning science
	KS2		Sentence level writing or language features			Crew and teacher led	Counting, times tables, calculation, curriculum			Humanities ART/Design summer term		Humanities ART/Design summer term
Wednesday	EYFS		Phonics	Literacy		Collective worship Head teacher and Reverend Ted led	CL	Maths		PE - PD		EAD
	KS1		Sentences			Maths curriculum	Big maths workshop			Humanities		Humanities
	KS2		Text immersion, oracy or paragraph level writing			Maths curriculum	Big maths workshop			PE		Music, Computing, MFL
Thursday	EYFS		Phonics	Literacy		Values groups led reflection	Extended writing	EAD		PSHE/RSE		UW
	KS1		Creativity and oracy – Extended writing			Counting, times tables, calculation, curriculum				PE		RE, PSHE, Science
	KS2		Writing or language skill – identify and attempt (text immersion)			Counting, times tables, calculation, curriculum				Music, Computing, MFL		PE
Friday	EYFS	Phonics	Literacy		Singing and values celebration	CL	Maths		UW		PE - PD	
	KS1	Spelling			Counting, times tables, calculation, curriculum				RE, PSHE, Science		RE, PSHE, Science	
	KS2	Spelling			Counting, times tables, calculation, curriculum Mathematical investigations				Science		Science	

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

EYFS – The timing for EYFS is guidance only and will be adapted depending on pupil needs and the continuous provision on offer

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 – Two and a half hours of phonics, four hours ten minutes of English/continuous provision

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 – Equivalent to one hour each week

Geography – Equivalent to one hour each week

Science – One hour classroom learning and forty five minutes application 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 – One and a half hour of taught reading comprehension, One hour of taught grammar, Four hours ten minutes of English application (oracy, writing, sequencing) and One hour of independent reading time.

Maths – five hours each week

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 – One hour thirty minutes each week

Geography – Equivalent to one hour each week

History – Equivalent to one hour each week

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 – Thirty minutes each week on the same afternoon as science

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. Reading sessions for children secure in phonics for year 2 and up take place three mornings each week. Grammar and punctuation are taught for two mornings.

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.

Subject leader framework

As a small school our teachers work together to ensure our curriculum meets the requirements of the national curriculum, prepares our pupils for the next stage in learning with the disciplinary and substantive knowledge and subject expertise to progress and enriches the lives of our pupils. Teachers are allocated subjects to lead and enhance across the school and through this they support the school's vision and the headteacher in maintaining high quality provision.

1. Subject documentation and strategy

The following documents should be kept up to date and reviewed

- Subject policy – Reviewed bi-annually or as practice is updated – outlines how the subject is implemented and how the subject meets the requirements of the national curriculum
- Subject development plan – Produced and reviewed annually by October half-term

2. Curriculum planning documentation

Subject leaders produce and review the following documents to enable clarity for learning sequences and progression:

- Whole school overview shows the key themes of learning in the curriculum. Subject leaders ensure the accuracy of this for their subject
- Half-termly sequences of learning (medium term plans) show teachers the order of lessons and identifies resources which can or should be used
- Vocabulary progression (can be included in sequence of learning)
- Planning identifies substantive and disciplinary knowledge progression
- The subject policy outlines where this information can be found

3. Subject monitoring

Subject leaders monitor the effectiveness of the curriculum and the quality of learning by:

- Conducting learning walks and providing timely and constructive feedback in staff meeting to colleagues
- Reviewing books and e-portfolios and ensuring these meet the standards outlined in school policies and provide feedback to improve standards
- Ensuring assessment systems are followed and data is recorded and analysed by a given deadline
- Engaging with pupils to ascertain their views, opinions and attitude towards the subject
- Subject monitoring is used to inform subject development planning and curriculum planning
- Meeting with the associated member of the curriculum committee to ensure they have oversight of the subject area and key development priorities

4. Pupil outcomes

Subject leaders ensure that:

- Intended outcomes are made clear in curriculum planning
- Pupils learn more and remember more over time. Subject leaders have developed strategies to monitor and show this
- Pupils are able to use associated vocabulary precisely as this is discretely learnt and applied
- Learning is suitably challenging and pupils are enabled to meet the intended outcomes of the curriculum
- Plan for and implement opportunities for further enrichment in their curriculum area. For example, ensure that planned trips are organised and run successfully
- Pupil data and outcomes are analysed and used to support subject development

5. Staff Professional Development

Subject leaders support colleagues with professional development and maintain their own awareness of subject specific developments by:

- Modelling professional practice – subject leaders provide opportunities for colleagues to observe practice
- Maintaining expertise in their curriculum area through attending network meetings and reading current literature
- Engaging with colleagues to support them with their subject specific teaching practice
- Providing feedback in staff meeting following curriculum reviews
- Sharing curriculum expertise during staff meetings, training days and informal dialogue with colleagues

6. Quality of teaching

The headteacher is responsible for the quality of teaching and learning across the school. They will:

- Allocate reasonable time as requested for subject monitoring
- Direct leaders to development opportunities or literature
- Work alongside leaders to monitor the curriculum
- Conduct lesson observations and provide feedback to individual staff
- Monitor subject leadership across the school and ensure all staff are aware of the expectations of subject leadership

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.

In developing our curriculum we have researched and applied principles from the following texts and studies to support our approach

Walkthrus – Tom Sherrington and Oliver Caviglioli

The Curriculum – Gallimaufry to coherence – Mary Myatt

Rosenshine’s Principles in action – Tom Sherrington

Powering Up Children, The Learning Power approach to Primary Children – Guy Claxton

A Curriculum of Hope, as rich in humanity as it is in knowledge – Debra Kidd

Educating Ruby – Guy Claxton

Closing the Vocabulary Gap – Alex Quidgely

How to use Bloom's taxonomy in the classroom: the complete guide - Mike Gershon

This Much I know about Love of Fear (creating a culture of truly great teaching) – John Tomsett

Making Every Primary Lesson Count – Jo Payne and Mel Scott

The Learning Rainforest (great teaching in real classrooms) - Tom Sherrington

The Reading Mind – Daniel Willingham

Primary Hug – Mary Myatt and John Tomsett

Berger’s An Ethic of Excellence in action – Sonia Thompson

Mastering Primary History – Karin Doull, Christopher Russell and Alison Hales