



## CURRICULUM POLICY

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This policy must be read alongside:

- Assessment and Feedback Policy
- English Policy
- Mathematics Policy
- Science Policy
- PSHE and RSE Policy
- Early Years Foundation Stage Policy
- SEND and Inclusion Policy

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### **1. CURRICULUM AIMS**

All children have a right to a broad and balanced education which provides continuity and progression based on the needs of children as individuals. The curriculum at Mundeford Community Infants School aspires to:

- enable all children to become independent, responsible and confident – ready for school – ready for life
- support and challenge all children to ensure they acquire the necessary knowledge, skills, competencies and qualities for their further learning
- provide high quality teaching experiences which excite and motivate children in their classroom and beyond
- ensure all children achieve well through its coherence as a carefully sequenced progression in subjects which are designed to enable children to know and remember more
- develop the children's personal attitudes and dispositions towards learning, understanding and being able to develop themselves as a learner
- engage the children and give them a sense of purpose and relevance through a wide variety of challenging, enjoyable and creative experiences
- include high quality enrichment activities (linked to the curriculum) through active involvement with people, materials, events, places and ideas
- celebrate and value each individual for their unique qualities, supporting children in recognising their place and value within the school and wider community

- promote a high standard of behaviour through shared spiritual and moral values within the framework of a supportive school community, working within the agreed Community Rules (linked to British Values)

## 2. PEDAGOGY

Provision in EYFS is based around the Principles of the HighScope approach to learning (see Early Years Foundation Stage Policy). The positive impact on the happiness of our children is a key driver as they transition between the two statutory key curriculums followed in school.

*“In the HighScope approach to early childhood education, adults and children share control. We recognise that the power to learn resides in the child, hence the focus on active learning practices. When we accept that learning comes from within, we achieve a critical balance in educating young children. The adult role is to support and guide young children through their active learning adventures and experiences.”*

*(David P. Weikart, 1995, Founder of HighScope)*

The HighScope Goals for children are central to the development and experiences of children in EYFS:

- To become independent, responsible, and confident problem solvers and decision makers — ready for school and ready for life
- To gain knowledge and skills in important academic, social, emotional, and physical domains through active involvement with people, materials, events, and ideas
- To learn to plan many of their own activities, carry them out, and talk with others about what they have done and what they have learned
- To develop strong executive function and self-regulation skills that will last through adulthood

Continuous Provision and the HighScope cycle of Plan-Do-Review (known as Planning Time, Working Time and Recall Time) form the structure for the majority of EYFS sessions in the timetable.

- Planning Time – A whole class session to understand the activities prepared and the outcomes for their learning (making links to the children’s feedback in previous Recall sessions). References are made to the ‘Learning Journey’ for the half term with explicit links made to previous learning and future learning.
- Working Time – A busy session with lots of opportunities to explore and discover new learning and thinking, practice and rehearse previous skills learnt, create purposeful outcomes towards their curriculum goals and practice and develop core English, science and Maths skills. Children have opportunities to work independently or engage in collaborative activities, learning alongside their peers and teachers.
- Recall Time – To reflect upon their learning focusing on the ‘Learning to Learn’ Characters and to plan for next steps. Regular review of the ‘Learning Journey’ for the half term with explicit links made to previous learning and future learning.

Each KS1 project has ‘Lead Subjects’ mapped and these are the focus for whole class teaching sessions (as appropriate) known as ‘Time Together’. These are either history, geography, art & design, design & technology. These teacher-led inputs support the learning, focus, tasks and next steps.

PE, Computing, music, science and PSHE are taught as discrete subject sessions weekly.

The ‘regular diet’ of an inter-leaved approach supports the retention of knowledge and development of skills required for successful development in early education towards the school aims and objectives within each subject area (outlined on Subject Mapping).

To ensure mastery of the curriculum and to support children's achievement, teachers will provide opportunities for the following throughout all aspects of the curriculum:

- high quality initial instruction linked to objectives and criteria for success
- modelling, clues and prompts according to level of understanding
- examples of how it will look when the learning is achieved (visual representation)
- opportunities to see and discuss examples of good work as a model for success
- careful questioning and dialogue that promotes deep learning and explores children's understanding
- accurate and timely constructive feedback (see Assessment and Feedback Policy)
- opportunities for children to reflect upon their learning and monitor their own progress
- a classroom environment in which pupils can learn from each other
- strong outcomes for projects with audience and purpose
- meaningful enrichment opportunities to develop understanding, experience and vocabulary acquisition

### **3. PLANNING**

The curriculum at Mudeford Community Infants School is planned to meet the requirements of the Early Years Foundation Stage (EYFS) and National Curriculum (NC). The 'Whole School Curriculum Map' details the projects (KS1)/topics (EYFS) for each half term and the lead subjects for each.

'Long Term Subject Mapping' documents provide a long term overview for each subject area outlining the progressive pathway across each year group from 'typical' levels of attainment on entry to the school. Each 'Long Term Subject Map' outlines the aspirational aims and outcomes for children leaving the school, ensuring they have mastered the intended learning, demonstrate confidence and are secure.

In addition to Subject Mapping, the below schemes are used to support the teaching and learning in the following subject areas:

- English – Read, Write Inc and Talk for Writing
- Maths – Big Maths
- Personal, Social, Health and Economic Education (PSHE) and Relationships Education (RSE) – SCARF
- Physical Education (PE) – Complete PE
- Religious Education (RE) – Discovery RE (in line with the agreed LA Syllabus)
- Computing – Purple Mash

Project/Topic Overviews are developed as half-termly Medium Term Planning using the Subject Mapping for each area to ensure the pathway is achieved in each subject:

- EYFS – Half-termly 'Topic Overviews' are developed to elicit opportunities linked to thematic threads. Children's interests are incorporated to ensure they are motivated and excited in their learning. Children participate in an exciting hook at the beginning of each half term and present and celebrate their learning with an audience at the end of each half term.
- KS1 – Half termly 'Project Overviews' are developed to create purposeful reasons to engage in the planned curriculum learning. 'Hooks' are used as a launch at the start of each half term, where project rationale's are shared and a learning journey mapped with the children. Each project ends with a purposeful 'Outcome' including an audience.

Year group partners work collaboratively to ensure that 'Overviews', weekly planning and formative assessment facilitate clear progression according to the needs of all children with high expectations and clear, logical and explicit links between elements of learning.

Teachers use their experience of teaching and learning underpinned by a knowledge of each child's subject specific journey to deliver sessions that are engaging and appropriate to meet the needs of all children to make good progress. Children will understand their journey through high quality initial instruction linked to objectives and criteria for success.

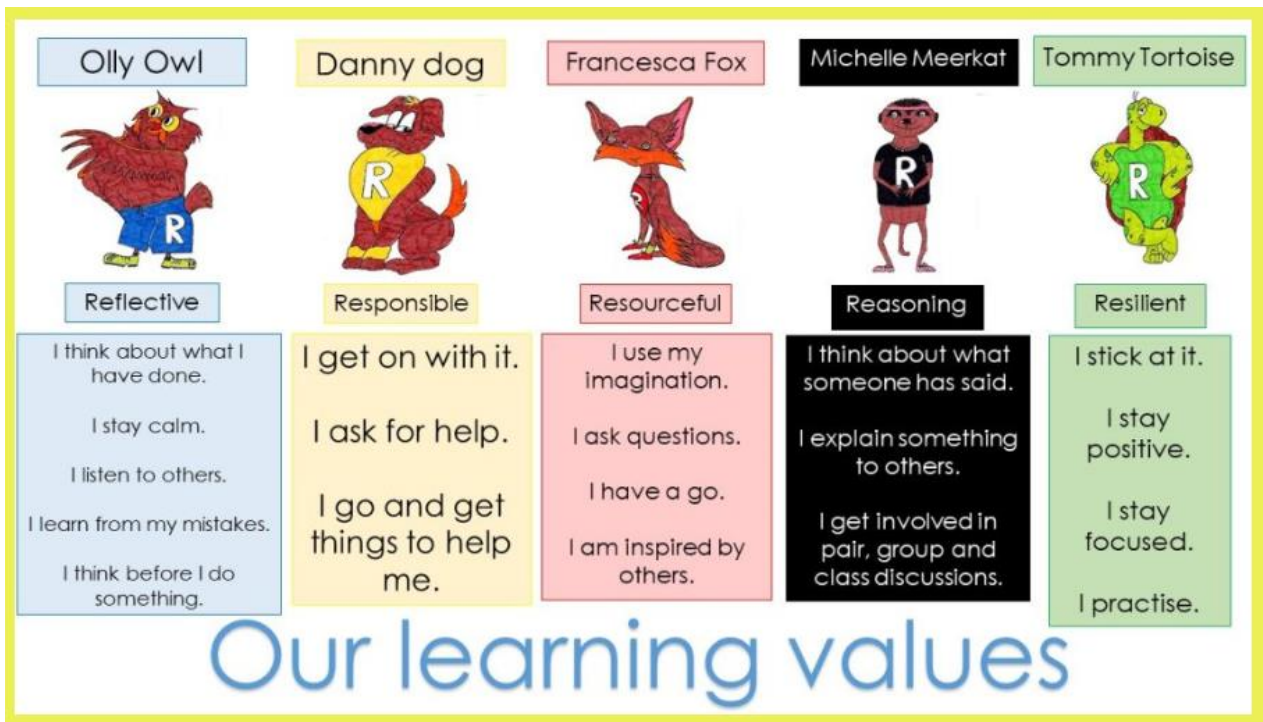
The expectation is that Quality First Teaching will support all learners to make good progress, where it is identified that an individual child/children would benefit from small group intervention or additional adult support this is to be explicitly planned by the teacher so that all adults have a very clear understanding of objectives and appropriate approaches. This could include pre-teaching, deployment of adults across a year group, targeted support, specific intervention outside the class timetable or the provision of identified visual or concrete resources.

#### **4. ASSESSMENT**

Assessment for Learning is the continuous cycle of reflection required to support learners on their journey in all aspects of the curriculum. Adults and learners must understand where the learner is going, where the learner is now and the pathway the learner must undertake in order to be successful. This is a process that must actively involve learners. The principles and practice outlined in the 'Assessment and Feedback Policy' should be followed for all subjects. Teachers will use the school curriculum subject maps to plan for progression in knowledge and skills.

#### **5. LEARNING TO LEARN**

Active Learning is central to the children's experiences and this enables high levels of involvement and engagement in the curriculum. The five 'Learning to Learn' characters represent our learning values in school. Throughout all aspects of the curriculum, staff support children to explicitly think about their own learning and recognise the strategies they are using as a learner to encourage independence and confidence for life long learning. In understanding 'how' and 'why' they learn children are empowered to access the next stage in their curriculum pathway.

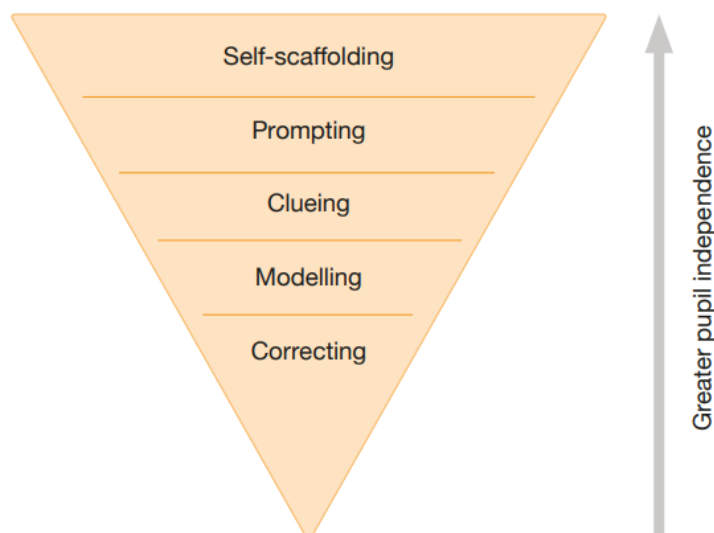


The following are used to promote and develop independence as a learner and support children's cognition and motivation:

- Explicit teaching of the Learning to Learn Characteristics (metacognitive strategies) in class and as part of whole school assemblies
- Staff modelling their own thinking to demonstrate these strategies
- Opportunities in learning tasks for children to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties
- Celebration of successes linked to the 'Learning to Learn' characteristics through weekly certificates in Celebration Assemblies.

## 6. SCAFFOLDING - PYRAMID OF INDEPENDENCE

All staff in school are expected to use the scaffolding framework when planning, interacting with children and assessing levels of mastery. Independence in learning is central to the ethos of the curriculum at Mudeford Community Infants School.



**Self-scaffolding:** Self-scaffolding represents the highest level of pupil independence. Adults observe, giving pupils time for processing and thinking. Self-scaffolders can plan how to approach a task, problem-solve as they go, and review how they approached a task making links to the Learn to Learn characteristics.

Children working at this level will:

- demonstrate mastery of the subject specific knowledge and skills
- be able to make links to their progressive journey within a subject
- be able to identify successes and next steps on their pathway

**Prompting:** Adults provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

**Clueing:** Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward.

**Modelling:** Prompts and clues can sometimes be ineffective when pupils encounter a task that requires a new skill or strategy. Adults, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

**Correcting:** Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, adults should always aim instead to model and encourage pupils to apply new skills or knowledge first.

## **7. PROFESSIONAL DEVELOPMENT**

Reflected in the whole school commitment to professional development, teachers will have opportunities to expand their professional knowledge and skills through regular teacher development meetings/training days and moderation opportunities as well as ongoing personalised support from the Curriculum Leader and relevant subject leaders as appropriate.

### **Policy review**

This policy has been adopted by the governors and is approved annually by the full governing body at its first routine meeting of each academic year (usually in September). In the meantime, it is reviewed as necessary by the owner of the policy and the head teacher, and any resultant changes other than minor clarifications or those of a typographical nature are brought to the attention of the governing body. The policies master record index (MRI) is updated to reflect the dates of the last and next review.

**Reviewed Approved and Adopted as detailed in the current MRI.**