



Curriculum Policy

The ethos and values of our school are central to the writing of this policy and we believe that this vision should be apparent in all areas of the curriculum. As a small school community, we put particular emphasis on teamwork, communication, collaboration and empathy. We want to equip our pupils with the knowledge and skills they will need in order to make a positive contribution to our community both now and in later life. Through the delivery of our curriculum, we want to give our children:

- A love of learning, leading to the development of open and enquiring minds
- A healthy lifestyle
- A respect for others as well as themselves
- Readiness for secondary education

Intent

At Inkpen Primary School we deliver a broad and balanced curriculum that promotes a positive attitude towards learning and inspires children to do their best.

Our curriculum will:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Ensure equal access to learning for all pupils taking into consideration disabilities, learning styles, cultures and backgrounds.
- Have high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

As a school we believe that our curriculum is **challenging, progressive, flexible** and **inspiring**.

Challenging

At Inkpen Primary School, we have designed our curriculum to challenge and support each student to reach their full potential. Each area of the curriculum is carefully designed to ensure that the planned knowledge and skills we want the children to learn are at a high level of challenge. Learning is adapted by teachers where necessary. Challenging, engaging, carefully selected focus texts provide a basis for high quality reading and speaking and listening skills and, with the rich and varied curriculum, facilitate the development of an excellent vocabulary. We place a strong emphasis on developing

critical thinking, problem-solving, and creativity, encouraging students to ask questions, make connections, and develop their own ideas.

Progressive

At Inkpen, we believe that a progressive approach to curriculum design is essential to equip our children with the relevant knowledge, skills, and attitudes to become confident, curious, and lifelong learners. Our curriculum is designed to build on prior learning and experiences, providing a clear and coherent pathway for pupils to develop their knowledge, skills, and understanding in individual subject areas. We use a spiral approach to learning, revisiting and building on key concepts and skills throughout the years. We view the design of the curriculum as an evolving and fluid process which takes into consideration: the needs of our children; their prior learning and experiences; the community in which school exists; the statutory curriculum (National Curriculum) and educational research which is evaluated and relevant to our school.

Flexible

At Inkpen Primary School, we believe that the curriculum should be adapted to meet the needs of all children to allow them to succeed. We recognise the importance of challenging more able pupils as well as supporting less able learners. Working in mixed year groups, we are mindful to ensure that our curriculum meets the needs of all learners in the class. Children in each year group are given appropriate support and challenge in order to allow them to achieve. Teachers and subject leaders work hard to ensure that the curriculum is designed in such a way that reflects our local community to ensure it is relevant to all of our pupils.

Inspiring

At Inkpen Primary School, we believe that an inspiring curriculum is one that ignites a love for learning and fosters a lifelong curiosity in our children. Our curriculum is designed to be exciting, innovative and relevant to ensure that every child receives the highest quality education. It is important that children know what it means to be a historian, a scientist or an artist so our subjects are delivered independently with links between units of work, different subjects or across different year groups made where they fit. This means that each unit of work can focus on the core knowledge and skills required, which children find motivating. Our programmes of study are broad and ambitious and include a wide range of educational visits, visitors, drama and the arts to reflect the needs of our community.

Implementation

Quality first teaching underpins the successful implementation of our curriculum. Alongside this, we ensure teachers have good knowledge of the subjects they teach and subject leaders provide colleagues with effective support for planning, resourcing and teaching. We ensure that subject leaders attend regular training sessions and network meetings to allow them to plan and deliver the curriculum and support colleagues effectively. Ofsted research reviews are also a useful tool for subject leaders in gaining further information about developments in their subject area.

Core subjects

The National Curriculum states that there are three core subjects; Maths, English and Science. The table below outlines how much of each of these subjects is taught each week.

Subject	Core subjects weekly coverage for each year group		
	Year 1 and 2	Year 3 and 4	Year 5 and 6
Phonics/Spelling	150 minutes (phonics)	100 minutes (Spelling) 100 minutes (phonics for targeted children)	100 minutes
Handwriting	30 minutes	30 minutes (additional time given for children who require additional support)	(only delivered to individual children who require additional support)
Reading	100 minutes (includes whole class story)	150 minutes	150 minutes
English (includes vocabulary, SPaG, writing, speaking and listening)	300 minutes	300 minutes	300 minutes
Times tables and other number facts	25 minutes	25 minutes	25 minutes
Maths (includes fluency, reasoning and problem solving)	300 minutes	300 minutes	300 minutes
Science	60	60	60

Foundation Subjects

The table below outlines our coverage of foundation subjects as set out in the National Curriculum.

<u>Subject</u>	<u>Frequency</u>
History/Geography	1 session a week (alternating terms)
Computing	1 session a week (additional opportunities to use Chrome books to support other areas of the curriculum)
PSHE	1 session a week
RE	1 session a week
French	1 session a week in KS2 only
DT/Art	1 session a week (alternating terms)
PE	2 sessions a week (in the Summer term, this includes swimming for KS2)
Music	1 session a week

The curriculum is organised into discrete subjects with cross curricular links clearly made where appropriate ensuring they do not dilute the individual subject learning. The teachers are provided with specific guidance for each subject from the subject leader. This guidance covers the core knowledge and skills the children should be taught. For each subject, long term overviews and medium-term plans are written in which links are made to children's prior

learning and other subjects where appropriate. We plan and deliver the curriculum in a way that encourages children to learn, apply and retain the knowledge taught. Regular assessment opportunities are used to ensure that children remember what has been taught and are able to apply this in subsequent lessons.

The table below shows how each subject area is planned and who is responsible for this. Where schemes are used, we ensure that we show fidelity to this scheme and use it consistently across classes throughout all key stages.

Subject	
Phonics	In EYFS and KS1, we follow the Monster Phonics scheme. This is taught for 30 minutes daily. This programme is also used to deliver high quality interventions to children as needed.
Spelling	In KS2, we follow the No Nonsense Spelling
English	Our English curriculum is centred around our high quality reading spine. Each class teacher, with the support of the English lead, has created their own reading spine to include a range of genres and provide exciting stimuli for writing. A long term overview is created by the subject leader and medium and short term plans are created by subject leaders and class teachers.
Maths	Our maths curriculum is taught using the White Rose scheme of work which is followed by all teachers. The maths subject lead oversees this and works with teachers to adapt the resources as necessary to meet the needs of all learners whilst maintaining fidelity to the scheme.
Science	A long term overview is created by the subject leader and medium term plans are created by subject leaders and class teachers.
PSHE	Our PSHE curriculum is taught using a programme of study from Jigsaw which is followed by all teachers.
Music	Our music curriculum is taught using a programme of study from Charanga which is followed by all teachers.
RE	Our RE curriculum is taught using a programme of study from Discovery RE which is followed by all teachers.
Art	A long term overview is created by the subject leader and medium term plans are created by subject leaders and class teachers.
Design Technology	A long term overview is created by the subject leader and medium term plans are created by subject leaders and class teachers.
French	A long term overview is created by the subject leader. The French subject leader plans and delivers all French lessons to KS2.
PE	A long term overview is created by the subject leader and medium term plans are created by subject leaders and class teachers. Lessons are taught by class teachers and PE coaches.
Computing	Our computing curriculum is taught using a programme of study from Purple Mash which is followed by all teachers.
History	A long term overview is created by the subject leader and medium term plans are created by subject leaders and class teachers.
Geography	A long term overview is created by the subject leader and medium term plans are created by subject leaders and class teachers.

Early Years Foundation Stage

At Inkpen Primary School we believe that a child's first years at primary school provide a strong foundation on which their future learning is built. The experiences we provide our children are carefully designed to develop not only their knowledge and understanding but their confidence and independence, enabling them to become more motivated learners. We have created rich and stimulating environments, both indoors and outside, so that our

children can access a wide range of experiences and opportunities that will shape them as learners.

Our curriculum is planned using "Development Matters" the Non-Statutory guidance material that supports practitioners in delivering the statutory requirements of the Early Years Foundation Stage. It has been designed to underpin their learning across all areas of the curriculum in later years. It is carefully planned, not only to build on what the children know and can do, but to help them to think, discuss and plan what they will do next.

In EYFS, the children's learning is planned and delivered holistically with each area of learning being taught through a range of different texts, experiences and the environment. We have dedicated time for maths, English and phonics every morning but all other areas are taught in conjunction with one another through our enabling environments.

Enriching the curriculum

At Inkpen Primary School we believe that the children gain from wider opportunities that go beyond the core curriculum.

Area of enrichment	What does this include?	How often does this happen?
Forest School	The children in EYFS and KS1 go into our forest school area, learn all about our natural surroundings, explore what the natural world has to offer and learn to take risks.	Once every week for EYFS and KS1
Productions	The children develop their confidence and their speaking and listening skills and take part in a nativity (EYFS and KS1) and a summer production (KS2). In some years, this involves performing at the Watermill Theatre.	Twice a year – once in the Autumn term and once in the Summer term
Christmas activities	A range of activities such as creating Christingles, carol concerts, Christmas jumper day and Christmas dinner.	Throughout the month every December
Assemblies to parents	Parents are invited to a range of assemblies to share and celebrate different areas of the children's learning.	We value the partnership we have with parents and welcome them in as much as possible.
Links to local church	We work in partnership with the local church and participate in services such as Harvest, Mothering Sunday and Christingle.	At key times throughout the year
Choir	We have a small choir who rehearse weekly and participate in a range of events throughout the school year including performances at The Anvil and the local church.	Once a week during the Autumn and Spring terms Performances throughout the year
Pottery club	We are lucky enough to have a kiln and a pottery "expert" and offer an after school club to the children every week. In addition, pottery forms part of our art curriculum.	Once a week after school.
After school clubs	We offer a range of after school clubs such as pottery, creative movement, lacrosse, tag rugby and cross country which help to develop children's confidence, resilience and creativity.	2-3 times a week

World Book Day	Every year we participate in World Book Day and celebrate reading for pleasure. As part of this day we take part in a range of activities such as reading cafe, dressing up, decorating potatoes and retelling our favourite stories.	Once a year
Walks through the village	We make the most of our rural surroundings and take regular opportunities to walk through our local area to support different curriculum areas such as geography, history and Design Technology	Regular opportunities throughout the year
Sporting activities	We regularly take different year groups to a range of off-site sporting activities such as cricket, tri-golf, cross country and tag rugby.	Regular events throughout the year
Poetry Challenge	Children are invited to pick and rehearse a poem to read aloud in front of the school	Once every term
Times Table "Bee"	Children are invited to take part in a times table competition in front of the school	Once a year
School trips	As a school, we provide a wide range of whole school and class trips for the children e.g. theatre trips, museum visits ...	Regular opportunities throughout the year

Inclusion

Teachers' day-to-day planning meets the needs of the range of children in school through carefully differentiated activities, expectations, support and challenge. They set high expectations for all pupils and use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with SEND
- Children with English as an additional language (EAL)

Children with Special Educational Needs and Disabilities

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. Children with Special Educational Needs and Disabilities (SEND) will have full access to the curriculum through differentiated learning, additional support and scaffolding. For children on the SEND register, the school provides either a Graduated Approach Plan (GAP) or a Support and Achievement Plan (SAP). More detail can be found in the schools' SEND Local Offer which can be found on the school website.

Children with English as an additional language (EAL)

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. Additional time is dedicated to pre-teaching different vocabulary, prior to it being introduced in lessons, to improve children's understanding.

More Able, Gifted and Talented Children

Children identified as More Able, Gifted or Talented in specific areas will be given opportunities to develop their skills and an Individual Challenge Plan will be created for them. This challenge plan will outline the specific areas of strength and how these will be targeted throughout the school day. Teachers and leaders will be responsible for identifying these children and ensuring that they are provided with opportunities and experiences that are designed to challenge them and allow them to reach their full potential.

Impact

The impact of our curriculum implementation is evident in the day-to-day learning within our school. To ensure high outcomes for all children and consistently high standards of teaching and learning, we measure the impact of our curriculum in a range of ways.

Children show excellent attitudes to learning and seek to challenge themselves across all areas of the curriculum. Children make excellent progress from their starting points and are excited and ready for their next stage of learning.

Teachers need to monitor continuously throughout learning opportunities, asking effective questions to gather information about children's knowledge and skills, and change plans and learning experiences based on the individual progress children are making. Summative assessments are also used to measure children's progress and to reflect upon the teaching and learning from the term.

Subject leaders will have excellent subject knowledge to enable them to lead proactively across the school ensuring all teachers have secure subject knowledge to motivate children and enable cross curricular links. They will carry out termly monitoring through work sampling, planning sampling, lesson observations and pupil voice. These monitoring activities feed into the school development plan and form part of our report to governors.

The Headteacher will monitor provision across the school, supporting when subject leaders have identified an area of need, and ensuring pedagogy continuously improves to provide outstanding learning opportunities in every area of the curriculum. The headteacher will report on curriculum design and implementation to the governors.

The Governing body monitors the impact of the school's curriculum by reviewing relevant curriculum policies regularly and receiving regular reports from the headteacher. They also carry out work and planning sampling with the headteacher, conduct regular pupil voice and work on a 1:1 basis with children to measure their progress and reflect on their learning behaviours.