



*Let all that you do be done in love.*

**1Corinthians 16:14**

## Curriculum Policy

**Approved July 24**

**Review July 26**

### Curriculum Intent

At Gonerby Hill Foot Church of England Primary School, we aim to offer an ambitious educational experience, developing a lifelong love of learning for all.

We also want to foster a spirit of self-worth, compassion and respect across our community. Together, we aim to empower our pupils to be resilient, responsible global citizens.

With this in mind, we have an aspirational curriculum that is both challenging and progressive, enabling pupils' learning to be 'outward-facing', leading to them becoming well-rounded and happy individuals. Developing the theme of service, we want our pupils to not only care about themselves, but about others and the environment.

We aim to offer inclusive, cohesive learning, that highlights the importance of human creativity and achievement and leads to the development of educated citizens within our own community and on a wider global scale.

Providing opportunities for learning which enable our children to grow is a priority, encouraging them to access and engage with the curriculum to ensure both academic and personal success.

### Rationale for Implementation

We use Dimensions 'Learning Means the World' Curriculum as the main vehicle for achieving our outlined intent, with a view to providing an ambitious, highly visible curriculum offer.

This curriculum is underpinned by four highly relevant world issues, known as the four Cs:-

**Culture** supported by the Christian values of **Friendship and Respect**

**Communication** supported by the Christian values of **Resilience and Honesty**

**Conflict** supported by the Christian values of **Forgiveness and Love**

**Conservation** supported by the Christian values of **Compassion and Fairness**

### **Communication**

Our children need to be empowered to become articulate and, as some have a limited vocabulary, this means that this is an area for development. We want them to be able to communicate honestly, but within a community of kindness where everyone is treated in a respectful way. Our pupils need to understand their feelings and become emotionally literate and able to express their emotions effectively and constructively. We want them to communicate well so they can share their skills and expertise, offering support to their peers, which requires good, kind communication. They need to understand how the receiver of communication feels, so they can communicate in a compassionate way.

Having the courage to communicate in a group setting is also important.

Communication through the bombardment of the media means they need the skills to be able to navigate the world safely and confidently, drawing their own conclusions and understanding the importance and influence of online communication.

### **Culture**

As a school that predominantly represents a White British demographic, with little exposure to, or awareness of, other groups, we recognise the need for developing an openness to and understanding of other cultures. We want them to fully appreciate and embrace diversity by celebrating and developing an understanding of a range of different cultural and faith heritages. We want them to value difference, understand the roots and importance of cultural heritage and behave in a respectful and tolerant way towards others, regardless of faith, ethnicity or background.

We also want to grow our own unique culture in school, based on our Christian distinctiveness, values and commitment to lifelong learning.

### **Conflict**

Our pupils need to be able to see other perspectives and viewpoints, in order to be able to identify the roots of conflict. Due to a lack of self-awareness and emotional literacy, they are less able to empathise with others. Pupils need to learn to be sympathetic first, which will, in turn, lead to empathy. Many of our pupils look solely to meeting their own needs and don't look to serve others. We want them to practise love and forgiveness, putting perceived differences to one side and resolving issues well.

We seek to develop positive relationships across the whole school community through our restorative approach.

Having a developed understanding of sources of conflict and recognising the impact that conflict can have on relationships at a personal, local, national and international scale, we believe, will make a difference to their own choices. We want our pupils to be able to independently manage conflict, whenever it may arise, in a constructive, timely manner. Through this curriculum we believe we can provide our pupils with strategies to deal with conflict issues in a positive way.

### **Conservation**

We want our pupils to care passionately about our world and to engage actively with conservation issues as good stewards of God's world, both now and in the future. We feel they will do this best through a curriculum that puts sustainability at its heart, employing a more structured approach to

developing environmental awareness and appreciation, not just at local, but also national and global levels. The curriculum will provide opportunities for children to gain an awareness of human interconnectedness with nature and natural resources, and to develop and respond to an awareness of resource depletion and sustainability interconnected with natural environment.

In order to do this, pupils need an understanding of, and love for, the wider world. We need to help combat the throw away culture, helping pupils realise there are consequences to their actions. We also want them to become much more pro-active by serving the local community in the small things first, before thinking on a larger scale.

We also encourage our pupils to have high aspirations by teaching them about human creativity and achievement through additional Competency Units about famous figures that focus on Creativity, Commitment, Courage and Community.

### **Additional Curriculum Opportunities**

We also encourage our pupils to have high aspirations by teaching them about human creativity and achievement through additional competency units about famous figures that focus on Creativity, Commitment, Courage and Community.

Based on the National Curriculum, we have set out our intent for each individual subject on our school website. We have also mapped out the key learning and progression for each subject, at each stage, in our long-term planning documents.

We will continually review and improve the curriculum and it will continually evolve according to the needs of our pupils and to the aspirations of our community.

## **Implementation**

### **Organisation and Planning**

We adopt an inter-disciplinary topic approach to curriculum planning as much as possible. Teachers plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

Throughout each year there will be several topics but not all subjects are a key focus in each topic. A child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child experiences the full range of National Curriculum subjects.

We plan our curriculum topics in four phases: Reception; Key Stage 1; Lower Key Stage 2; and Upper Key Stage 2. We agree a long-term plan for each phase, which are published on our website. This indicates what topics are to be taught in each term, including the knowledge and skills pupils will learn, and we work on a two-year cycle.

With our medium-term plans, we outline clear outcomes and give specific guidance on the objectives, the teaching sequence and strategies that we use when teaching each subject within a topic. Further detail may be added to these or teachers may write short-term plans to set out the learning objectives for each session and activities to be used in the lesson.

We plan topics to excite and engage, including school visits to a variety of different places to enhance the curriculum. We organise themed weeks and special events to bring the curriculum alive and help pupils immerse themselves within a theme. We continually review topics and themes so that they reflect curriculum coverage in context with pupils' needs and interests.

We are passionate that each child has opportunity to be part of a performance each year. The main performances for infant pupils are at Christmas, Years 3 and 4 are at Easter and Years 5 and 6 are in the summer term. In the lead up to these performances, pupils are taught drama and singing and music skills.

We have a research-based approach to our curriculum design, using a variety of sources including EED, Ofsted and current thinking such as Rosenshine's Principles. Our curriculum is designed to enable children to articulate learning, remember their learning and master and apply the skills and knowledge within each subject.

### **Children with Special Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so when parents of the child have been consulted.

If a child has a special need, our school does all it can to meet their individual needs. Our SEN Information Report sets out how we provide for children with special needs. If a child displays signs of having special needs (SEN), his/her teacher assesses this need. These needs are recorded in an individual plan and, in most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation with some additional intervention. If a child's need is more severe, we consider an Education, Health and Care Plan (EHCP) and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

### **Early Year Foundation Stage**

The EYFS <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> along with Development Matters, set out the standards for development, learning and care of children from birth to five. It is important that all children are given the opportunity to experience the best start to their education. At Gonerby Hill Foot C of E Primary school we ensure that all children build on the range of the experiences they have had before starting school and go onto become lifelong learners. Through the expertise of the EYFS staff, we provide learning experiences of the highest quality. Allowing children to play, learn, progress and flourish preparing them for starting the National Curriculum in year 1.

The 4 Cs are highly relevant in our society and prevalent within the EYFS and Development matters. Having these at the heart of what we do we will empower children to be resilient, responsible, compassionate global citizens.

We create a learning environment that is built around the curriculum along with the needs and interests of the children. We understand the importance of capturing the interests and wonder of

young minds and we are all passionate about using the setting, staff, parents and school community to create a lifelong love of learning for all our children.

Our curriculum is planned in seven areas of learning and development; all areas are important and inter-connected.

There are three prime areas which are:

- **Communication and Language Development** understanding the importance of Communication. Learning how to express yourself and have a back and forth conversation. Communicating within a community of kindness and respect. Understanding how communication is vital in everything we do.
- **Physical Development** learning and practicing large and small scale movements. Moving with accuracy and care.
- **Personal, Social and Emotional Development** learning to understand feelings and take turns. Managing their own needs and follow rules to keep everyone safe and ready to learn. Making friends and managing conflict through love and forgiveness.

There are four specific areas through which the three prime areas are strengthened and applied. These specific areas are:

- **Literacy Development** reading, writing and comprehension. Learning phonic sounds for letters as well as the ability to blend sounds to read words and sentences. Developing an understanding of what they have read and using this knowledge to write their own ideas.
- **Mathematics** Gaining a deep understanding of the numbers to 10 (including how numbers can be used to describe shapes and measures. Exploring and representing patterns in numbers.
- **Understanding the World** understanding past experiences in their lives and people they know. Exploring the natural world around them and understanding similarities and differences between people, different cultures and religions.
- **Expressive Arts and Design** create using different tools and materials, explaining how they made their creation. Representing stories in their play. Sing a variety of songs and move to music.

Throughout the year, pupils are assessed against the Early Learning Goals. A final assessment is reported to parents at the end of the year.

### **Extra-Curricular Activities**

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities and [clubs](#). Teaching staff volunteer to run clubs but, as we do not wish to add excessively to their workload, this is usually for one large term per year and we seek support or opportunities from outside agencies to also run clubs.

We also ensure that pupils from the age of 7 have the opportunity to learn to play a musical instrument. A wide range of instruments are taught by peripatetic music teachers who offer individual tuition at an additional fee. Lessons take place in school each week.

## **Equal Opportunities**

All pupils will have access to the full curriculum irrespective of age, gender, race, disability, gender reassignment, sexual orientation, religion or belief. Individual different opinions and ideas will be respected and valued.

## **Assessment**

Learning throughout the curriculum is monitored carefully at GHF. Teachers carefully check through that pupils' grasp the key intention for each lesson. We have identified key performance indicators at each stage in each subject (these are shared on [subject areas of our website](#)) and teachers assess pupils against these at the end of each topic to ensure that their learning is in line with our expectations. Pupils' reflection tasks, quizzes, discussions and work in books etc. provide evidence to support these assessments. Teachers use assessment to ensure that pupils make good progress throughout the curriculum and gaps in their learning are addressed.

Further information is in our [Assessment](#) Policy.

## **Monitoring and Review**

Our governing body is responsible for monitoring the way the school curriculum is implemented.

We have named governors for all curriculum areas. The governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects through governor visits to school.

The Senior Leadership Team is responsible for the day-to-day organisation of the curriculum as well as monitoring the curriculum through planning, classroom observations, scrutinising pupils' work and liaising with the Subject Leaders.

Subject Leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term plans and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.