



Curriculum policy

GRANBY PRIMARY SCHOOL



2020/ 2021

Approved by:

Date:

Last reviewed on:

Next review due by:

Contents

1. Our Vision.....	2
2. Aims.....	3
3. Legislation and guidance.....	3
4. Roles and Responsibilities.....	4
5. EYFS Curriculum.....	5
6. KS1 and KS2 Curriculum.....	6
7. Assessment.....	6
8. Intervention.....	7
9. Extra-curricular Activities.....	7
10. Enrichment Opportunities.....	7
11. Learning Muscles.....	8
12. Inclusion, equality and diversity.....	9
13. Monitoring arrangements.....	10
14. Links with other policies.....	11

1. Our Vision

At Granby we believe that learning is a lifelong experience and should be rewarding and enjoyable.

Our curriculum at Granby is based on the National Curriculum, however learning during the school day extends beyond this with a range of extra-curricular activities, visitors and trips which the school organises to enrich the experiences of students and build on the core knowledge outlined in the National Curriculum. There is a strong emphasis on pupil's personal development, including thinking skills, learning muscles and personal, social and emotional development to prepare students for their next stage of learning and enable them to be successful in the community and lead happy and rewarding lives. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices in life.

We recognise the importance of active learning which engages children, helping them to achieve their true potential and make the best progress possible. Students are given opportunities to talk imaginatively and expressively, share opinions and to explain and clarify their thinking. Pupils are encouraged to learn collaboratively and are predominantly sat in mixed ability 'learning partners' with the aim of promoting confidence in all learners and encourage growth mind set.

Children at Granby also learn from the way they are expected to behave and treat others: following our school rules of 'Ready, Respectful, Safe'. We aim to teach pupils how to grow into positive, responsible citizens who can work and cooperate alongside others while showing tolerance and respect.

At Granby, we actively promote British values of democracy, the rule of law, individual liberty, mutual respect and tolerance to prepare our pupils for life in modern day Britain.

2. Curriculum aims

Our curriculum aims/intends to:

- Ignite a love of learning by providing a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations and be confident enough to take risks in their learning
- Support pupils' spiritual, moral, social and cultural development and develop students who are respectful, tolerant, polite and considerate
- Support pupils' physical development and responsibility for their own physical health, and enable them to be active
- Support pupil's emotional development to offer guidance and strategies which promote good mental health and wellbeing
- Develop a 'ready' to learn attitude towards learning including a growth-mindset and an understanding that our learning muscles can be exercised and developed
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support and have a high academic/ vocational/ technical ambition for all pupils
- Equip pupils with the knowledge, skills and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage One
- Encourage all learners from a young age to develop independence, self-discipline, responsibility, self-respect and the ability to build resilience
- Enable pupils to feel safe and valued as part of a caring community that celebrates success to develop a sense of pride, self-esteem so children grow up to be well balanced and healthy citizens who have positive relationships with others

3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

4. Roles and responsibilities

3.1 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 by reading yearly reports from and meeting with curriculum coordinators
- 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 and disability (SEND)
- 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

3.2 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.

3.3 Other staff

Curriculum coordinators are responsible for:

- Providing a strategic lead and direction for their subject.
- Supporting and advising colleagues on issues relating to the subject.
- Monitoring pupil progress in that subject area.
- Providing efficient resource management for the subject.
- Reviewing curriculum plans ensuring full coverage of the National Curriculum and ensuring clear progression.

- Keeping up-to-date with developments in their subject.
- Reviewing the way the subject is taught and plan for improvement.
- Reporting to and communicating to link governors for their subject.

Phase leaders are responsible for:

- Supporting and overseeing a small group of curriculum coordinators in their role.
- Coordinating their own subjects.

5. EYFS Curriculum

The curriculum in the Foundation Stage and the way in which it is delivered is fundamental to providing children with the knowledge and skills necessary to achieve their true potential. The needs of individual children must always be considered and it is the responsibility of Early Years Practitioners to ensure that they provide a high quality curriculum in a setting which is both secure and stimulating.

The Early Years curriculum is designed to ensure that young children have a range of experiences, develop various skills and are socially and emotionally equipped for learning, formal learning from year 1. Granby Primary School is an early adopter of the 2021 new EYFS framework.

The Foundation Stage Curriculum is based upon objectives which are dictated by the needs of the children. Children need:

- To be happy
- To develop warm and secure relationships with adults and peers
- To communicate their ideas, feelings, experiences, needs in verbal and non-verbal ways
- To explore, experiment, observe and discover
- To begin to value the culture, religion, race and language of themselves and others
- To enter into the world of imagination, fantasy and role play
- To develop confidence and independence
- To develop the ability to make choices and decisions

The Early Years Curriculum is an active learning programme, which encourages children to make choices about their activities and recognise that learning is a social interactive process between child, adult, materials and environment.

Children learn through play. Play is a child's work and provides vital foundations for future learning. Play is the medium through which Early Years curriculum is experienced by children.

Young children learn by experience. They need to look, touch, smell, listen, taste and explore with a variety of play materials.

Within the Foundation Stage, all children are supported in developing their potential at their own pace. By means of developmentally appropriate activities and adult support, the curriculum leads to

Early Learning goals and prepares children to progress with confidence towards the National Curriculum.

6. Key Stage 1 and 2 Curriculum

The curriculum provided at KS1 and KS2 provides our pupils with learning in the following National Curriculum subjects:

English, Maths, Science, Art and Design, Computing, Design Technology, Geography, History, Music, PE, RE (for which we follow the Leicester SACRE agreed syllabus for religious education), Languages in KS2 (French) and PSHE. In class music lessons, all pupils in year 3 have the opportunity to learn the recorder and in year 4 all children have the chance to learn the ukulele. In years 3 to 6 pupils have a ten week block of swimming every year.

In Year 1 there is a period of transition to support the pupils in the change from the EYFS Framework to the National Curriculum.

Our yearly curriculum maps indicate which topics are taught in different year groups in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Wherever possible learning from different curriculum subjects are pulled together to contain similar themes in order to maximise cross curricular links.

Medium term topic plans for each curricular area are written to ensure full coverage of the National Curriculum, identify learning intentions and activities with differentiation and progression. Dyslexia friendly practices are identified on the planning. Talk for Writing is also embedded across our medium term planning for literacy.

Extra information about each curricular area can be found in our individual National Curriculum subject policies including our teaching of Relationships, Health and Sex Education.

From Years 1 to 6 we use Assertive Mentoring teaching resources to deliver 'Big Maths' lessons which are set at the pupil's ability and focus on key skills and knowledge across the maths curriculum revisiting these in 'skills checks' on a weekly basis. We also deliver fortnightly 'Grammar Hammer' lessons from the Assertive Mentoring resources to revisit key skills and knowledge around grammar, vocabulary, spelling and punctuation.

In year 6 a sequence of lessons are taught to prepare pupils for the transition to secondary school and discuss practical and emotional advice answering questions and supporting them with any anxiety they may feel and offering strategies to help them deal with this.

7. Assessment

At Granby we use summative assessment at 10 week intervals where we collect assessment information in Reading, Writing and Mathematics. This information is recorded in Target Tracker and class teachers consider pupil progress with a member of the leadership team at Pupil Progress

Meetings to outline possible interventions and strategies which will support individual and group progress to reduce the gap in learning and move pupils towards age related expectations.

Formative assessment is used in the form of Assessment for Learning through questioning and whiteboard work, where teaching is based on prior learning and active assessment and feedback is required throughout the teaching process to ensure that learning is adapted to the needs of the class or current cohort.

Learning challenges are shared with pupils in every lesson and self and peer assessment is encouraged in all lessons through working with mixed ability learning partners, traffic light assessments, self-learning reflections, highlighting work in green and pink, thumbs up and sharing work on a visualiser. As well as self and peer marking, staff are encouraged to use 'live marking' to offer immediate feedback during the lesson as well as feedback marking in books, prompting pupils to make improvements to their work on the left hand side of exercise books.

More information can be found in Granby's Assessment Policy and Granby's Marking Policy

8. Intervention

It is expected that the majority of pupils at Granby will make the expected rate of progress and be at age related expectations through first quality class-based teaching. However for some pupils this may not be sufficient and these pupils, at various times, may benefit from additional support in class or small group/ 1:1 intervention programmes. Assessment evidence and pupil progress meetings are a key source of information when deciding the allocation of intervention sessions and these are recorded on Provision Maps and reviewed regularly based on pupil progress and achievement.

We use structured intervention programmes such as Beat Dyslexia, Dyslexia Gold, Boosting Reading and Writing progress, Reciprocal Reading, Academic Coaching and 1:1 precision teaching.

9. Extra-curricular activities

A range of extra-curricular clubs are offered after school or at lunch which typically include basketball, netball, football, sewing, board games, eco-club, gymnastics, dance, art and crafts, drama, choir, multi-sports, boules and construction.

Children also have the opportunity to participate in peripatetic music lessons including guitar and woodwind lessons.

10. Enrichment Opportunities

We are committed to providing a broad learning environment which stretches beyond the National Curriculum and offers enrichment, cultural capital and a wide variety of experiences for all our pupils.

Trips:

We plan a series of trips and visits in every year group designed to enhance the learning of topics covered in the National Curriculum including trips to explore the local area: forest school in Reception, local trails, Aylestone Hall Gardens, Aylestone Meadows, the local River Soar and canal as well as visits to the local church and mandir.

Trips further afield such as: Conkers, Warwick Castle, Cresswell Crags, Birmingham's Think Tank and Nottingham's Galleries of Justice support learning in history and science.

We offer the pupils two residential visits: one in Year 4 to Beaumanor Hall for 2 nights and one in Year 6 to Mount Cook in Derbyshire for 4 nights where children experience outdoor pursuit activities and develop team building skills.

Year 6 also visit Warning Zone to support their learning about personal and online safety.

Visitors:

Visitors to the school and themed days or weeks also enhance the curriculum with Year 5 benefitting from storytelling from the Bible Explorers organisation in RE lessons, Year 6 have a Viking to visit to enhance their Viking Day experience as part of their history curriculum, Year 5 and 6 have the opportunity to complete their Bikeability levels 1 and 2, Year 5 and Year 2 take part in the Leicester Best Books initiative and Years 1 to 6 take part in 'Our Brilliant Book Club' both organised by WiT (Whatever it takes).

Whole school enrichment:

All year groups get involved in our Book Week activities to encourage a love of reading for pleasure as well as other themed weeks or days such as Children's Mental Health Week and our annually celebrated 'Granby Day'.

Wherever possible we arrange theatre visits into school to put on productions for children and every few years we take pupils out of school to experience a theatre trip. Our Year 6 and Reception classes also visit a local school to watch the EYFS Christmas production together.

The NSPCC visit Granby every 3 years to teach pupils how to stay safe and recognise abuse.

Pupils have the chance to perform in class assemblies and school productions in every year group to enhance their music and drama curriculum.

Online and paper homework is provided on a weekly basis for pupils across every year group in the school.

11. Learning Muscles

Granby are currently working on a new government funded project called Route to Resilience; as a part of this we are aiming towards accreditation as a Route To Resilience school. This is part of a National Agenda promoted by the Department for Education and Public Health England to try to

support children's mental health. It is being led by Steve Harris of Wellbeing Education and we are part of a cohort of local schools working together.

We believe that social and emotional well-being of our children is a crucial part of helping them to cope with the pressures they face as they grow up. All the staff are committed to supporting children's happiness and developing character traits that will help them be successful both at school and in life. Our values and growth-mindset ethos run throughout our curriculum and we are building on this further this year through the Route to Resilience project. All staff and children are learning about the power of vocabulary and choosing our words carefully to help the children 'exercise these character muscles'.

The ones we have chosen to focus on as a school are:

Key Stage One

Concentration
Cooperation
Courage
Creativity
Enthusiasm
Friendship
Honesty
Independence
Kindness
Mindfulness
Patience
Respect

Lower Key Stage 2

Confidence
Communication
Curiosity
Empathy
Forgiveness
Good Humour
Imitation
Perseverance
Resilience
Self-control
Sportsmanship
Tolerance

Upper Key Stage 2

Aspiration
Discipline
Growth-Mindset
Humility and Gratitude
Integrity
Making links
Meta-Cognition
Optimism
Problem Solving
Revising and Improving
Self-Awareness
Self-Esteem

12. Inclusion, equality and diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability or aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full curriculum.

In relation to those with special educational needs, we will review our curriculum to ensure that provision is made for those with additional needs. When working with children with additional needs we consider:

- their level of vulnerability
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

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 SEND
- Pupils with English as an additional language (EAL)
- Pupils with speech, language and communication needs who require SALT

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.

Dyslexia Friendly:

We are a Dyslexia Friendly kite-mark school . With support from the British Dyslexia Association and the Learning Team at the local authority we have devised a comprehensive ongoing action plan that identifies what we need to do to in order to continue to offer Dyslexia Friendly approaches. This policy works in line with the Dyslexia Policy which outlines all of the school's approaches to dyslexia. The Dyslexia Policy is an overarching policy to support all other policies.

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 statement of equality information and objectives, and in our SEND policy and information report.

13. Monitoring arrangements

The headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcomes in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the curriculum leader, senior management team and curriculum coordinators. These tasks will link into a programme of monitoring, strategic development as well as performance management of teaching staff. The headteacher, curriculum leader, SMT and curriculum coordinators will report their findings through termly headteacher reports and self-evaluation forms.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meeting with phase leads every year to discuss the curriculum.
- Receiving a yearly Self Evaluation Form from subject coordinators.

Curriculum coordinators monitor the way their subject is taught throughout the school by:

- Providing a strategic lead and direction for their subject area.
- Offering support and advice to colleagues on issues relating to the subject.
- Monitoring pupil progress in the subject area through book scrutiny and pupil interviews.
- Providing efficient resource management for the subject.
- Reviewing curriculum plans for their subject area.
- Ensuring there is full coverage of the National Curriculum.
- Providing progression of skills and knowledge and ensure this is evident in schemes of work and books.
- Providing annual Action Plans for subjects.
- Providing annual Self Evaluation Forms for subjects.

The school gives coordinators non-contact time so they can carry out the necessary duties involved in their role.

Curriculum coordinators also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the headteacher. At every review, the policy will be shared with the full governing board.

14. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Dyslexia Friendly Policy Statement
- English as and Additional Language Policy
- Equalities Policy
- EYFS policy
- Homework Policy
- Marking Policy
- SEND policy
- Swimming Policy
- Subject specific policies