



# Southwold Primary School and Early Years' Centre



## Curriculum Policy

2024 - 2026



## 'Broadening Horizons Through Lifelong Learning'

At Southwold Primary and Early Years' Centre, we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain and ensure that the fundamental values are introduced, discussed and lived out through the ethos and work of our school.

We value our children as individuals and are proud of the respect we promote for a wide variety of backgrounds and cultures in our school community. We value the spiritual and moral development of our children, as well as their intellectual and physical growth.

We organise our curriculum so that we promote co-operation and understanding; we enrich the lives and learning and enthuse them as learners and members of the school community. We are committed to developing the whole child and enriching their curriculum with opportunities which may not be experienced otherwise.

Southwold Primary School and Early Years' Centre has high aspirations for all of our children. We provide opportunities for our children have to be creative, physically active, involved in the local community and also challenged academically.

### **Aims and objectives:**

The aims of our Southwold Curriculum are to:

- Enable all of our children to be confident and successful learners
- Promote a positive attitude towards learning and a thirst for knowledge
- Create a positive, engaging and stimulating learning environment, where all children are actively part of a learning journey
- Develop independence and resilience in our children as learners
- Allow our children opportunities to be creative and expressive through art, drama, music, dance and design & technology
- Encourage parents to play as full a part as possible in the learning journey of their children
- Allow children real-life outcomes for their learning and the opportunity to present their learning to parents and the wider community
- Develop all children's self-esteem and respect for themselves as learners and members of our school community and to be able to work cooperatively with others
- Fulfil the statutory requirements of the National Curriculum and the locally agreed syllabus for RE
- Ensure pupils are able to identify personally with the curriculum content; that it is promoting role models, aspirations and values that are fully reflective of our school community
- Promote respect, tolerance and understanding of different backgrounds and cultures within our school community
- Provide children with valuable first-hand learning opportunities and visits each year to complement and enrich our school curriculum
- Allow children to be physically active and understand how to lead a healthy life
- Promote British and other core values within our school community

The Southwold Curriculum also aims to:

- Promote independence in our children as learners
- Promote the use of technology as a learning resource and life skill
- Challenge all of our children to achieve



- Provide children with personal learning targets
- Develop creativity in our teachers and teaching assistants and promote risk-taking to offer memorable learning experiences
- Establish curriculum non-negotiables and learning environment non-negotiables
- Engage parents with their children's learning
- Offer several first-hand learning experiences and visits each year, as well as residential visits
- Maximise learning and achievement in English and Maths

## **EYFS Curriculum**

Our curriculum in EYFS follows the Statutory Framework for the Early Years Foundation Stage. It is important that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles.

## **Key Stage 1 and Key Stage 2 Curriculum**

Key Stage 1, Lower Key Stage 2 and Upper Key 2 teams plan termly projects on a two-year cycle, throughout Key Stage 1 and Key Stage 2. A wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the National curriculum. It is planned using the principles of project-based learning, and is cross-curricular and project-based when appropriate. Staff regularly utilise a range of high-quality resources to encourage independent learning and inspire pupils. The use of the whole school environment, both inside and outside, is also used to enrich the curriculum. We take advantage of partnerships with the parent, local, national and global communities when these will create real and meaningful contexts within the curriculum for the pupils.

Through **Project Based Learning (PBL)**, **Essential Questions** are a key approach to enable pupil partnership.

1. Essential Questions start with an exciting, engaging Hook
2. Then there is a sharing / discussion of Questions, which needs to be explored or solved through the investigation
3. Investigations involve a series of meaningful and rich activities, which develop the pupils' knowledge, passion and deeper understanding, whilst ensuring the content of the National Curriculum is being covered
4. Throughout the class investigation, pupils are encouraged to ask and develop their own questions, allowing some extra time for additional investigation
5. Next the class check what they have learned and reflect on where the investigation has taken them
6. Essential Questions will culminate in a Celebration of their learning which will showcase some of their skills, thinking, work and learning linked to the answering of the Essential Question

## **Organisation and Planning**

Due to the cross-curricular and skills-based nature of our teaching and learning at Southwold, each subject is rarely taught in isolation as staff make beneficial and relevant links to other subjects when delivering their termly projects. However, some subjects are sometimes blocked and taught discretely. English and Maths are taught each day and PE is taught each week. To ensure that foundation subjects are taught thoroughly in each year group, there are smaller focused projects within each termly project, where a theme can be explored across a range of subjects. Progression frameworks for each subject and each year group ensure full coverage of objectives.

## **National Curriculum**

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design



- Computing
- Design Technology
- Geography
- History
- Music
- PE
- RSE
- Languages (French) (in Key Stage 2)
- PSHE

We plan enrichment activities throughout each academic year to support our curriculum beliefs and to offer our children unique first-hand learning opportunities. These include:

- E-Safety Week
- Forest Schools
- Cultural celebrations – Eid, Diwali, Christmas, Remembrance Day, Chinese New Year, Easter
- World Book Day and Book Week
- Science Week
- Local History Week
- Wider curriculum afternoons
- Southwold Pantomime

We recognise and promote the key importance of the core subjects and developing the pupils' expertise in reading, writing and maths. We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

Our holistic school curriculum is designed to meet the needs of our children and provide them with the opportunities to satisfy our curriculum aims. 'Authentic Learning' is a key part of our school curriculum. We believe that children need to experience learning that is hands-on and real-life to help make learning real and relevant and to enable them to make connections and further their understanding of the world. The children learn through their engaging and stimulating projects and have their learning supported by class trips, visitors into school, project homework and also class novels linked to their project. Where possible, children will work with real artefacts, produce work for real-life audiences, and work outdoors to experience first-hand learning.

### **Enrichment/Extra-curricular:**

As well as regular and exciting class visits and visitors to school to help enrich our curriculum, we also offer many extra-curricular opportunities for our children to develop their interest and skills in a wide variety of activities. For example, Nottingham Music Hub provides whole class teaching of flute and guitar; pupils from Years 2 to 6 go swimming on a half-termly cycle; there are 'wider opportunity' sessions each term led by pupil leadership teams and forest school.

There are a range of after school and lunchtime clubs such as: football, basketball, drumming, choir, pantomime, music and art extra-curricular clubs for children in Key Stages 1 and 2.

Children also work through '51 Things To Do Before You Are 11¾', a list of particular childhood outdoor activities that we have identified for children to achieve during their time in our school.

### **Spiritual, Moral, Social and Cultural:**

We ensure that all children are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, assemblies, extra events and experiences. Our curriculum is structured to enable the development of social skills and independence.



## **Self Esteem and Self Worth:**

Celebration assemblies are held on alternating weeks for EYFS and KS1/2, recognising the achievements of our children. School or homework and behaviour are celebrated within class and at school assemblies. Talents are also shared through assemblies, school representation and performances. The awarding of team points also encourages children to do their best both in their school work and in their behaviour towards others. The use of the SCARF (Safety, Caring, Achievement, Resilience, Friendship) materials as part of the PSHE curriculum aims to build children's self-esteem.

## **Equal opportunities:**

A main principle in our approach to all aspects of teaching and learning at Southwold Primary School and Early Years' Centre is a belief in equal access to learning for all children. We aim to recognise the needs of each individual child according to ability and aptitude and our approaches and resources reflect balanced, positive images of race, gender and disability. We aim to ensure girls and boys are equally encouraged to participate positively and to achieve their potential.

## **Inclusion:**

The principles of this curriculum policy apply to all pupils. At Southwold Primary School and Early Years' Centre, every child has the right to a broad and balanced curriculum that meets their needs. Teachers set high expectations for all pupils. They will use appropriate assessment to set 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 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.

## **Assessment and Reporting:**

At the end of each term the EYFS lead input this data into a rigorous tracking document which shows attainment and progress across all seventeen aspects of the Early Years curriculum. This data is analysed, which allows them to see where the gaps are in learning. Intervention groups are then made to help these children. The Good Level of Development (GLD) is a performance measure used at the end of reception: Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development.

In Key Stages 1 and 2, children are assessed in Reading, Writing, Grammar & Spelling and Maths three times per year. Teachers Assessments Frameworks (TAFs) are used in Writing, Reading and Maths to record on-going learning and achievement. Children are assessed as working at an emerging, developing, secure or greater depth level. Evidence for the achievement of these objectives is found in children's work books.

In Science and foundation subjects, children are assessed three times per year against Key Performance Indicators, at the end of each term, with ongoing live assessments feeding into formative assessments.

Teachers use clear and precise Learning Objectives (LO) for each lesson in the form of a question. Children's work is marked and assessed against the LOs.

Work is differentiated and challenge and extension activities are a regular part of children's learning.

## **Roles and Responsibilities:**

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided



by other staff and governors.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. In our school we use our own Foundation Progression Framework to identify the objectives from the National Curriculum which will be covered and assessed in each year group. Subject Leaders review their Progression Framework to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, building on knowledge and skills year on year and to maintain an overview of standards within their subject. They also ensure staff receive appropriate CPD linked to their subject and develop a subject leader's file/portfolio, with clear evidence of impact.

Subject leaders are given CPD opportunities through the Local Authority and particularly the Nottingham Schools Trust, which Southwold Primary is a part of. Courses, conferences, termly network groups and partnerships are available to subject leaders to help them excel in their role.

Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class Teachers have the final responsibility to produce class specific, medium and short-term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. We use the Foundation Progression Framework to identify the focus objectives for each Essential Question which will be assessed by the class teacher in each term. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes an 'Inspirational Learning Community'.

### **Monitoring and evaluating:**

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Curriculum Leader. These tasks will link into a programme of monitoring, Strategic Development Plan priorities and actions, as well as performance management of teaching staff. The Headteacher and Curriculum Leader will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and pupil interviews. They will provide written feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

The Curriculum Link Governors will act as critical friend to the Curriculum and Subject Leaders. Termly meetings will discuss progress made and support the identification of next steps for development.

Subject Link Governors for Core subjects will act as critical friends and will meet termly with Subject Leaders and analyse a range of evidence. They will produce a written report which will be shared with governors.

**Links with other policies:** Teaching and Learning policy, EYFS policy, Assessment policy, SEND policy, Subject policies, Equality & Diversity policy, Marking and feedback policy, E Safety Policy

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Headteacher

Date \_\_\_\_\_