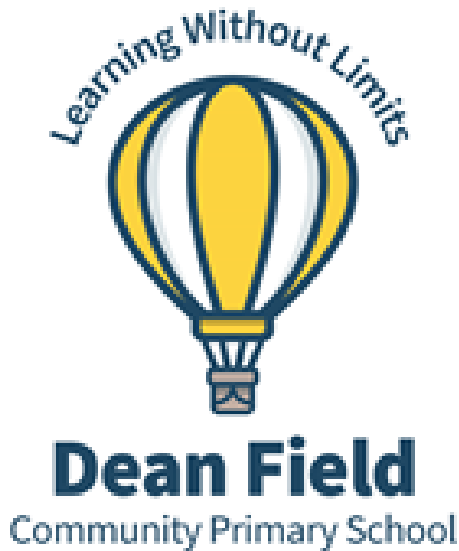


Dean Field School Curriculum Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
FPether/GSharp	September 2019	July 2020
KFudge	July 2020	July 2021
KFudge	July 2021	July 2022
KFudge	July 2022	July 2023
KFudge	July 2023	July 2024
L Brambani	July 2024	July 2025
L Brambani	July 2025	July 2026
L Brambani	July 2026	July 2027

Introduction

This document is a statement of the aims, principles and strategies for the curriculum at Dean Field Community Primary School. Further and more in-depth information can be found in our Teaching and Learning Policy and separate subject policies.

Intent

At Dean Field, our ultimate aim is to provide opportunities for children to develop as independent, confident and successful lifelong learners with high aspirations, who know how to make a positive contribution to their community and wider society. We ensure all children are challenged and encouraged to achieve their full potential through our ethos of **'Learning Without Limits'**.

We take a thematic and creative approach to the curriculum encompassing skills and knowledge through scientific investigations, creative arts, historical and geographical enquiry as well as having a relentless focus upon Reading, Writing and Mathematics. The school's focus on curriculum development provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.

Our curriculum is divided into half-termly topics within each year group which alternates between Geography and History. Their topic ensures progression in those subjects throughout the school. Underpinning the entire curriculum are the basic skills of Writing, Reading, Mathematics and Computing. The children at our school are given every opportunity to use and apply their skills in these areas when studying a topic.

Planned into each of the six topics covered by our children throughout the year, are Excellence and Enjoyment Days - either a trip or in school workshop devised to extend and inspire the children's learning, engage them into the topic and widen their experiences. This in turn impacts on their ability to write from experience and build cultural capital.

We have a whole-school writing overview to ensure coverage and progression is planned effectively throughout Years 1–6. We also place a strong focus on transcriptional skills from EYFS to Year 2, ensuring children develop secure foundations in handwriting and spelling. We use Purple Mash for Computing, Jigsaw for PSHE, Get Set 4 PE for PE, Language Angels for Languages and Read Write Inc. for Phonics. Other subjects, including Science, Art and Design, Music, D&T, RE and Maths, are mapped through long-term plans from Nursery to Year 6 to ensure clear progression. More information about individual subjects and how they are taught can be found within the subject areas of our website.

We firmly believe that our curriculum should provide our children with opportunities to learn about their own heritage alongside developing their understanding of other cultures and

religions. The curriculum is designed to ensure coverage and progression, with selected **'Must Knows' for each subject and year group** to ensure children retain key knowledge.

Our role at Dean Field is to spark curiosity, creating a world of opportunity, awe and wonder. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain. Opportunities to develop children's understanding of British Values and UNICEF Rights Respecting principles are woven throughout our curriculum.

Our curriculum design ensures that the needs of all children are met through high-quality teaching, adaptive teaching and high expectations for all. We believe there should be no unnecessary ceiling placed on a child's learning. Appropriate scaffolding, support and challenge enable all pupils, including those with SEND, disadvantaged pupils and those with English as an additional language, to access an ambitious curriculum and achieve their full potential.

Enjoyment of the curriculum promotes achievement, collaboration, confidence and excellent behaviour. As a result, children excel in their learning and feel safe to try new things. Our immersive curriculum is designed to recognise children's prior learning, provide first-hand learning experiences **through the classroom, Forest School and wider enrichment opportunities**, allow children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Establishing close links between home and school is vital to enable pupils to achieve their full potential, therefore the half termly curriculum overview is sent out via our Seesaw App and is available on the school's website for parents to access. Children are also offered a wide range of extra-curricular activities with a full range of after school clubs. We believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Alongside this, each subject within our curriculum ensures they are providing opportunities to support cultural capital to ensure all children have the same opportunities and exposure to children around the country,

When children leave our school at the end of Year 6, we strive for them to be well-rounded, confident and resilient individuals who have the necessary literacy and numeracy skills to succeed in life. We want them to have experienced an inspiring, ambitious and inclusive curriculum which has broadened their horizons, developed their knowledge and skills and given them every opportunity to succeed.

Further and more in-depth information can be found in our Teaching and Learning Policy, separate subject policies and our Assessment Policy.

Curriculum Aims

Our curriculum intends to:

- 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 Life in Modern Britain.
- Sequence the skills and knowledge from Nursery – Y6 to build on prior learning and promote retention.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Create an enjoyment of the curriculum to promote achievement, confidence and good behaviour.
- Children feel safe to try new things and know that they can learn from their mistakes.
- Provide wider opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.
- Place high focus on supporting pupils' spiritual, moral, social and cultural development.
- Support pupils' physical and mental development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge 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 1.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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.

Roles and responsibilities

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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science, and all foundation subjects and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- 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

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
- 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 SEND

Other staff

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

Curriculum Lead

Laura Brambani- Deputy Headteacher

Inclusion and Special Educational Needs and Disabilities

Emma Clay - SENDCo at Dean Field

English

Laura Brambani – Deputy Head -Phonics Lead

Sally Cheetham-Shadow Phonics Lead

Umera Hussain – Upper Phase Lead – English Lead

Maths

Katie Lopuszniak

Humanities

Laura Brambani – Geography Lead

Sally Cheetham – History Lead

PHSE including Rights Respecting School

Umera Hussain

Computing

Katie Lopuszniak

RE

Umera Hussain

Languages

Emma Clay

Sports and Health

Lauren Jagger

Science and Technology

Lauren Jagger

Arts

Fran Lees

EYFS

Laura Brambani - EYFS Lead

Implementation

Organisation and Planning

At Dean Field, we strive to provide a tailor made, thematic curriculum that engages and inspires our children, providing them with rich and memorable experiences alongside lifelong knowledge and skills. We firmly believe that our curriculum should reflect our diverse and ever-changing community and provide them with opportunities to learn about their own heritage alongside developing their understanding of other cultures and religions. Our curriculum for years 1 to 6 is based on the National Curriculum 2014 and for Nursery and Reception it is based on the Statutory Framework for the Early Years Foundation Stage, Development Matters. See our EYFS policy for information on how our early years

curriculum is delivered. Our subject leads have strategically planned out and sequenced knowledge and skills from nursery – Year 6 to build on prior learning and support retention.

The curriculum is designed to ensure coverage and progression. In each year group and for each subject, long term plans are created as well medium-term plans. These consider the National Curriculum objectives for each year group Half termly topic webs are created for each theme covered as well as a body of knowledge and vocabulary, broken down in the form of 'Must-Knows' for each year group and subject to ensure children retain key knowledge. These are then shared with children and parents each half-term and all previous ones available throughout the year to support retention. Children also review these as part of their self-assessment within lessons. Please see individual subject policies for information on how each subject is delivered. Please see our website for the current 'must-knows' and topic webs.

Underpinning our entire curriculum are the basic skills of English, maths and computing. Teachers identify planned opportunities to develop these alongside the arts, making links to the British values: democracy, the rule of law, individual liberty, mutual respect and tolerance and also reflect any UNICEF Rights Respecting objectives. Please see our separate policy on SMSC including our British Values Statement.

Our curriculum design ensures that the needs of individuals and small groups of children can be met within the environment of high quality first wave teaching and 'Teaching to the Top'. Teaching to the top ensures we never put a ceiling on a child's learning so that they are able to maximise the opportunity to achieve their full potential and to impact in a positive way on pupil outcomes. All teachers have received training on this and we have used our Iris software to record it to refer to and share with other teaching staff when required.

High quality trips and visitors into the school enhance the curriculum and provide opportunities for cultural capital and for writing for a purpose. The arts play a key role in giving every child at our school a vital channel for self-expression. Our children work with three 'Artists in Residence' for art and design, music and poetry. We recognise the importance of learning beyond the classroom. Our **Forest School provision**, extensive school grounds and local community provide children with opportunities to explore, investigate and learn first-hand about the natural environment. Forest School encourages children to develop independence, confidence, resilience, teamwork and problem-solving skills, whilst promoting curiosity, managed risk-taking and an appreciation of the natural world.

To promote physical health and wellbeing, a range of clubs give our learners an opportunity to access a wide variety of sports clubs after school hours and during lunch times. We also implement the scheme 'Get Set 4 PE' for children's PE sessions from Reception – Year 6. This is a fun and interactive scheme which builds on a progression of children's fundamental skills and application of these to different sports and games. In order to fulfil our duty in teaching statutory relationships and health education, we use the Jigsaw scheme as a basis for our PSHE curriculum in Reception – Year 6. This provides a whole-school approach to this area of the curriculum ensuring consistency and progression across year groups. The lessons are adapted as necessary to meet the needs of the children at

Dean Field School. Please see our Physical Education and Health Policy and our Personal, Social and Health Education (including Relationships Education) policy for details of teaching and learning in these areas of the curriculum.

Establishing close links between home and school are key to enabling pupils to achieve their full potential. Therefore, the half termly curriculum overview along with the must knows is sent out via our Seesaw App and is available on the school's website for parents to access. Seesaw provides a window to classroom learning for parents and an essential way of bringing learning home. Parents can share and join in with the learning experience of their child and help them to retain knowledge by asking them questions based on the information on the 'must knows'. This resource also supports our approach to blended learning and remote learning when necessary. As well as this, parents are regularly invited into school for various events and workshops. To support parents in their understanding of Dean Field's curriculum they are invited at the start of each year to attend an informative introduction to the curriculum expectations for their child's new year group and they have the opportunity to attend informative presentations and then participate in lessons with their child for each subject area throughout each academic year.

To ensure effective learning throughout the school, we incorporate our ethos into our curriculum: 'Learning Without Limits'. We believe that the social and emotional aspects of learning should be a key focus for our work with the children and understand that the factors that can hold back the learning of our children include children's difficulties in understanding and managing their feelings, working co-operatively in groups, motivating themselves and demonstrating resilience in the face of setbacks. Through the combined use of our Rights Respecting School status and our bespoke curriculum, we are able to create children who are effective learners.

When our children leave school at the end of year 6, we strive for them to be well-rounded individuals who have the necessary literacy and numeracy skills to succeed in life whilst having experienced an inspiring curriculum which gives them every chance to succeed.

Inclusion

At Dean Field we believe that every child matters. There is a driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one 'Learning without Limits' and this is inclusive of our children. We place a high value on establishing close links between home and school so that we can work effectively together enabling each child to achieve their full potential. Our school focuses on setting high expectations for all pupils and they will use appropriate assessments 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 special educational needs and disabilities
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that all pupils, including those with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are

no barriers to any pupil in achieving. Teachers differentiate tasks and skills where necessary and they will look at other year group's curriculum objectives to ensure correct coverage is used. They will use a mix of visual, verbal and kinaesthetic approaches, as well as pre-teaching the vocabulary to take into account the needs of all pupils.

Teachers will also take into account 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. Please refer to our SEND policy and Equality Policy for further information.

Impact

Monitoring Arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- School visits to take part in deep dives, governors meetings and curriculum reports.

The Senior Leadership Team monitor the subject leaders and staff are complying with teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Conducting performance management meetings.
- Conducting deep dives and learning walks on various subjects with different year groups and staff, this includes work scrutinies, lesson drop ins and pupil interviews.
- Conducting pupil progress reviews and analysing data, meeting with the appropriate staff to discuss these.
- Creating and reviewing the whole-school and EYFS School Improvement Plan, which includes a section on 'Quality of Education'.
- Reviewing subject leader's action plans at the beginning, throughout and end of the year, supporting staff where necessary.
- Observing good practice through peers / IRIS
- Providing meaningful CPD through courses, meetings, coaching, mentoring and the regular use of Iris and National College Hub subscriptions.
- Using Sonar to analyse data across the school and using this information to put in place support where needed.
- Conducting parent and child surveys to gain feedback on curriculum monitoring.

Subject leaders, along with the curriculum leader, monitor the way their subject is taught throughout the school by:

- Conducting learning walks, work scrutinies, pupil interviews, deep dives, shallow paddles, pupil and staff interviews.
- Monitoring the way in which resources are stored and managed and how their subject budget is spent.
- Creating and then reviewing termly their own subject action plans.
- Accessing the National College Hub to upskill themselves.
- Using Sonar to analyse data across the school for their subject responsibility and using this information to put in place support where needed.
- Organise parent involvement for their subject across the school, Nursery – Y6.

- To support cultural capital opportunities for each year group in regards to their subject.

Links with Other Policies

This policy links to the following policies and procedures:

- Teaching, Learning and Assessment Policy
- EYFS policies
- Assessment policy
- Separate subject specific policies
- SMSC policy
- Personal, Social and Health Education (including Relationships Education) policy
- Special Educational Needs Policy
- Equality Policy