






DOGSTHORPE INFANT SCHOOL

Curriculum Policy

Ratified by: Standards
Date: 25th November 2024
Minute: 10
Review Date: Every 2 years

Welcome to our school family where children are...

-  inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.
-  nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.
-  little stars who deserve to shine.

Policy Overview.

What is the policy for?	The policy is for all staff and parents/carers of children attending Dogsthorpe Infant School. The policy outlines the way the school's curriculum is organised and delivered.
Who has devised and contributed to this policy?	The policy was initially developed by a working party of SLT, teaching staff and support staff. This review has been carried out by SLT.
How will this policy be communicated?	The policy is available on the school's website and a copy is available from the school office.
How will this policy be monitored?	The policy will be monitored by the SLT and the LGB.
Which other policies are linked to this policy?	All Safeguarding Policies Assessment Learning Outside of the Classroom and Educational Visits Collective Worship SEND Equality Information and Objectives This policy meets the requirements of the Statutory framework for the Early Years Foundation Stage Setting (2014)

Introduction

Our school's curriculum is underpinned by our SHINE values:

Succeed - determination, perseverance, ambition

Happy - confidence, empathy, respect

Independent - resilience, responsibility

Nurture - kindness, co-operation

Enthusiastic - curiosity, imagination, motivation

The curriculum is all the planned activities that we organise to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises to enrich the children's experience. It also includes our Behaviour Curriculum - what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, to enable them to achieve their true potential. To support us to achieve this, we use Growth Mindset strategies and the language of learning.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

In July 2019, stakeholders worked together to formulate our **Curriculum Statement**:

Our Intent - DREAM.

At Dogsthorpe Infant School every child is recognised as a unique individual so the curriculum is designed to enable **all** children to 'Dream, Believe and Shine'.

We are passionate about promoting and instilling a love for learning through an irresistible curriculum for all our children. We aim to provide pupils with the knowledge and skills needed to become independent thinkers, prepared to flourish as lifelong learners.

Our Implementation - BELIEVE.

We provide fun and meaningful first-hand learning experiences that build on prior knowledge. We aspire to our curriculum being unique to us due to our SHINE values.

We instil in our children a growth mindset so that they have the resilience to make and learn from mistakes and have the commitment to keep going and not give up.

Through our topic approach and innovative use of state of the art technology, we provide opportunities for children to make connections between subjects and apply skills in a variety of contexts. We make effective use of our outdoor learning spaces and ensure that all subjects have a focus on developing speaking, listening and communication. Children are encouraged to reason and explain their thinking as well as develop enquiry skills through asking questions.

Our Impact - SHINE.

Children leave our school with the foundations to continue building:

- positive learning behaviours.
- a sense of belonging; understanding their place and the contribution they can make in their community and the world.

- a personal moral compass to understand themselves and others and prepare them for life in a modern and diverse society.
- confidence and skills to make decisions, self-reflect and make connections.

We believe that creating a love of learning through a rich, child-centred curriculum goes hand in hand with academic progress and attainment.

Most importantly for us, children leave our school with the self-belief that they SHINE and, if they work hard, they can achieve their dreams.

Curriculum Organisation and Planning

- We map our curriculum for each year group and planning is developed in teams with teachers adapting to suit the needs of their classes.
- We follow schemes for some of our subjects - see Appendix.
- We agree a long-term plan which indicates what topics are to be taught in each half-term, and to which groups of children. Each topic is driven by a primary subject. We review this long-term plan on an annual basis to suit the needs of each cohort.
- We plan exciting Sparkly Starts that enhance the particular topic e.g. visits, visitors.
- Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives (WALTs) for each session, the whole class teaching and learning, differentiated learning activities/adaptations, role of all adults in the session and the resources needed.
- In order to inform our planning and next steps for children, we carry out hot tasks in English (independent writing piece at the end of each unit) and Knowledge Harvests and double-page spreads in topic lessons. We have a clear focus on reasoning, explaining and problem solving in each unit of Maths to ensure we are continually assessing children's knowledge and understanding.
- We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.
- We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. For example, some pupils in Year 1, continue to follow a Foundation Stage curriculum for as long as it is deemed appropriate. Year 1 teachers draw on the expertise of the EYFS team to support them in this.
- All classes are organised in a balanced way appropriate to each cohort.
- There are daily, discrete phonics sessions; the children are taught in ability groupings across the year group using 'Monster Phonics'.
- English and Maths are taught every morning throughout Key Stage One. Children are grouped according to their needs to ensure teaching is focusing on specific needs of each group. Year group teams plan units of work using our schemes - 'Pathways to Write' and 'White Rose Maths'.
- Foundation Subjects are usually taught in the afternoons through a topic-based curriculum. Children are grouped according to their needs.
- Some subjects are taught in 'blocks' to enable more thorough coverage of the subject.
- We understand all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about what the children are being taught; this is done through a half-termly newsletter and 'Topic Tasters' sent by the Learning and Teaching Manager and medium-term plans are available on the website.
- Parents are given a range of opportunities to engage in learning with their child e.g. Book Buzz and workshops.

The Curriculum and Inclusion

- Our curriculum is designed to be accessed by all children who attend the school. We aim to provide every learner with challenging, extended and enriched opportunities.
- When necessary, we modify/adapt some children's access to the curriculum, in order to meet their needs. Parents/carers are informed during teacher-parent discussions.
- Our schemes of work address the diversity of our society and reflect the National Curriculum programmes of study.
- The Headteacher is the dedicated Pupil Premium Champion. The Headteacher ensures children in receipt of Pupil Premium are accessing additional support and enrichment opportunities.

Children with SEND.

- If children have special educational needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special educational needs, then his/her teacher makes an assessment of this need, and an 'Assess, Plan, Do Review' plan is created with SMART targets identified for the child to achieve. In most instances, the teacher can provide the resources and educational opportunities that meet the child's needs, within their class organisation.
- If a child's need is more severe, we involve the appropriate external agencies in making assessments which may lead to applying for an EHCP. We provide additional resources and support for children with special needs.
- We are committed to meeting the needs of children with disabilities, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

More Able Learners.

All teachers are responsible for ensuring the curriculum is sufficiently challenging and allows children to achieve Mastery/Greater Depth standard. This is achieved through:

- Regular use of open-ended learning activities (especially in topic learning) to allow for maximum differentiation by outcome and a variety of extension and enrichment activities.
- The use of The National Curriculum, including investigations which encourage higher order thinking skills of analysis, synthesis and evaluation where appropriate.
- Classroom provision is monitored through planning, observations, Learning and Teaching Walks, book looks and learning reviews.
- Guided Group work with the teacher in Maths and English sessions.
- Effective marking and feedback to extend children's thinking within lessons followed by adaptation of planning in response to learners' needs.

The Foundation Stage

- The curriculum that we teach in Reception meets the requirements set out in the revised National Curriculum at Foundation Stage, and the guidance produced in 2021. Our curriculum planning focuses on the Early Learning Goals and Development Matters, as set out in these documents, and on developing children's skills and experiences.
- Our school fully supports the principle that young children learn through play, and by engaging in well planned and rich continuous provision. Teaching in the Reception classes builds on the experiences of the children in their pre-school learning. We build positive partnerships with the various nurseries and other pre-school providers in the area.
- We have established two high quality outdoor learning areas which reflect all 7 learning areas. All Reception children can access these areas daily as part of the continuous provision.
- We understand all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child starting with a home visit, keeping them informed about how the children are being taught, and how well each child is progressing.

Key skills

- The following skills have been deemed 'key skills' in the National Curriculum:
 - communication;
 - application of number;
 - information technology;
 - working with others;
 - improving one's own learning and performance;
 - problem-solving.
- In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills because we believe that all children need to make good progress in these areas if they are to develop their true potential.

The Role of the Headteacher and Deputy Headteacher

The role of the Headteacher and Deputy Headteacher in Curriculum provision and delivery is to:

- take responsibility for the organisation of the curriculum and, with other school leaders, monitor its impact on learning.
- work with staff to create a School Development Plan which reflects the current curriculum needs of the children and staff.
- delegate responsibility for the delivery of the curriculum and effective implementation of the assessment policy to Subject Leaders and L&T Managers.
- ensure there is sufficient allocation of the school's budget to support curriculum development including staff professional development.
- hold staff to account for the effective delivery of the curriculum through appraisals, Pupil Progress Meetings and RAP meetings.

The Role of the Subject Leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject.
- support and advise colleagues on issues related to the subject.

- monitor quality of teaching & learning in the subject through lesson observations, Learning and Teaching Walks, book looks and scrutinies and planning checks (as per the half-termly cycle).
- report to the SLT regarding the quality of teaching and learning within their subject.
- provide efficient resource management for the subject.
- review the long-term plan for their subject at least annually to ensure effective delivery.
- ensure all children are sufficiently challenged within their subject.
- keep up to date with developments in their subject.
- effective implementation of the assessment policy within their subject.
- analyse half-termly attainment and progress data to identify priorities for each year group (English and Maths Leaders only).

The Role of the Learning and Teaching Manager

The role of the L&T Manager is to:

- provide a strategic lead and direction on the curriculum for their team;
- use the school's long-term plan for each subject to create medium term plans for each topic.
- inform parents about the curriculum through weekly Dojo updates, half-termly newsletters and 'Topic Tasters'.
- lead half-termly Pupil Progress Meetings with teams to review curriculum provision and how this can be further developed to impact on attainment and progress.
- support and advise team members on planning, teaching and learning;
- monitor quality of teaching & learning in their year group through observations and book looks.
- analyse data and progress towards achieving targets in readiness for SLT RAP meetings.
- ensure effective implementation of the assessment policy.
- provide efficient resource management for their year group.
- keep up to date with developments in phase, at both national and local levels.
- with support from subject leaders, review the way in which the curriculum is taught in the year group and plan for improvement.

Extra-curricular activities.

We provide a range of after-school clubs each term including sports, the arts and life skills. Clubs are led by staff and external practitioners.

Monitoring and review

- Our Local Governing Board is responsible for monitoring the way in which the school curriculum is implemented. Governors review subject areas as per the SDP. This is currently delegated to a separate committee, the Standards Committee.
- There is a named governor assigned to special needs, who liaises with the SEND Coordinator, and monitors the ways in which special needs are addressed.
- There is a named governor assigned to Pupil Premium who liaises with the Pupil Premium Champion and monitors the way in which these pupils are supported.

APPENDIX - Current Curriculum support documents and schemes, October 2024.

- EYFS Development Matters
- Key Stage One National Curriculum
- Monster Phonics (online)
- Peterborough Agreed Syllabus for RE
- Cambridgeshire PE Scheme of Work
- KAPOW - Computing, Music, PSHE and RE
- Pathways to Write
- White Rose Maths and NCETM