

Curriculum Policy

Policy Sign off

Reviewer/Approver	Reviewer	Approver	Date
			Autumn 2021
Next Review			Autumn 2022

Our curriculum intent

At Paxton, our children are at the heart of everything we do. We believe that a well-planned curriculum that promotes a love of learning and a willingness to explore and challenge children's thinking is of utmost importance. We use the National Curriculum and Early Years Foundation Stage as a starting point for our curriculum with a curriculum that promotes enquiry-based lessons where facilitating discussions and questioning is at the heart of all subjects.

This enables our children to deepen and master their knowledge and skills and make meaningful links across the curriculum. Each subject has a spiral curriculum to ensure that there is a coherent sequence to the learning of knowledge, skills and vocabulary so children can recall the detailed content outlined in the curriculum and make links between the learning.

We encourage the children to explore and challenge their thinking, whilst embedding personal goals of a sense of respect for ourselves and others and a sense of wonder at the world we live in.

Paxton provides a broad and balanced curriculum that focuses on the development of the whole child. Our curriculum is inclusive and our focus on quality first teaching ensures it is accessible to all learners. We have identified the barriers to learning that many of our children face and as a result, we have ensured that our core values, are threaded through our curriculum to ensure we are focusing on developing good character. Our Core Values underpin those individual qualities and learning dispositions that we believe children will find essential in the ever-changing world in which we live.

Our curriculum focuses on basic skills and a strong focus on language acquisition runs throughout the school. We value parents and carers and work in partnership with them to enrich the curriculum, both at school and at home.

Our curriculum goals – what we want for our children:

- To be curious learners, who are motivated and have a love for learning
- To be confident, articulate and independent learners
- To make meaningful links between their learning in a range of subjects, fostering creativity
- To be confident speakers and active listeners who can challenge/offer views in a respectful manner
- To challenge themselves and be resilient problem-solvers.

Curriculum Implementation

Lessons at Paxton include the following key elements:

- Clear learning process and Learning Goals (including key knowledge and skills) which provide the basis for teaching, modelling, learning activities and assessment for learning.
- All children actively engaged and receiving the appropriate support.
- Opportunities for children to achieve depth and mastery.
- Opportunities for children to talk about, reflect on and evaluate their learning.
- Effective checking of pupils' understanding, and identifying and correcting misunderstandings
- Children being taught and encouraged to show positive behaviours for learning.
- Effective use of resources including additional adults.

Teachers/ Support Staff at Paxton will:

- Ensure work is demanding and provides layers of challenge
- Develop a deeper understanding through problem solving and reasoning
- Provide an inclusive curriculum that is accessible to all, providing additional resources and support where necessary
- Help pupils embed subject content into long term memory through the use of repetition/ knowledge recap 'quizzing' at the start of lessons and next steps at the end of a lesson
- Integrate new knowledge into larger ideas through making clear links
- Help pupils embed and use knowledge fluently through interesting lesson activities in a range of teaching/learning styles (learning outside the classroom, drama, written work, use of ICT etc)
- Ensure reading fluency, confidence and enjoyment is central across all subjects

We use a curriculum map to show which topics are going to be taught in each year group at which point. We also use a range of core texts in English which form the foundations of learning in English and form a thread to the learning throughout the whole curriculum. We use a knowledge map to highlight and develop the depth of learning. This has been carefully created to meet the requirements of the programmes of study in the National Curriculum.

With our medium-term plans, we give clear guidance on the objectives to be taught in each subject. At the beginning of each half term, teachers share the main topics/themes for each subject/area of learning with parents through a half termly knowledge map of the curriculum. Teachers produce weekly planning documents and medium-term plans which map out lessons - these are adapted throughout the week according to ongoing assessment for learning.

The Early Years Foundation Stage

The curriculum that we teach in Reception meets the requirements set out in The Early Years Foundation Stage. Our pedagogy fully supports the that young children learn through play. We ensure children have access to well-planned environments and experiences. Teaching builds on the children's interests and takes into account the individual needs of each child through innovative and exciting learning opportunities. EYFS staff promote discussions and vocabulary; they are skilled in phonics/reading/early maths fluency and help the children to develop long term memory.

Curriculum Policies

Paxton's curriculum policies outline agreed approaches and methods and provide guidance for teachers on how they are expected to teach specific aspects of the curriculum. Curriculum policies help teachers plan their work and describe the experiences pupils should have.

Impact of the curriculum

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding age-related expectations when we consider their varied starting points. We measure this carefully in line with our curriculum coverage. Assessment for foundation subjects is in line with knowledge maps and planned learning objectives. We intend that the impact is that children will be academically and physically prepared for the next phase of their education, in Britain and the world.

We measure the development of the wider child not just by the work our children produce, but in the behaviours we see each and every day in all learners within lessons, on the playground and in the corridor. The impact of this intention is seen in the daily interaction of all members of our school community and is seen in how the children approach challenges every day. The impact is that the children are resilient, strive for excellence and celebrate success throughout their primary learning journey and on into the ever changing world in which we live.