



# Curriculum – Teaching and Learning Policy

Signed by:

Mrs N Hall \_\_\_\_\_ Headteacher

Date: January 2024

Mr D Hall \_\_\_\_\_ Chair of governors

Date: January 2024

Next Review Date: January 2025

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## 1. Vision and Aims (3 I's)

### The Mulbarton Primary School Curriculum

Our curriculum is based on the National Curriculum for Years 1-6 and the Early Years Foundation Stage Framework in Reception.

Over recent years, we have developed our curriculum to ensure that we not only meet, but exceed, the requirements of the National Curriculum by providing children with **exciting, engaging** learning opportunities, that hook the children in, and give them extra **experiences** through WOW days, visits and visitors. We ensure progression of **knowledge** and **skills** through each year group in preparation for future learning.

Our curriculum is designed with our **children at the heart**. We want our children to be **autonomous, resilient** learners who take **ownership** over their own progress. We encourage our children to: seek out and enjoy **challenges**, work **collaboratively** with others and be **reflective** about their learning and progress.

At Mulbarton Primary School, we set **high expectations and** ensure **equal opportunities** to allow all children to reach their full potential. We follow a **challenge-led** approach to lessons where the children select which challenge (bronze, silver, gold) they complete. We do this in all the foundation subjects across the curriculum. Children are encouraged to reflect on their choice of challenge, being aspirational and moving between the challenges accordingly.

We have '**7 Wonders of Learning**' that are at the core of everything we do in our school, these are: focussed, collaborative, resilient, reflective, aspirational, inquisitive and problem solving. Our children are asked to consider which of these wonders they use within lessons and around the school.

Mulbarton Primary School has wonderful school grounds including a forest area, reflective area and large field / playground spaces. We promote **active** and **outdoor learning** opportunities as much as possible.

We provide a range of **extra-curricular** activities both during and outside of school hours. These include: sporting, musical and craft opportunities. Some clubs are led by school staff and others by bought in professionals.

## Intent – What are we trying to achieve?

- Our School Ethos:

*'We are a learning community aiming to provide an outstanding broad curriculum in a stimulating and safe environment. We want everyone in our school to be happy, resilient and loved, showing respect for each other and the world we live in. We value diversity and individuality and strive to ensure everyone achieves their full potential in a nurturing atmosphere of support and encouragement.'*

At Mulbarton Primary School we aim to:

- provide an exciting, engaging, curriculum that exceeds the requirements of the National Curriculum.
- help our children become autonomous, resilient and reflective pupils who have a love of learning.
- set high expectations (challenge-led approach), and give equal opportunities, to allow all children to reach their full potential.
- support our children to develop knowledge, and acquire skills, which they can use and apply both within, and outside, of school.

## Implementation – How are we going to deliver this?

We have created an enriched National Curriculum that is:

- Creative – topic-based
- Immersive - visits, visitors, wow days
- Purposeful – cross-curricular
- Progressive - Full of knowledge and skill application

We believe in a child-led, and challenge-based, learning approach. Within every lesson the children choose from a range of set challenges; Bronze, Silver, Gold and Extension.

We have used a range of different schemes (Get Set 4 PE, Music Express, White Rose, etc.) to create our own curriculum progression documents suited to our school. These documents ensure that our children's prior learning is embedded and built upon each year.

Our 7 wonders of learning encourage and reward our children for demonstrating learning values. These are:

Focussed      Aspirational      Collaborative      Resilient      Reflective      Problem solver      Inquisitive.

Across the school we provide positive learning environments that foster engagement.

## Impact – What difference is our curriculum making?

As a result of our curriculum we have:

- raised attainment.
  - Years 1-6 results for children that are making good, or better than expected, progress (from end of Spring Term 2023 to end of Summer Term 2023):  
Reading = 92%      Writing = 95%      Maths = 93%      Science = 95%
- knowledgeable, happy, engaged, resilient children, with a love of learning, and who have achieved their potential.
  - *'Pupils at Mulbarton Primary School personify the words polite and kind.'* (Ofsted, 2022)
  - *'Pupils feel happy and safe at their school.'* (Ofsted, 2022)
  - *'Children present as confident, independent learners.'* (Ofsted, 2022)
  - *'Pupils benefit from a well-constructed curriculum.'* (Ofsted, 2022)
- children who are ready for the next stage of their learning and aspire to be life-long learners.
  - *'Children in the early years get a strong start to their education.'* (Ofsted, 2022)
  - *'Pupils learn to be confident, considerate citizens.'* (Ofsted, 2022)

## 2 Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 3 Roles and Responsibilities

### 3.1 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.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

### 3.2 Headteacher / SLT

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.
- Where appropriate, the individual needs of some pupils are met by creating a bespoke curriculum to reflect their needs and working level.
- 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 to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

### **3.3 Curriculum Lead:**

The curriculum leader will monitor the whole curriculum throughout the school, and feedback to the SLT, ensuring breadth of coverage in each year group and alignment with the agreed year group curriculum. Planning should be progressive, by building on prior learning, and linked to the overarching topic where possible. The curriculum leader, alongside the SLT, will also monitor enrichment and enhancement activities to ensure they support teaching and learning. Home learning and challenges will also be monitored.

### **3.4 Other staff**

Each curriculum area has a subject leader who is responsible for writing and updating action plans for their subject and keeping up to date with new initiatives related to their subject. They will each have an up-to-date subject leader file. They are responsible for monitoring coverage and attainment in their subject area throughout the school.

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

Subject Leaders:

<b><u>Curriculum Subject Area</u></b>	<b><u>Leader</u></b>
Mathematics	Ms Hesmonhalgh and Miss Lees
English	Ms Taylor and Miss Sergeant
Science	Mrs Bird
PE	Mr Lawrence
History	Mr Clarke
Geography	Mr Santy
Computing	Mrs Wyer
Online Safety	Mr Clarke
Art	Mrs Page
DT	Mrs Pritchard
Music	Mrs Brigden
MFL	Mrs Brooks
Learning For life and RSE	Mrs Yau
RE	Miss Shipp

## **4 Organisation and Planning**

We follow a thematic approach to planning and teaching our curriculum. Our staff have worked collaboratively to create a personalised curriculum that is well-sequenced and progressive.

We also use the following schemes to support our planning and teaching:

- Rocket Phonics
- White Rose Maths Hub
- PLAN (Science)
- Get Set 4 PE
- Music Express
- PATHS
- Language Angels
- RE Norfolk Syllabus
- Teach Computing

Our Curriculum is adapted to suit our local context by

- allowing children to become autonomous learners who take ownership of their own learning through a challenge led approach.
- develop resilience and independence through residential trips and responsibilities in school.
- providing children with opportunities to take risks and explore the outside space in forest schools and through OAA (outdoor adventurous activities).
- enabling the children to broaden their experiences of other cultures through quality text selection (Power of Reading) visits and visitors eg. Norwich synagogue.

### **How subjects are taught:**

#### **EYFS**

At Mulbarton Primary we follow the 2024 EYFS Foundation Stage Curriculum with all children working towards achieving the Early Learning Goals by the end of Reception. The documents Development Matters and Birth to Five are considered when planning for and assessing our Foundation Stage children. The EYFS is made up of seven areas of learning and development, all areas are crucial in early learning and often inter-connect.

The three prime areas are: -

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The four specific areas are:-

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

The curriculum in EYFS is a balance of planned, learning through purposeful play, both indoor and outdoor, objective-led work and child-initiated work. The children will have the opportunity each day to explore different areas of the classroom as part of their continuous and enhanced provision. Whole class sessions are also delivered to children. Teachers plan for a balanced, creative curriculum. All areas within the EYFS will be planned for. Observations and objective-led plans carried out by the EYFS team identify children's next steps for learning and their progress is recorded regularly. Children in EYFS have daily phonics and maths sessions.

See our EYFS policy for information on how our early years curriculum is delivered.

#### **KS1 and KS2**

In KS1 and KS2 the National Curriculum is followed. The subjects taught are Mathematics, English, Science, Computing, History, Geography, MFL (KS2), RE, Design Technology, Art and Design, Physical Education, PSHE and Music. Each subject is taught individually so that children know when they are being 'historians', 'mathematicians', 'scientists', etc. However, lessons may be linked to the overarching topic for their year group. This approach allows teachers to clearly teach the National Curriculum objectives but also provide purpose and engagement to our learners. The topics have a subject specific focus which ensures a breadth of study across the year. In English, comprehension, handwriting, SPaG and Phonics should be taught as part of the curriculum in all year groups. At Mulbarton Primary School, we teach the White Rose Maths scheme of work and these lessons are linked to the overarching topic where appropriate, for example applying the properties of 3D shapes to build a city within the topic Bright Lights, Big City.

At the start of Key Stage 1, following on from EYFS, we continue providing a mixture of continuous/enhanced provision activities with adult-led directed work. Alongside this, our teachers begin to add opportunities for more formal learning through group and whole class input. Children continue to learn through exploration.

In KS2, the children are taught in discreet subject areas but under the umbrella of a theme or topic.

Across the school we set differentiated levels of challenge in all lessons: often through bronze, silver and gold challenges.

In addition to the above, we teach RSE (relationship and sex education) from reception onwards in an age-appropriate way. For example, reception children look at the life cycle of a butterfly and year 4 discuss signs of puberty.

All staff are aware of SMSC (social, moral, spiritual and cultural education) and ensure this is reflected across the curriculum.

British Values are taught both discreetly through assemblies and circle time but also are embedded in the ethos and practices of the school. For example, voting for end of term rewards.

## **Planning**

- Long Term Plans are created by each year group, based on our subject progression documents. These show the topics, and the content taught within each subject, across the year. The plans are followed by each class in the year group to ensure that all children get the same experiences. These are available on the school website.
- Medium Term Plans are created in the form of Knowledge Organisers and Curriculum Maps. The Knowledge Organisers show the topic, key vocab and facts that the children will learn over the half term. These are given to parents and are available on the school website. The Curriculum Maps show the learning objectives that will be taught each half term for every subject.
- Short Term Plans are created in the form of a weekly overview. These show clear learning outcomes, challenge levels for each lesson, the teaching input, activity, use of adults and assessment for learning. It is the class teacher's responsibility to share information from these plans with their support staff (Teachers, Teaching Assistants, 1:1 staff).



## 5 Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment 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 SEND.
- Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of 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.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

## 6 Monitoring

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Deep Dive days (learning walks, book looks, pupil voice, meet with subject leads)
- Meetings with SLT

The SLT (including curriculum lead and subject leaders) will monitor the way subjects are taught throughout the school by carrying out:

- Learning walks
- Book looks
- Pupil voice
- Data analysis
- Performance management
- Pupil progress
- Moderation

The curriculum lead is allocated one full day's management time to complete monitoring.

All subject leaders are allocated non-contact time each term to monitor their subject.

This policy will be reviewed annually by the curriculum lead. At every review, the policy will be shared with the full governing board.

## **7 Parents**

We encourage parents and carers to be an active part of their child's learning. We have regular parent meetings in school and parents can contact staff, by emailing the school office with any concerns.

Every term, each year group arranges a Learning Café or class assembly for parents to attend. These have a different focus each term and are often used as a workshop to give parents support/ideas on how to support their child's learning at home.

All classes have a parents evening in the Autumn Term and Spring Term. At the end of the Summer Term, parents receive a written report containing end of year results.

## **8 Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Feedback policy
- Home Learning Policy
- SEND policy
- Equality information and objectives