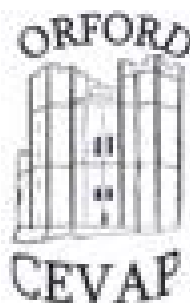


Orford CEVA Primary School

Curriculum Policy



**“Whoever is faithful in little is also faithful in much”
Luke 16:10**

As a Christian school we endeavour and encourage everyone to believe that in joining together our individual skills, actions, thoughts and experiences, we can achieve our mission to sow faith, grow learning and inspire futures.

Adopted: July 2020

Approved by Governors:

Review date: June 2021

Aims and Objectives

At Orford CEVA Primary School, we have designed a curriculum with the following aims and objectives for our pupils:

Being - For pupils to value themselves as unique, special individuals, to know they have a right to be in relationships which ensure they are happy and safe and be confident that they can meet challenges and barriers and overcome them.

Belonging - For pupils to understand that they are part of a family, community, region, country and world, to provide meaningful opportunities for them to explore that idea and to help them recognise that they can make a significant contribution to those places through their actions, words and ambitions.

Growing - For pupils to understand that their life is a learning journey marked by important milestones, that making good use of opportunities and experiences will help them become the person they want to be and that the skills and knowledge they learn in primary school will benefit their future.

Experimenting - For pupils to understand that through questioning, taking risks, curiosity and sharing their ideas with others they can open doors to wider opportunities. For pupils to understand that their passions and interests may be the foundation of their future and should be valued, nurtured and developed.

These aims and objectives are detailed in our intent plan which sets out our ambitions for ensuring pupils thrive and flourish at each stage of our curriculum (see appendix 1)

Curriculum Content and Sequencing

At Orford CEVA Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception.

National Curriculum Subjects and Time Dedication

Key Stage 1		
Core Subjects	Time allocation	Break down
Maths	6.75 hours	5 hours 1 hour persistent teaching 45 minutes mental maths

Literacy	7 hours	4 hours 1.5 hours reading 30 minutes handwriting 30 minutes grammar persistent teaching KS2 - 30 minutes spelling persistent teaching KS1 - Daily phonics
Science	1 hour	weekly
RE	45 minutes	weekly
Foundation Subjects		
History	45 minutes	Weekly for 3 terms over 2 year rolling program
Geography	45 minutes	Weekly for 3 terms over 2 year rolling program
Art	1 hour	weekly
Design Technology	1 hour	Food technology $\frac{1}{3}$ weeks in teaching kitchen 4 x half terms over 2 year rolling program
PE	2 hours	Weekly autumn and spring terms Swimming Summer term replaces 1 hour
Music	45 minutes	weekly
PSHE	25 minutes	weekly
Computing	45 minutes	weekly
MFL	30 minutes	weekly

Key Stage 2 (including year 2 when applicable)		
Core Subjects	Time allocation	Break down
Maths	6.75 hours	5 hours 1 hour persistent teaching 45 minutes mental maths

Literacy	7 hours	4 hours 1.5 hours reading 30 minutes handwriting 30 minutes grammar persistent teaching KS2 - 30 minutes spelling persistent teaching KS1 - Daily phonics
Science	1 hour	weekly
RE	1 hour	weekly
Foundation Subjects		
History	1 hour	Weekly for 3 terms over 2 year rolling program
Geography	1 hour	Weekly for 3 terms over 2 year rolling program
Art	1 hour	weekly
Design Technology	1 hour	Food technology $\frac{1}{3}$ weeks in teaching kitchen 6 x half terms over 2 year rolling program
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PSHE	25 minutes	weekly
Computing	1 hour	weekly
MFL	45 minutes	weekly

Rolling Programme

- Our curriculum is based on a 2 year cycle rolling programme. This ensures children in classes of mixed year groups follow the national curriculum and that learning builds progressively towards the end of Year 6
- Curriculum maps are grouped and planned for as Y1, Y2, Y3/Y4 (Lower KS2) and 5/6 (Upper KS2).
- Year 2 curriculum is planned for as an individual year to allow for the curriculum to be embedded in Class 1 or Class 2. This enables the school to be flexible in vertically

grouped children in response to numbers of pupils on roll in each year group. It allows for better matching of key stage objectives and ensures the correct coverage for children in the middle of the school

- . Children may encounter subjects in a different year group (e.g. year 4 science when they are in year 3) but they will have completed the whole curriculum by the time they leave year 6, in a scaffolded and timely manner.

Curriculum Maps

- . Long Term Plans for all subjects for Y1-6 are organised into units by year group, known as curriculum maps (Appendix 2)
- . All curriculum maps identify the key learning of each unit
- . The yearly plan and rolling programme indicate which year group and units each class should focus on each year. The programme is based on a spiral model with all key ideas being revisited and built on at regular intervals through each key stage and class.
- . Wherever possible themes are dovetailed across the curriculum, to create extra opportunities to embed knowledge and skills, this includes linking to key areas in the EYFS curriculum where appropriate.

Knowledge Organisers

- . Knowledge organisers support medium term planning. They identify prior knowledge and skills, new knowledge and skills and key vocabulary that must form the backbone of the learning in that unit. Some have been written by subject leaders, others have been selected from published schemes of work. Each organiser also identifies how the unit links to the school's intentions of **Being, Belonging, Growing, Experimenting** (Appendix 3)
- . Knowledge organisers distil and clarify the building blocks for learning in each subject ready to extend in classroom learning. They do not replace other lesson planning resources but make it explicit what pupils need to know automatically and be able to apply and develop in lessons.
- . For the whole school (including EYFS) in Maths, Reading, Writing and Science, staff are expected to complete a "Big Ideas" plan (Appendix 4) which indicates the main steps children will work through to attain the knowledge and skills identified in the knowledge organisers or published schemes of work.

Learning

- . Should be planned before each session in a format that work for individual teachers and classes
- . Must always be based on robust assessment, identify the main learning and activities for all children in the class, including those with additional needs
- . Must reflect the curriculum overviews and use the knowledge organisers or published scheme as a backbone for learning and practising knowledge and skills

- Should include short and long term memory strategies to ensure knowledge embeds and generative knowledge is fostered.
- All classroom staff should be given a copy of short term planning and their role clearly identified and understood before each lesson begins

EYFS

Please see separate Early Years and Foundation Stage Policy for information and details of the early years curriculum at Orford CEVA Primary School and PreSchool.

Enrichment and Entitlement

Extended Curriculum

At Orford CEVAP School, we have extended the curriculum to include additional provision in the following areas.

Teaching Kitchen Garden Project

Aims:

- To link pupil's education to the local economic and employment picture
- To provide meaningful context for learning and practising skills in Maths, Literacy, Science, PSHE and Food technology.
- To provide excellence in food technology education
- To teach pupils about healthy eating and develop good eating behaviours and habits.
- To foster an understanding of food production and distribution and its contribution to the economy and its impact on the environment.
- To foster an attitude of responsibility for the environment and a sense of wellbeing.

Provision:

Pupils are provided with the opportunity once every three weeks to prepare and cook food in our dedicated teaching kitchen. Class 1 cooks healthy snacks and breakfast or lunch dishes. In Class 2 and 3, pupils cook a two course meal which they serve and eat with their cooking group and additional guests at lunchtimes.

Every week pupils not cooking spend 30 minutes in the kitchen garden, learning about plant life, developing skills in food production, land management and conservation. They grow and harvest food to supply the teaching kitchen.

Forest Schools

Aims:

- To foster a passion and connection for being outdoors
- To support a development of a relationship between pupils and the environment
- To promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners

- To offer learners the opportunity to take supported risks appropriate to the environment and to themselves.
- To provide a range of learner-centred processes to create a community for development and learning

Provision:

In Class 1 all pupils have a half day session of learning in forest schools every week. Class 2 and 3 have alternate half termly courses in forest schools throughout the year in sessions of 1 hour. All forest school provision is led by a qualified forest school practitioner following the six principles of forest school education.

Inclusion

As a school we believe that **all** pupils should receive a broad and balanced curriculum. We work to meet the individual needs of pupils in core subjects but not to the detriment of other curriculum areas.

We ensure pupils access a broad and balanced curriculum by

- Chosen slots in the timetable with care and variation if pupils need to be withdrawn for interventions or additional activities
- Providing an enriched curriculum which gives contextual learning and facilitates additional opportunities for pupils to achieve, explore individual potential in a wider curriculum, challenge themselves and strengthen their sense of self-worth
- Establishing a consistent learning environment and culture which ensures support is given across all subjects in areas such as behaviour, SLCN, reading
- Giving opportunities when possible and appropriate for pupils to pursue group and individual interests
- Providing opportunities for pupils to make choices in selecting strategies and methods which ensure knowledge and understanding is embedded
- Providing a personalised curriculum where relevant and appropriate for individual pupils
- Acknowledging achievements across curriculum (and out of school) in Friday assemblies, celebrating all skills and talents

Roles and Responsibilities

Governors

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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirement
- 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 decision
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Leaders

- Establish the purpose, principles and expectations for their subject and communicate these clearly through curriculum design
- Ensure curriculum knowledge and skills are being implemented and assessed correctly in all year groups/classes
- Ensure resources are up to date and relevant to current teaching and learning
- Share their passion, good practice and innovation in their subject area
- Support teachers with subject knowledge and pedagogy to ensure high quality provision
- Attend CPD and network events to update their knowledge and skills and stay abreast of current developments
- Monitor attainment and progress in their subject and act on any concerns
- Invite the views of stakeholders, especially pupils to shape the provision of the subject to the needs of our unique setting

Class Teachers

- Communicate an enthusiasm and interest in all subjects taught
- Follow curriculum plans and knowledge organisers in all subject areas
- Ensure timetabling allows for correct curriculum coverage
- Plan for individual needs and abilities to ensure all children have equal access to curriculum and opportunities to succeed
- Take responsibility and seek support to ensure they have good subject knowledge
- Use appropriate resources and pedagogy to engage children and enhance learning

- Provide regular feedback so children know what they are doing well and what they need to do in order to improve across all subjects
- Ensure other adults in the room are deployed effectively to maximise learning
- Complete regular assessments as detailed in the assessment policy to ensure provision has impact

Monitoring and Review

This policy will be reviewed in June 2021