



Curriculum & Teaching and Learning Policy

Signed by Chair of Curriculum and Standards committee

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1. Objective of Policy:

This policy aims to provide all stakeholders with a clear understanding of the curriculums at each school as part of the Harris Gough Federation.

2. Rationale:

Harris Gough Federation is committed to providing an excellent education to its pupils. Rich and relevant curriculums across both schools are fundamental to this. The curriculum at each school should be designed to create a life long love of learning and enable pupils to maximise their life chances. They should be pupil-centred and take into account pupil needs and the rural settings of our schools.

Article 29 states 'Education must develop every child's personality, talents and abilities to the full.' A rich and relevant curriculum is essential in order to fulfil these rights.

3. Statutory Requirements

2.1 Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

The curriculums delivered to pupils across the Harris Gough Federation must provide them with access to the full National Curriculum, and fulfil certain other statutory obligations, as detailed below.

The statutory Primary National Curriculum states that:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

2.2 The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

(The national curriculum in England – Key stages 1 and 2 framework document, September 2013)

In addition, The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.

(Statutory Framework for the Early Years Foundation Stage, March 2017)

Primary schools must also:

- *make provision for a daily act of collective worship* (National Curriculum, 2013)
- *teach Religious Education (RE) to pupils* (National Curriculum, 2013)
- *make provision for personal, social, health and economic education (PSHE), drawing on good practice* (National Curriculum, 2013)

Furthermore, the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education states that:

- *Relationships Education (is) compulsory for all pupils receiving primary education and...Health Education (is) compulsory in all schools* (Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019)

4. Curriculum Aims:

Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be. This ethos, along with the exploration of new skills and experiences, helps to produce the ***Myddle Magic and Baschurch way*** – a set of core values which underpin everything we do.

Respect, Responsibility, Perseverance, Kindness, Forgiveness



The curriculum is further enhanced by our commitment to Christian Values (including British Values) and, through this, we allow pupils to develop a lifelong love of learning.

The curriculums at both schools encompass not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide.

As a federation, we aim to offer curriculums which takes into account:

- Our locality in rural Shropshire
- The differing needs of our children

With this in mind, we have recruited additional experts to develop this approach. Our own teachers observe these experts, therefore developing and enriching their own skills.

Our curriculum is enhance by:

- Shropshire Music service – whole class instrument tuition; classroom music; school ensembles.
- Jonny Hughes Coaching/The Wright Stuff – whole class PE lessons, lunchtime and afterschool clubs.
- Spanish teaching – One of our fully qualified teaching staff speaks fluent Spanish and has responsibility for planning lessons and leading MFL across both schools.
- Forest School – We have a Forest School leader who delivers sessions to all our classes. **We have a gap in provision here as no training available due to Covid-19. New staff will be training 2021*

Please see individual subject policies to find out more information regarding how individual subjects are delivered, designed and sequenced.

5. Essential Characteristics:

As well as our curriculum creating a love for learning we also want our children to become 'Experts' through the use of the mastery approach. We want children to understand the life-long skills that give all the curriculum areas relevance to real life and future career opportunities.

We want children at our schools to develop:

- An extensive base of knowledge and vocabulary
- A mastery of the skills within each subject and apply them across the curriculum
- Fluency in enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings. Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- A passion for and commitment to the subjects taught, and a real sense of curiosity to find out about the world and the subjects covered.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about the issues and evidence available.

6. Our Unique Offer – Both Schools

Collaboration – We pride ourselves in the collaborative work we do with other local schools. These include music, sport, MFL, science for the children. We also plan in termly staff meetings, moderation and training sessions for our staff with staff from local primary schools and have forged links between the curriculum subject co-ordinators in each school so that they can support each other and collaborate on ideas or resources.

Music – As well as regular lessons and input from the Shropshire Music Service, where all children have the opportunity to learn a tuned instrument, music is an extremely important part of school life at Baschurch. The headteacher set up a school band and the music co-ordinator runs a popular choir. We take part in the annual 'Young Voices' concert, singing with 6000 other children, and take part in other local initiatives, such as Shropshire Sings. We provide regular opportunities for children to perform together, such as joint 4 concerts at the Corbet Academy, Adcote Girls School and local primary schools. Children perform in church and at village functions.

Our Locality – our long term plans ensure that children learn about the rich history in and around Baschurch, Myddle, the historic town of Shrewsbury and other places of significant interest in Shropshire, such as Ironbridge World Heritage Site and Oswestry Iron-Age Hill fort. The objectives for each year group take into account the progress history or geography skills needed to meet the requirements of the curriculum.

Nurture – both schools have a trained Learning Mentor and designated Nurture Room, which can be used to support children's emotional well-being. This has a positive effect on their ability to access the curriculum.

Physical Education – we use our Sports Grant to good effect and are very well resourced for PE equipment. We have a dedicated sports coach to teach every class, plus provide CPD to our own staff. We use our feeder secondary school, along with the other primary schools in the cluster, to take part in regular sports events, competitions and festivals.

Residentials – we recognise that our children are growing up in rural Shropshire, so carefully tailor school visits and residentials to take account of this. We visit cities in contrasting localities and arrange activities that children may not have opportunities to do with their own families. This is carefully planned into children's curriculum work in class.



Baschurch

CONTINENTS – The children are split into 7 house groups, mixed R to yr6. They take part in 6 sessions per year studying various aspects of learning relating to their continent. Every year, they move to a new continent. These sessions cover many of our geography, history, RE, art, DT and SMSC objectives. The sessions promote collaboration, perseverance and support; older children are able to work with younger children, siblings are placed in the same continent, which encourages parental engagement in the activities.

The Baschurch Way – everything we teach and learn is underpinned by ‘The Baschurch Way’, which is the basis of our way of working – it is our values and ethos in practice. This is explicitly taught in some sessions such as PSHE, in collective worship and in Continents sessions. It is expected and applied in all other aspects of children’s work and conduct around school. Children are rewarded for demonstrating these values.

Transition – We are in the fortunate position to have our feeder secondary school next door and take full advantage of this to support and extend our curriculum. We attend science, maths and MFL days. We invite the year 7 staff to our support and observe in year 6 and attend moderation meetings. We have the opportunity to use the library, science labs, art room and technology department, which enables us to plan more variety and depth into our curriculum provision. We have close links with the village pre-school; they visit the school regularly to familiarise the children with the school and staff. They use our dinner hall and forest school areas weekly.

Child Initiated / pupil voice – We think taking the children’s views, learning styles and interests into account is very important to encourage rapid progress, engagement and enjoyment of the curriculum. Regular opportunities are given for a ‘child initiated’ approach in all year groups, where children have the opportunity to plan for themselves which aspect of their theme they study and how to present it. We engage parents in extending this at home through our ‘homework menu’. Children can contribute their views on their learning and curriculum primarily via the School Council and the Kids News Blog on the school website.



Myddle

The Myddle Magic – Our core values of *Respect, Responsibility, Perseverance, Kindness* and *Forgiveness* permeate through our school and it is these values that create what we call ‘**The Myddle Magic**’.

At Myddle CE Primary School, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life.

At Myddle, to complement our core values, we put emphasis on the use of the word **CREATE** as a means of understanding our curriculum and teaching characteristics. **CREATE** stands for: **creativity, reach, explore, articulate, try and enjoyment**

Myddle Church – we are fortunate enough to be a very short walk from the church, so use this every Thursday for our collective worship. The reverend leads a short service linked to our theme. These regular visits have helped to create the ‘Myddle Magic’ which we are proud of; the children show respect, co-operation, support and generosity. The Reverend comes into school regularly alongside this and offers support with RE and to the leadership team in his role as governor. The children work with the wider church community, taking part in events and celebrations at the church wherever possible. Wem Baptist church come regularly to school to deliver our collective worship throughout the year.

Forest School – Forest school lessons are undertaken by all children from nursery to year 6 at different times of the school and are dependent on curriculum topics. We have a well maintained forest area as well as extensive school grounds which are utilised to good effect to ensure the children can develop their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. It is used as a vehicle to stimulate science, geography, Understanding the World (EYFS), as well as many aspects of PSHE and SMSC.

Whole school themes – the whole school works on a termly theme, usually based on an aspect of history or geography. There is a progression in skills in each class which are planned and tracked by individual class teachers. The shared theme encourages collaboration, parental support and involvement and enhanced engagement from the children.

Transition – We have our own on-site nursery, who work together with our Reception children. The staff work across the nursery and main school, making transition from EYFS to key stage 1 very smooth. We have a mother and baby group once a week, which again supports transition into our setting. We make regular visits throughout the year to our feeder secondary school, to support and extend our curriculum. We attend science, maths, PE and MFL days. Children from year 2-6 take part in these activities. We invite the year 7 staff to our support and observe in year 6 and attend moderation meetings.

WWF for nature – each class in the school is named after an endangered animal. We learn about and try to support the 3 aims of the WWF: *Conserve the world's biological diversity; Campaign for the use of renewable and sustainable resources; Reduce pollution and wasteful consumption*. The classes learn about their animal and through school fundraising events, pay to adopt an animal through the WWF. This initiative supports several aspects of the PSHE, Geography and SMSC curriculum.

7. Implementation: Selection and allocation of content (Long-Term Planning)

Long Term Planning– Coherent sequencing to ensure progression in skills, knowledge and understanding
In determining what curriculum content is delivered when, leaders consider the most logical sequence of learning within subjects to ensure that it is progressive and conducive to the efficient accrual of skills, knowledge and understanding.

See Appendix 1: Long Term Plans – Both schools

Within each subject (including RE and PSHE), leaders determine the most logical sequence in which to teach (and where required, re-visit) all the National Curriculum Programmes of Study and/or any additional curriculum content that we consider to be relevant to our pupils' context and our rural locality.

Themes:

Linked programmes of study, for multiple subjects to be taught at the same time, are allocated to the most appropriate learning rationales, to create topics. This Themed, cross-curricular approach enables similar content to be underpinned by a single learning rationale, bringing coherence and efficiency to learning.

To further ensure that learning is developmental and progressive within each subject, the NC programmes of study (and any further material taught) are broken down into "Learning Intentions". The precise interpretation of the programmes of study (in terms of the required learning outcomes) is shaped by Subject Leaders in consultation with the Senior Leadership Team. While unnecessary repetition is avoided, where appropriate, provision is made for learning to be consolidated to ensure that knowledge is embedded during the pupils' learning journey through the school.

8. Delivering on the vision in the classroom – Medium and Short-Term Planning

Medium Term Planning – Determining the Learning Steps to be taken to fulfil the stated Learning Intentions

Year groups/classes are provided with a medium-term planning format. The medium-term plan is populated with the topic name, the required learning intentions and the knowledge outcomes for the topic within that subject. This format allows teachers to plan the learning steps that will be taken to fulfil the over-arching learning intentions and ensure that the knowledge outcomes are learnt by pupils. At this stage, teachers are encouraged to consider best

practice pedagogy in relation to high quality teaching and learning and plan for a range of learning opportunities: example. creative, inquiry led, practical, drama based etc

9. EYFS Curriculum

Please refer to the EYFS policy for more information regarding the EYFS curriculum

10. Safeguarding and the curriculum

Pupil safeguarding and the promotion of fundamental British values are a core business of our work at our schools. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. Our PSHE curriculum covers all areas of Safeguarding through each of the strands and is taught in all year groups. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.

11. Teaching Pedagogy

Teaching will always aim to provide real and relevant activities. We have agreed to ensure that:

- The teaching sequence will start with the concrete and move through to the abstract.
- Teaching will encourage the use of real apparatus and resources.
- Teaching will be differentiated (not just by outcome).
- The vocabulary will be made explicit and reinforced through opportunities in the rest of the curriculum (e.g. topic words for spelling activities)
- Some subjects will be taught through weekly subject lessons whilst others will be themed weeks, blocked topic (cross-curricular links) and through English lessons. The approach is flexible.
- Learning objectives for lessons are linked to the '**Milestones**' for assessment and broken down into manageable stepping stones for the children. For example one milestone will be taught over two or three consecutive lessons and several of these will be revisited throughout the years.
- There is a good balance between practical and written work to ensure children have a range of opportunities and experiences and there is good evidence of learning.
- The mode of working is a mix of class teaching, cooperative group work, individual work and differentiated challenges.
- Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways.
- Practical work is a purposeful and integral part of the curriculum.
- Children's learning and work is recognised in general display in classrooms and corridors.
- Key questions are often used to direct pupils' thinking and enquiry
- Resources are varied, relevant and of good quality
- Teachers use effective starters and plenaries to ensure children fully understand and can evaluate their learning and their progression

12. The Role of Assessment

Detailed information can be found in our Assessment Policies.

13. 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 Equality and SEN policies.

14. Extra-Curricular Opportunities

We believe in developing the whole child and aim to provide a rich variety of additional opportunities for children at our schools including:

- Cookery club
- Multi sport
- Netball
- Table tennis
- Choir
- Band
- Football
- Rockstar Maths
- Rugby
- Eco
- Library
- Mindfulness colouring

15. Monitoring

At our schools, each subject has an individual subject leader who is responsible for overseeing, monitoring and reviewing the subject. They review the way the subject is taught and keep staff up to date with changes and developments. They attend regular subject network meetings provided by the Local Authority and feedback to other staff across both schools. The governors keep informed through their visits, leaders reporting to governor teams and providing summary reports. The School Development Plan ensures that all staff and governors know what the priorities are and how they can help to support these actions.

The duties and responsibilities of subject leaders is as follows:

Strategic direction

- Develop and implement policies for their subject in line with our school's commitment to high-quality teaching and learning
- Promote the subject, its importance, and the value that it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the subject
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, visions and aims
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS
- Liaise with the LA within subject groups on subject-related events, projects and activities

Leading the curriculum

- Develop and review regularly the vision, aims and purpose for the subject area
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the subject area

Leading and managing staff

- Hold team meetings on the subject, as needed, to keep staff informed of any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area
- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area

16. Resources

All resources for each subject are audited and updated annually by the subject co-ordinator to ensure appropriate resources are available for staff to use to aid the teaching of the curriculum subjects.

Further resources are acquired as the budget allows and subjects on the SDP will be given priority for spending.

17.Roles and responsibilities

17.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher 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

- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

17.2 Headteacher

The headteacher 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- 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 SEN

17.3 Other staff

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

Please see above, duties and responsibilities of subject coordinators.

18. Links to other policies

- Individual subject policies
- Assessment Policy
- Inclusion Policy
- SEND Policy
- Behaviour Policy