

The Dingle Primary School Curriculum Policy October 2021



Aims of the Curriculum

The Dingle Primary School's curriculum is balanced and broadly based. It:

- Teaches the knowledge and skills included within the Early Years Framework and The National Curriculum and other learning that the school considers relevant and most useful to the pupils of The Dingle Primary School.
- Is well taught, taking account of teacher workload, ensuring pupils make progress by knowing more and remembering more.
- Promotes the spiritual, moral, cultural, mental and physical development of pupils.
- Teaches pupils how to stay safe, including online, about healthy relationships, sex and appropriate behaviours including consent at an age appropriate level.
- Develops an understanding of British Values and expectations to be role models
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life and to make a valuable contribution to the school and to British Society as a whole.

Our curriculum comprises all learning and other experiences that are planned for our pupils. The National Curriculum forms the backbone of what we teach and the children learn. The National Curriculum provides pupils with an introduction to the breadth of knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

Beyond the national Curriculum, we are required to make provision for a daily act of collective worship and teach Religious Education to all our pupils. We also teach our children personal, social, health (including sex and relationship education at an age appropriate level) and economic education (PSHE) .

The Curriculum

Our curriculum is carefully planned, well sequenced and delivered to be progressive in content in all subjects and areas. Our pupils' learning begins with the schools' Early Years Curriculum and is built upon in Years 1 to 6 through teaching the full content of The National Curriculum. The school' curriculum is designed for pupils to:

- Receive a broad education full of experiences to meet the Early Years Learning Goals
- Be introduced to the best that has been thought and said helping to engender an appreciation of human creativity and achievement.
- Be taught a curriculum that is carefully planned to build upon and progress from prior learning in all subjects through the National Curriculum, meeting the expectations within the Programmes of Study.
- Become proficient in understanding and using the subject content identified in the Primary National Curriculum enabling them to be critical thinkers in their future learning and in response to new problems and situations.
- Access a literacy rich curriculum, developing good reading skills and a wide vocabulary, with the ambition for every child to be a reader
- Develop their communication skills both written and orally
- Become highly numerate
- Benefit from opportunities designed to address social disadvantage and maximise inclusion for all groups identified in the Equality Act and those with Special Educational Needs
- Make progress in their learning demonstrated by knowing more and remembering more in all subjects
- Be able to use the knowledge and skills learnt to be critical thinkers and be capable of attaining high in all subject areas
- Have a good understanding of relationships and sex at an age appropriate level
- To have the knowledge, skills, spiritual, moral, cultural, mental, economic and physical development to be active British Citizens, demonstrating the values expected, of role models, in our British Society.

Implementation of the school's curriculum

Setting suitable challenges

At The Dingle, teachers will set high expectations for every pupil. They will plan stretching work for pupils whose attainment is significantly above the expected standard. Teachers have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers will use appropriate assessment to set targets which are deliberately ambitious, and plan lessons with appropriate resources to meet their needs.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

At The Dingle, teachers will take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

We acknowledge that a range of pupils have special educational needs, some of whom also have disabilities. Lessons will be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice includes advice on approaches to the identification of need which can support inclusion for all pupils. A minority of pupils will need access to specialist

equipment and different approaches. The school will follow The SEN Code of Practice which outlines what needs to be done for them.

We will also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum, may be in advance of their communication skills in English. Teachers will plan teaching opportunities to help pupils develop their English and aim to provide the support pupils need to take part in all subjects.

Numeracy and mathematics

Teachers will use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.

Pupils will be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and check their work. Pupils will develop their geometric and algebraic understanding. They will also understand the cycle of collecting, presenting and analysing data. They will be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Language and literacy

Teachers will develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching. Understanding the language provides pupils with the ability to access the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken language

Pupils will be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

Teachers will develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils will be taught to read fluently, understand extended prose across a range of subjects and topics (both fiction and non-fiction) and be encouraged to read for pleasure and to promote wider reading. We will provide a book rich environment and have high expectations of reading to take place at home.

Pupils will develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar. They will build on what they have been taught to expand the range of their writing and the variety of the grammar and punctuation they use. Their writing will include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers will therefore develop vocabulary actively, building systematically on pupils' current knowledge. They will increase pupils' store of words in general; simultaneously, they will also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write and have a greater understanding of what they are reading. It is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Subject Content and knowledge taught

Children in our Reception Classes (ages 4-5 years) will be taught a variety of aspects including Communication and Language Development, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. This grounding will form the base upon which future learning will be developed in Key Stage 1 and 2.

For pupils in Key Stage 1 and 2, the knowledge that will be taught and the skills that we will develop will reflect the subject content within the Programmes of Study in the National Curriculum. These subjects include:

Mathematics, English, Science, Computing, Geography, History, Art, Design and Technology, Physical Education, Music and a Modern Foreign Language (Key Stage 2 only) .

The content may be taught through specific time allocated to a subject, or as a subject under the umbrella of a 'topic' such as The Ancient Egyptians, where opportunity exists for cross curricular learning, and through smaller pieces of learning eg a drama performance on E Safety. Our curriculum will be further enriched through pupils taking part in residential and day trips, visitors being invited into school, extra-curricular clubs, competition, musical and dramatical performances and sporting activities. The curriculum will be planned to not only progress learning, but to ensure the activities engage the learner, encouraging the highest level of interest in what is being learnt.

Throughout a pupil's time at The Dingle, the curriculum is planned so that children have the chance to recall and revisit elements of the curriculum that have previously been taught, to consolidate prior learning and to use their knowledge to help them think critically and make links between, knowledge, concepts and ideas.

How the Curriculum will be taught.

Expectations of teaching are high. To ensure our pupils achieve well teachers will:

- have the resources and support to develop a strong knowledge of the subjects they will teach.
- enable pupils to understand key concepts by presenting information clearly and promoting discussion
- check pupils' understanding effectively, identifying and correcting misunderstandings.
- by recalling and revising prior learning, teachers will ensure key concepts are embedded in pupils' long term memory so that they can apply them and think critically when faced with new learning, and not simply memorise disconnected facts.

How we will measure the Impact of our Curriculum

Learning has been defined in cognitive psychology as an alteration in long-term memory. The school will judge its success by asking whether pupils know more, as a result can do more and, importantly, remember more. When new knowledge and existing knowledge connect in learner's minds, this gives rise to understanding. Our curriculum is well designed in sequence and constructed so learning is built upon and therefore children are able to progress. Learners at The Dingle will be able to engage in higher levels of cognitive thinking, with ever increasing depth of argument and criticism as they pass between different year groups. As a result they will be able to give well thought out explanations, comments and make increasingly complex decisions with just reasons. Their responses will be based upon the links, or schema, between different pieces of knowledge they have gained and the experiences they have come across.

Statutory Assessment

The school will be able to measure some areas of its curriculum against National Standards by completing National Assessments in the school years when children will be 5, 7 and 11 years old. It will be able to use the results as a measure to evaluate the success of the School's Curriculum, by making comparisons with national benchmarks.

Early Years -Pupils will be assessed at the beginning of Reception completing the national Baseline Assessment. They will then be assessed against 17 statements of attainment, called the Early Learning Goals (ELG) and a decision will be made whether a child has met a Good Level of Development (GLD). A child will attain a GLD if they meet each of the first 12 ELGs within the Early Years Framework, excluding those in Understanding the World, and Expressive Arts and Design.

In year 1 children will complete the Phonics Check and have the opportunity to resit in Year 2 if required. In year 4 children will be expected to take the 'Tables Check'

At the end of KS1 (Year 2) and at the end of Key Stage 2 (year 6), all children will be assessed against national standards through the Standard Assessment Tests (SATs) and teacher assessments. These assessments will be used to judge pupils' attainments in Reading, Writing, Spelling, Punctuation and Grammar, Mathematics and Science.

Other Assessments

As well as Statutory Assessments, the school will also use formative and summative assessments to judge how pupils are progressing through the Programmes of Studies in each subject. This will inform the teacher of the next steps of their planning to meet the needs of the pupils in the class.

Summative assessments in many subjects, usually towards the end of a unit of work, will provide the teacher with the information to help judge the success of each pupil's learning and the progress they are making. It will also provide valuable information to the school to allow it to judge the success of the curriculum offer as a whole and to make developments where necessary. There is no national comparative standard for Foundation Subjects, but the school will moderate its work by comparing pupil outcomes to the expectations of the National Curriculum, attainment between classes and year groups within the school and by moderating outcomes against other local primary schools.

Monitoring of the Curriculum

The curriculum at The Dingle is designed to help reduce workload for teachers. Along with valid, nationally collected data, monitoring of our curriculum will focus on what is being taught and what our pupils remember. This may include collection of internal data, reviews of children's work, discussions with pupils and teachers, professionals' opinions, observations and assessments and observations of lessons. Leaders will be mindful not to burden teacher's with additional unnecessary tasks that do not impact directly on improving the quality of pupils' learning. The information collected will be used by teachers, subject leaders, senior leaders and Governors in helping to make judgements about the success and future developments of the curriculum to ensure the curriculum taught is that which is most useful.

Covid Recovery

At The Dingle we recognise that the children's education has been affected. Despite most children either being in school or offered remote learning, the quality of education that the children received was not as it would have been. As a result, we have considered and prioritised aspects of the curriculum, in particular in Reading and Maths to ensure the children make rapid progress towards where we would have expected them to be at this time in their school careers. We pay great attention to both formative and summative assessments to identify gaps in pupils' learnings which need to be filled before progressing further. For example additional phonics teaching has been provided for younger children learning to read in Year 1 and 2 and we pre teach before starting a new topic to ensure children have the information necessary to make sense of their learning. For example, we recognised the need to teach the locational knowledge of Greece before teaching the history of Ancient Greece.

Date 12/10/21

Last review 17/1/22

Signed _____ Chair Of Governors.

Signed _____ Head Teacher