



Sutton CE (VC) Primary School

Curriculum Policy

November 2022



Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health.

We aim to provide our children with the cultural capital that they need to enable them to succeed in life, for example through visiting museums, opportunities for music – both performing and appreciation, sports competitions and visitors to school. We are a reflective school, continually striving to improve our teaching and learning.

Reading is given a high priority in our curriculum as the ability to read and understand opens up the learning for all of our children. The development of children's vocabulary is a vital tool in learning and understanding the curriculum.

We believe that every child at Sutton C of VC primary school should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

Our School Vision and Values

At Sutton CE VC Primary School we place Christian values at the heart of everything we do. The values are encapsulated in the acronym STRIVE - 'Safety, Togetherness, Respect, Integrity, Valued and Excellence'. We STRIVE to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world, both online and offline. We prepare children for life in modern Britain ensuring that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our vision as a Church of England School:

'As a school community, we aim to serve one another and work together for the common good, so that everyone can experience life in all its fullness.' (John 10:10).

Sutton C of E VC prides itself on being at the heart of the community, which is why our value of TOGETHERNESS is so important within our curriculum. We design our curriculum to ensure that we link with the local community. With regular singing linked to church festivals, visiting the church to enrich the RE curriculum and local history studies. We also are keen for visitors from within the community to connect with our learning, having volunteers to work with the children, as well as present and talk to them.

Our curriculum aims to develop children's respect and understanding of their place in the wider community of Cambridgeshire, the UK and the world, as global citizens. Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. Togetherness, respect and feeling valued highlights the importance of the spiritual and moral development of every child at Sutton, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

The parable of the mustard seed (Mark 4:30-32) can represent our children, who are nurtured here, and enabled to live life in its fullness through our teaching and care. It can also represent our school flourishing within our community and the community connecting to our diverse world.

The Aims of Our Curriculum

- Ensure children enjoy learning, feel successful in their learning and provide a positive environment so that children feel safe to take risks and develop self-esteem and confidence. Nurture positive relationships, a sense of togetherness.
- Provide a broad and balanced education for all pupils that's 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
- Make learning more meaningful by putting learning in to context
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support. Encourage children to show excellence and challenge themselves, engaging in deeper learning
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop pupils' creative and independent learning skills as well as resilience, to equip them for further/higher education and employment
- Give children the opportunity to decide on the final outcome, when applying skills they have learnt

Roles and responsibilities

The Governors

- 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
 - The school implements the relevant statutory assessment arrangements
 - It participates actively in decision-making about the breadth and balance of the curriculum

Senior Management Team (Headteacher, Deputy Headteacher and SENCO)

- 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
- 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

Other staff

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

Organisation and Planning

The curriculum is taught through discrete subjects with cross-curricular links where relevant. Each Year group has a Long Term Plan highlighting the units of study for each subject area. This is reviewed annually.

English and Mathematics planning is on a weekly basis. Teachers work in teams to map out the medium term unit plan for maths (e.g. addition and subtraction), and English (e.g. instructional writing). Within teams, a teacher may lead mapping the week's overview for the week. It is every teacher's responsibility to ensure excellence and meet the needs of all learners. To ensure all are prepared for the week ahead, planning is saved on the server by 4pm Friday.

Medium Term plans for the other subjects are written by the Year group teams and are updated / reviewed on a regular basis, again being updated by each class teacher. Support, challenge and TA direction are indicated on the plans.

There will be a range of teaching methods used ranging from whole class, group, paired and individual. Teachers are aware of the impact of active learning and collaboration, and they endeavour to use a variety of methods in the day to day delivery of our curriculum. Curriculum delivery is monitored in accordance with the school's Assurance of Excellence Policy.

Each teacher is responsible for tailoring the plans to meet the needs of their own class, based on the assessments. Diagnostic assessments are used in maths, regularly updated teacher assessment frameworks (TAFS) in English, quick quizzes in foundation subjects, along with daily assessment of how the children are meeting the expected standards, lesson objectives and success criteria.

Teachers share plans with TAs on a Monday morning, meeting in communication time to give them clear direction and explain the journey of the week.

Please also see:

Reading policy, Maths Policy, English Policy, SEN policy, Marking and Feedback Policy, Foundation subject policies (RE, Geography, History, DT, art, PSHE, computing, PE, science, MFL, multiplication), E-safety and AUP Policy

The Learning Environment

Gives children the resources and support needed to achieve excellence. This includes word banks for maths, English, science, topic and RE, using resources, images and word aware to give children 'memory hooks'

The learning environment scaffolds children's learning - with examples of how to build, draw and write it in maths. The English environment has text maps and key features, as well as a grammar working wall and A Mrs Wordsmith word is updated weekly (in KS2).





All reading areas are developed to promote a love of reading, with the VIPERS reading skills displayed and referred to.

In all KS1 classes there is a speed sound chart displayed, along with sounds of the week. From Year 2 up, there are the week's spellings.

A broad and balanced curriculum is evidenced through sharing artefacts, key questions and a range of text types to further children's interest and understanding.

A visual timetable is updated and shared with the children, along with house points. When writing is shared with the children, staff model the letter formation, in accordance to the Sutton Handwriting policy.



Personalised Learning and Flexible Grouping

At Sutton C of E Primary School, excellence is demonstrated by our encouragement of our children to make choices about the challenge they want to attempt and ensure that we provide personalised learning that enables all children to make progress. We also support the children to make sensible choices.

We describe the level of challenge as:

- Paddling
- Snorkelling
- Diving

It is important that scaffolds are available to children who need it, to ensure that they can access the curriculum independently. Paddling activities should allow a child to develop familiarity with a new skill, practice and build

confidence, progressing to diving activities which should always expect children to use and apply their learning in different contexts to solve problems.

Learning tickets are used with layered success criteria, outlining the outcomes for children at working at all levels. This enables the children to self and peer assess and aim high, recognizing the next steps in their learning.

Children do not have a fixed seat or group as we believe groupings need to change based on the learning planned and assessment of strengths and needs on a daily-weekly basis.

We encourage the belief that attainment can be improved by effort. For this reason children will be sat in different groupings depending on daily and weekly assessment and the objectives.

Assessment for learning is evident through our continuous marking and feedback in books. In every piece of work the objectives and success criteria are highlighted in accordance to our marking and feedback policy. 3-5 Spellings appropriate to the child's level are picked up in every piece as are the expected punctuation and tenses. Further details can be seen on the Marking and Feedback policy.

Engaging Parents

Our core value of togetherness shows the value we place on working with parents and carers, so they can understand and support our curriculum delivery.

We see a huge value in co-producing policies and having parental voice. We aim to work together and involve parents to ensure the culture of learning is valued and comes through our newsletter and regular parent events - Such as 'Meet the teacher', 'Phonics Presentations' and 'Learning Cafes'

Topic webs of the term's learning and knowledge organisers with the key objectives and vocabulary are shared termly.

Each teacher updates parents with the learning weekly - sharing pictures on dojo of the sounds of the week, maths and English working wall, as well as celebrating work and learning. This is also communicated with via the whole school weekly Newsletter.

Parents are encouraged to regularly communicate with the teacher. The teacher is always present and the beginning and end of each school day, as well as being contactable through dojo or the school office. As well as regular communication, we provide an opportunity for Parent's Evenings three times a year and report to parents at the end of each academic year.

