

Dollis Primary School



Curriculum Policy

Curriculum Policy			
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Ratified by Governors	LGB	Website	Yes

1. School Vision and Values.

Our vision is: **Excellence in All we do! Shaping attitudes, efforts and ambitions.**

It is our firm belief that every child should leave Dollis Primary with:

- the knowledge, skills and education that prepares them for secondary school, adult life and the world of work,
- a sense of responsibility as a future global citizen;
- ambition and an awareness of their limitless potential and
- a thirst to be a motivated learner for life.

Our values of **Kindness, Honesty, Respect, Determination, Courage and Ambition** are the golden threads of our ethos. They permeate the teaching of every subject area and underpin the inclusive nature of our broad and rich curriculum and vision.

We aim for our school to be a place where individual strengths are nurtured so that children can achieve at an outstanding level.

2.The Dollis Curriculum Intent

2.1 At the end of their Key Stage 2 experience, the Dollis child will have the skills and knowledge to be an exceptional citizen and succeed in life. Alongside British Values, our values of kindness, honesty and respect, determination, courage and ambition permeate the teaching of every subject area and underpin the inclusive nature of our broad and rich curriculum.

Our school, based in the heart of Barnet, has a curriculum that recognises the history of our locality and the diversity of its community, acknowledges the school's vast grounds and rich opportunities for outdoor learning; embraces new technology and challenges global issues.

We have structured our inclusive ambitious curriculum through a long-term map that demonstrates the sequential progression of knowledge and skills. It is a spiral curriculum that builds on prior knowledge and gives opportunities for children to distil, crystallise and consolidate their learning. Each subject has clear end points for every year group and the end points enable pupils to meet our curriculum intent. The curriculum equips pupils with the knowledge and cultural capital they need to succeed in life.

The curriculum prepares children for their future through equipping them with the essential skills of collaboration, communication, investigation, motivation, self-management and problem solving.

It is our firm belief that every child should leave Dollis Primary with:

- the knowledge, skills and education that prepares them for secondary school, adult life and the world of work,
- a sense of responsibility as a future global citizen;
- ambition and an awareness of their limitless potential and
- a thirst to be a motivated learner for life.

2.2 Legislation and guidance

Our curriculum 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 2014 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.

2.3 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 SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities 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 SEN policy and information report.

2.4 Curriculum Design

Our updated approach to the curriculum is grounded in research evidence about how pupils learn and retain knowledge in the long term – focusing, in particular, on cognitive science in relation to how learning and retaining knowledge in the long-term memory. We have taken account of...

- Barak Rosenshine (Principles of Direct Instruction –and additional research by Tom Sherrington)
- Mary Myatt / Dylan Williams (Formative assessment / curriculum development)
- Doug Lemov (Teach like a Champion)

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) Learning is most effective when classroom instruction breaks learning down into small steps and cognitive load is managed

- 2) An integrated approach to curriculum development and planning helps pupils to discriminate between topics and aids long-term retention of 'powerful knowledge' in a domain specific way
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength

Carefully sequenced knowledge acquisition is integral to a high-quality curriculum, enabling children to develop a deeper understanding and to perform increasingly complex skills. **Knowledge organisers** are tools to help children gain, retain and build the knowledge and skills as set out in our curriculum intent. We also give pupils time to complete **retrieval practice sheets** at the end of our weekly lessons.

Pupils and parents are given **Knowledge organisers and curriculum newsletters** every term to enable them to have a deeper understanding of the curriculum that is taught. They also receive yearly information about the **curriculum end points** for their child's year group.

The subject curriculum follows the curriculum map design. It is delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and enable the child to work towards defined curriculum end points.

Teachers check pupils' understanding effectively, identifying and correcting misunderstandings, and ensure that pupils embed key concepts in their long-term memory and apply them fluently.

3 Implementation

3.1 Implementation is the delivery of the curriculum intent: it is how we teach the subjects. Our teaching which is based on sound pedagogy enables pupils to understand key concepts, present information clearly and promote appropriate discussion through irresistible learning opportunities.

3.2 Early Years Curriculum

Our EYFS curriculum is delivered using a play-based approach. We plan a balance between children having time and space to engage in activities they initiate themselves and those that are planned by adults. At all times staff interact with the children to challenge and stretch them.

At various times during the day children in Reception class may be taught either as a whole class or in small groups, notably for daily phonics sessions (using the 'Sounds Write' programme) and short 'Mastering Number' sessions.

Children in the Nursery and Reception classes have access to stimulating inside and outside environments and are encouraged to free-flow between both spaces.

Learning opportunities are planned around the interests of the children and are based on spontaneous observations in order to provide opportunities for the next steps in their learning. Some learning opportunities are planned around themes e.g. transport, castles as well as key events in the year e.g. the seasons, festivals.

3.3 Years 1 to 6 - Key Stage 1 and Key Stage 2

Children in Years 1 to 6 are taught all areas of the National Curriculum: Core subjects

- **English**
- **Mathematics**
- **Science**

Foundation subjects

- Art and Design
- Computing
- Design and Technology
- Geography
- History
- MFL - Spanish
- Music
- Physical Education

In addition, all children study Religious Education (R.E.) and Personal, Health and Social Education (P.S.H.E.) Relationships and Sex Education (R.S.E.) and Rights Respecting School Children's rights programme.

The curriculum is organised in half termly blocks. Every half term the curriculum is based upon a theme or a text. Some subjects may be taught discretely e.g. RE, but where possible, links are made. Each half term, the National Curriculum objectives are planned and covered. All subjects are taught over the course of a term. Lessons are planned to enable focus on basic skills and impart knowledge to:

- motivate both boys and girls
- facilitate opportunities for investigative and practical activities
- give opportunities to explore international perspectives
- provide opportunities for children to use ICT.

3.4 Mathematics

At the start of Year 1, mathematics is taught as part of an integrated day. By the end of Year 1, children progress to having a discrete mathematics lesson each day. From Year 2 to Year 6, mathematics is taught daily in discrete lessons.

3.5 English

In KS1 and KS2 there are two/three Whole Class Reading sessions during the week. In KS1 there are daily handwriting lessons and phonics lessons. In lower key stage 2, children consolidate handwriting skills every week. Upper key 2 children are encouraged to develop their handwriting style through fluency and pace. Daily English lessons take place within a linked curriculum focus to develop speaking and listening, reading and writing skills. In KS1, each class has one timetabled lesson to visit the library each week and in KS2, each class is expected to have a library session at least once every fortnight.

Children receive daily explicit instruction of challenging vocabulary using **Mrs Wordsmith**, (with a focus on academic "Tier 2 words") in exciting ways that actively involve pupils. Alongside this, pupils are taught strategies to independently deduce the meaning of new words they encounter such as through considering context

cues and exploring the morphology of words which allows for direct links to be made with spelling and grammar.

We aim for all of our children to be able to write independently in a variety of genres and for a range of purposes with fluency, accuracy and enjoyment. We believe children should understand from an early age that their writing needs to be accurate, legible and set out in an appropriate way. It is our hope for them that they will learn to enjoy writing, see the value of it and for them to leave us as confident, accomplished writers. We acknowledge the role that discussion and oral rehearsal plays in our understanding of the written word as well as the importance of teacher modelling of the writing process.

3.6 Foundation subjects

In KS1 and KS2, children have weekly lessons which cover the foundation subjects. Most subjects are taught within the umbrella of a topic, with a cross-curricular approach. Whenever suitable, this approach is used. The wider curriculum is taught every week with a balance of all subjects being taught each week. If appropriate, special event days are held by year groups to focus on a particular subject e.g. RE day, DT day or Art day. Topics for Foundation subjects (such as Humanities, Art & DT) have an overarching question and every lesson the learning Objective will be set out as a question to be investigated.

Subject leaders are given opportunity to develop their own subject knowledge, skills and understanding so they can support curriculum development in the subjects they lead.

3.7. Compass for Life(C4L)

At Dollis we use 'Compass for Life' to enriched our curriculum offer. Devised by Floyd Woodrow, Compass for Life is a framework that provides children with a strategy and common language so that they can take responsibility for their own learning and achieve their ambitions in partnership with their teachers. Using the four cardinal points – North; Super North Star, East; Ethos, South; Strategist and West Warrior Spirit children are coached and inspired to have ambition and to see the benefits of values and character education.

Every child at Dollis, from 2 -11 years, annually sets their Super North. In addition, the children in years 4, 5 and 6 use the C4L teaching tools for 24 weeks.

3.8 Building Cultural Capital

Ofsted define **cultural capital** as: **"the essential knowledge that children need to be educated citizens"**. It is about giving children the best possible start to their early education. As part of making a judgement about the Quality of Education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.

At Dollis we develop pupils' cultural capital through giving children carefully chosen additional knowledge and experiences, theme weeks, trips and workshops within and outside school. These learning opportunities which are woven through the curriculum also enrich and develop children's spiritual, moral, social and cultural development.

4. Impact

Assessment is used to check pupils' understanding and it supports the teaching of the curriculum.

4.1 Measuring impact

Measuring the impact of our highly ambitious curriculum will need to be done in two ways.

- First, through the success of children in their standardised tests in year 2 and year
- Then, second, through the personal development they show as resilient learners, who can live a healthy life and who are respectful citizens.

In relation to the standardised tests, our aim is for every child to make outstanding personal progress. In particular, our pupils will;

- From their different starting points, make good academic progress and have strong attainment in the core subjects when compared to local and national results.
- Have knowledge, understanding and skills that is secure and embedded so they are fully prepared for secondary school, further education and the world of work.

In relation to their personal development, our pupils will;

- Have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.
- Demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- Develop a sense of self-awareness and become confident in their own abilities creatively, socially and physically.
- Be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our community and the wider society.

Our pupils are being prepared for the next stage of employment through:

- **Experiencing the 'Dollis Promise' – this is the cultural capital provided in each subject area in its curriculum content, breadth and balance**
- **Coaching through the Compass for life to be resilient, ambitious and aspirational.**
- **Meeting the expected standard or higher in their year 1 phonics, KS1 and KS2 SATs and at the end of the EYFS.**

5. Roles and responsibilities

5.1. The Local Governing Body (LGB)

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target
- 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 (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

5.2 The 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 Body.
- 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 requirements.
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on whole-school targets in order to make informed decisions.
- Members of the Governing Body are linked to the key curriculum School Development Plan priorities.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

5.3 Subject Leaders

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep

up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for.

The subject leader carries out book looks, questionnaires, learning walks/ lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

5. 4 Monitoring and Evaluating

The monitoring, evaluation and review of the curriculum is regarded as integral to achieving the aims of the school. The SLT together with the Governor's Body, and external educational consultants will regularly monitor and evaluate the curriculum by:

- examining pupils' books
- observing lessons
- carrying out learning walks
- collecting samples of work from identified children in each class, discuss their progress with the class teacher and put in place any appropriate intervention to support their learning
- talking to children about their learning and progress
- analysing assessment data.

Issues relating to the curriculum are discussed at Governing Body Education Committee meetings.

6. INSET and Professional Development meetings

6.1 Programme of staff development.

The Headteacher, the SLT and curriculum subject leaders arrange the yearly INSET plan through the needs identified in the School Development Plan.

There are weekly **Professional Development Meetings** which have a curriculum focus and are led by the Leadership Team. External educational consultants and subject leaders.

The INSET overview is subject to review at the beginning of each term to ensure it meets the needs of the school, as identified through the monitoring and evaluation process.