

SHEFFORD LOWER SCHOOL

Curriculum Policy



Written by	Adopted by staff	Ratified by Governors	Revision Due
Mr. D. Wakefield, Deputy Headteacher	January 2023		2025

1. Rationale

- a. Shefford's 'Connected Curriculum' enables children to develop a sense of enquiry and a strong motivation to find out and deepen their own knowledge whilst acquiring new skills. It encourages them to raise questions, investigate possibilities, solve problems, communicate, collaborate and form opinions whilst developing their own independence and resilience. Our curriculum provides rich reading opportunities and high-level vocabulary across all subject disciplines. Our connected curriculum is designed to be broad and balanced and create horizontal, vertical and diagonal links in learning, knowledge and skills. At Shefford Lower we aim to prepare our children for their next steps in learning.
- b. At Shefford Lower School all children have the opportunities and experiences to develop their individual abilities and talents through access to a broad and balanced curriculum, which provides the full National Curriculum enriched by varied, high quality extra-curricular activities. Children develop their skills and deepen their knowledge across the whole curriculum making connections and links within their learning. The curriculum develops children's skills for learning, preparing them well for the next stage in their education.

2. This policy should be read in conjunction with the following documents

- a. Teaching and Learning
- b. Assessment and Reporting
- c. Marking and Feedback
- d. Most Able Children
- e. Inclusion
- f. Equality
- g. F.L.O.U.R.I.S.H
- h. Shefford Lower School Curriculum Overview
- i. Shefford Connected Curriculum
- j. KCSIE

3. Aims

- a. Ensure the school's values are promoted across all areas of the curriculum to promote pupils' spiritual, moral, social and cultural development.
- b. Help children access the full Early Years Foundation Stage or National Curriculum, enriched through a variety of visits, visitors, theme days, clubs and shared learning experiences.
- c. Enable children to access the whole curriculum so that they can excel in areas of ability/ talent and make good progress with their learning creating a high academic/vocational/technical ambition for all pupils.
- d. The curriculum is structured and planned to be engaging and interesting and aims to motivate all children to learn through all subject disciplines.
- e. Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- f. Provide assessment for learning which supports children's involvement with their own learning and progress.
- g. Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards gaining sufficient knowledge for skills and future learning and employment.
- h. Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- i. Support pupils' physical development and develop responsibility for their own health, and enable them to be active as well as learn to keep themselves safe.
- j. Equip pupils with the knowledge and cultural capital they need to succeed in life and their further education.
- k. Develop pupils' independent learning skills and resilience, to equip them for their next steps.

4. Organisation

- a. The Shefford Connected Curriculum has been effectively mapped in accordance with our vision for a coherently mapped curriculum.
- b. It is planned across all years and phases and demonstrates the school's vision as well as Intent, Implementation and Impact.
- c. Children are taught in mixed ability and mixed gender classes within their year group.
- d. When appropriate to meet children's identified and individual needs, children may be grouped by ability for specific aspects of the curriculum or for interventions.
- e. English and Mathematics are taught through subject specific lessons in all year groups. Links and connections are also made across the curriculum and subject disciplines are promoted so children value the importance and skills of each subject.
- f. Phonics is taught in designated sessions through the week in each Reception and KS1 class. Phonics intervention is provided throughout the school to help children work towards expected progress.
- g. The importance of reading is placed at the heart of the curriculum and the curriculum is designed to promote a love of reading and the sharing of high-quality texts throughout different subjects. Children are heard reading one to one, in guided reading and whole class sessions by a range of adults within school to support their develop of fluency, comprehension and vocabulary.
- h. Children not making expected progress or who have an Individual Support Plan for reading will read daily in school to an adult, and to their teacher to help them develop their skills whilst promoting a love of reading.
- i. Children are taught calculations according to the schools and local clusters agreed calculation policy.
- j. Children's skills are developed through a well mapped curriculum and there are many opportunities for children to apply their English, Maths and computing skills in different contexts/subjects.
- k. Teacher's monitoring and planning detail inclusion/ differentiation to challenge all children appropriately.
- l. There is planned progression within subjects and knowledge and skills which are mapped and shared with all staff across all year groups.
- m. Opportunities for children's learning are supported by specialist teachers in French, Music and PE.
- n. Children develop an awareness of other languages from the Early Years and are taught French in years 2, 3 and 4 whilst also developing their knowledge and understanding of the wider world throughout the curriculum. Children develop this further through the 'global community' curriculum opportunities and twinning links we foster.
- o. Outdoor Learning, Immersive Room and Forest School opportunities are provided for all children to allow learners to increase and apply their skills in different settings and environments.

5. Learning Environment

- a. **The learning environment is calm and promotes purposeful learning and questioning allowing learners to develop their ideas and articulate their reasoning**
- b. Classrooms are resourced so that children can become increasingly independent and have more influence over their learning.
- c. Resources and equipment are available to allow learners to explore their ideas through pictorial as well as concrete representations.
- d. Classrooms and learning areas are purposeful. Displays and learning walls are used to promote and support learning and value children's work

6. Skills

- a. The curriculum is planned using a progression of skills to ensure continuity of development for children in each subject. In addition to the skills children develop for each subject, the following skills are encouraged and developed across the curriculum and through other opportunities in the life of the school:
- b. Reading, writing, communication (including the use of technology) and mathematical skills are recognised as critical for children's success in the future and are a key focus.
- c. The following skills are also developed across the curriculum:
 - i. Collaboration, teamwork, independence, leadership;
 - ii. Question raising, exploration, investigation, problem solving;
 - iii. Organisation, reflection, planning, evaluation.
- d. Shefford Lower School works closely with local clusters and middle schools to ensure our connected curriculum feeds into the next stages of the children's learning.

7. Leadership

- a. Each subject is led by a Subject Leader.
- b. Subject Leaders plan, monitor, assess and lead their subject and hold responsibility and accountability for continuity and progression in learning across the subject.
- c. Subject leaders liaise with staff and lead staff meetings and training to inform staff of their subject.
- d. At Shefford Lower School we follow the Framework for Ethical Leadership and subject leaders demonstrate their leadership using the frameworks values and virtues.
- e. Subject Leaders use subject action plans and milestone documents to track and monitor their subjects over time.
- f. Curriculum coherence documents are in place to show clear expectations of knowledge, skills and objectives for each subject which are mapped over time from EYFS to Year 4. These documents include the subject links to the National curriculum as well as previous and next steps in learning and rich reading opportunities.
- g. Our Senior teacher for Curriculum coaches subject leads throughout the year to support, monitor and strengthen each subject.
- h. Subject leaders use their monitoring to write end of term subject leader reports which inform SLT and governors of the impact of their subject and provide clear next steps.

8. Monitoring

- a. Class teachers monitor the impact of their teaching on children's learning and make effective use of assessment to inform provision, monitor and track children's progress.
- b. Teachers assess learners for each subject using our school assessment and tracking tool 'Insight' and make termly.
- c. Subject Leaders are responsible for monitoring the quality of planning, provision, children's work, progress and skills development in their areas of responsibility.
- d. Senior Teacher for Curriculum is responsible for overseeing the curriculum and supporting and monitoring subject leaders to ensure the curriculum is well structured, relevant, broad and well balanced.
- e. Year Group Leaders are responsible for ensuring policy and practice are consistent across their year groups.
- f. Key Stage Leaders gather and use the above information to monitor effectiveness and standards across the Key Stage. They monitor the quality of teaching and assessment across the curriculum and feed into the School Leadership Team.
- g. Governors monitor this policy through curriculum reports and governor visits.

9. Museum and Art Gallery

- a. All children will have access to the museum displayed around the school.
- b. If on the wall, the panels/exhibits or artwork will be hung at child height and include a written description about each piece will be displayed next to the artwork so children can find out information about it, where it is from, when it was created and additional information.
- c. The museum will showcase a wide collection of exhibits, genres, as well as including work from throughout history, from around the globe, and different cultures.
- d. The museum will involve children and offer exhibits and hands on resources for children to refer to in their learning and offer cultural capital.
- e. Pupils have opportunities to develop as curators and conservators. In so doing, they begin to understand that museums and galleries employ these roles and what they entail, in order to maintain exhibits and consider relevance and priority.
- f. Pieces for the Shefford Museum and Gallery are chosen to align to, enhance and extend the curriculum and wider opportunities, as well as the local context of our school and its community.

10. Individual Needs/ Equality

- a. Children are happy and confident in their learning because there are high expectations and appropriate challenge and support across the curriculum.
- b. Children are actively involved in their learning at an appropriate level, through the use of live marking and effective assessment for learning.
- c. The provision of creative, practical, interactive learning experiences increases access for all children.
- d. There is planned differentiation across the whole curriculum.
- e. Assessment enables personalised learning so that all children make good progress.
- f. Additional adults are effectively deployed and managed to support children's learning.
- g. Organisation and seating are flexible according to learning matter so children work in a variety of groups to maximise their success, according to the learning at the time.