



Curriculum Policy

Aiming High, Achieving Together

Date of issue	Spring 2 - 2025
Review Date	Spring 2 - 2027
Signature of Headteacher	L.J. JAMES
Signature of Chair of Governors	G. DOVE

Intent

Our Vision Statement '*Aiming High, Achieving Together*' underpins all our decisions in school. We have high expectations for all our children to achieve and make progress in their social, emotional, physical, mental health and academic development. We provide an exciting broad, balanced and rich curriculum, which is enquiry based, and meets the requirements of Early Years Foundation Stage (EYFS) Curriculum and the National Curriculum including the needs and aspirations of our children. Our **MERTON** core learning values:

Motivation, Excellence, Respect, Teamwork, Opportunities, Never Give Up

drive the learning journeys in all curriculum areas. We are inclusive in our teaching and we strive to develop and adapt teaching and learning to match children's differing needs. We aim that children know and remember more.

We want all our children to develop into confident and mature adults and develop their understanding of the environment, acquire the basic skills necessary to provide the widest possible choices to improve their life chances for their future particularly in relation to reading. This manifests itself with a strong focus in EYFS on reading, handwriting and early number.

We support the curriculum with high quality opportunities for children to undertake memorable learning opportunities that will influence their further learning for example, through visits, visitors, theme days / weeks, national and international events, club provision.

We provide many opportunities where children learn how to keep themselves safe, especially when using the internet, and know what to do if they find themselves in a dangerous or unsafe situation.

We believe learning is at its best when children:

- are stimulated and their curiosity and individual interests are developed
- are focused and happy, in a safe atmosphere conducive to learning
- are encouraged and enabled to achieve high standards of work
- feel secure and are aware of boundaries
- are working at a level appropriate to their development (age and stage) and ability but are also being challenged
- are able to make links between learning experiences and relate to real life contexts
- gain the confidence to articulate knowledge or to demonstrate skills
- demonstrate independent learning skills, perseverance and self-motivation
- take pride in their work and know it is valued
- have high self-esteem
- have opportunities to talk about their ideas and tasks
- are active participants in their work; able to make some real choices about what they do and how they do them
- work collaboratively and develop social skills – listening to and valuing the opinions of others

Children with English as an additional language (EAL) have full access to a broad and balanced education alongside their peers

Implementation

Our curriculum is organised into topics per half term per year group. The topic launch drives the context and purpose of the topic culminating in a final landing with a key focus in communicating / celebrating their learning to a range of audiences.

Recalling prior knowledge and skills is fundamental to our teaching and learning which are revised and links made with other subjects. Key concepts / end points for each topic are highlighted and over-learning of these areas occurs through repetition, modelling and scaffolding of learning. Task designs set focus children's thinking on the learning objectives and avoids overloading their working memory. Through our subject-specific Schemes of Work, we ensure that learning is progressive and sequential. In addition, reading and vocabulary are emphasised in all subjects. Therefore, key concepts become embedded in the long-term memory. We use a range of pedagogical

practices throughout the curriculum to ensure that we are successful with our Intent. Staff demonstrate flexibility using a rich variety of teaching strategies including a fluid mixture of individual, group and whole class teaching.

Children with English as an Additional Language (EAL) and with Special Educational Needs work in mixed ability groups and partners to ensure there are opportunities to develop a range of language skills with proficient English speaking children.

Each curriculum area has a progressive Scheme of Work (SoW) which ensures coverage and sequential layering of knowledge over time written by the Curriculum Manager (CM). The SoW Learning Journey highlights the key concepts clearly so that they are embedded in the long-term memory and over-learning is prevalent. Pre-knowledge and skills are retrieved and built upon in the SoW. Links between subjects are highlighted where appropriate. Appropriate and stimulating resources are available to support learning.

CMs are appropriately trained and are given time and help to develop their skills in designing, monitoring and reviewing their SoW whilst focusing on improving outcomes for all children. CMs devise an Action Plan which feeds directly into the School Improvement Plan (SIP).

CMs monitor the implementation of the SoW, assessment and the progress of children's learning in every year group. They produce a termly monitoring report which is reviewed by the Headteacher and Governors. CMs ensure that all staff (including ECTs) have sufficient knowledge of each curriculum area they are teaching.

CMs ensure that appropriately designed assessment occurs in their curriculum area, making sure that assessments lead to future learning for children.

The curriculum is effectively enhanced with a range of extra-curricular activities that reflect the needs and interests of the children. We promote Pupil Voice by giving them responsibilities within school to help them develop important community values. The School Council, The Young Interpreters and the Eco-Warriors all work to ensure children are heard, engaged, active and responsible members of our school community.

Our thorough tracking and assessment system enables us to check children's progress in relation to the curriculum and provided targeted interventions if needed. As our children learn, they are encouraged and expected to challenge themselves and to seek new learning. The children are expected to respect their right to learn and to recognise the responsibility they share with their teachers to ensure their learning progresses. Ongoing formative assessments enable staff to give relevant 'in the moment' feedback to enable children to improve their outcomes

Our Governors approve, support, monitor and review the school policies on teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- ensure that health and safety arrangements include consideration of appropriate strategies for teaching and learning
- analyse data to gauge how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- regularly monitor the success of the SIP
- review relevant policies to support high quality inclusive teaching and learning
- take an active interest in school life and key events and celebrations
- develop their knowledge of classroom practice through their visits and liaisons as Link Governors

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- maintaining an open-door policy
- holding Welcome Meetings / workshops to explain particular areas of the curriculum
- providing curriculum information on the school website
- sending Curriculum Newsletters to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- holding two face to face parents' evenings and two phone consultations each year to allow discussion of children's progress and agreeing next step targets
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- holding Special Relative Days where parents/carers can share their child's work
- holding transition meetings annually

- invitations to weekly Celebration Assemblies
- providing our remote learning package e.g. Purple Mash

Monitoring and Review

We are aware of the need to review the Curriculum Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school, including local or national initiatives.

Impact

We strive to ensure every child has every opportunity to reach, at least, the age-related expectations at the end of each year. We define progress as knowing more and remembering more of the curriculum, including having high self-esteem to be confident to take risks and help themselves. Our curriculum is regularly reviewed through worksampling, termly Pupil Progress Meetings, pupil interviews, half termly SENCO-Teacher Surgeries, tracker analysis, learning walks and formal lesson observations. This is reported to the Headteacher and appropriate changes made. We also take account of new initiatives, changes in educational developments, technology advances or changes to the physical environment of the school, including local or national initiatives.

Children enjoy and achieve highly from their starting points in all curriculum areas, including their social, emotional and mental health skills. They leave our school with appropriate basic skills in English and Maths and with a keen interest and desire to learn. They are motivated and independent, being able to take responsibility for their learning and to want to keep improving themselves.

Success of this policy can be measured through:

- OFSTED and LA inspection reports
- The collated results of the EYFS Profile, Y1 Phonics Screening Check, Language Link, PIRA reading assessments
- In-house assessment data
- Parental involvement and approval
- Annual Staff Survey
- Annual Pupil Survey
- Annual Parent Survey