



Ferndown First School Curriculum Policy 2021

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Children at Ferndown First School have an entitlement to a rich and broad curriculum. We believe that creativity and creative thinking are fundamental to the future economic wellbeing of our nation. A broad and balanced curriculum includes the creative arts, music, drama, dance that are essential development for the children of Ferndown First School.

VALUES

Our Core values – **Care, Community, Aspiration, Respect and Excellence** are fundamental to our Curriculum. They reflect the way of life, beliefs, and cultural context of our community. We wish all our children and our community to realise, embrace and promote these values. Our values are closely intertwined with the '5 ways into wellbeing' - **Connect, Be active, Take Notice, Learn, Give**. We recognise wellbeing as a fundamental right of every child and that learning is enhanced when wellbeing comes first.

We aim to develop children who are:

Care (Connect)

- Aware of the interdependence of all living things
- Friendly, warm hearted and considerate
- Motivated to help and care for others.
- Functioning well in the world and feel close to, and valued by, other Understanding that as a community we are stronger.
- Aware that everyone's part in a community is equally valid.
- Seeking opportunities to contribute to the success of the community.
- Equipped with the skills necessary to thrive in many different communities.
- Aware of the happiness that come from helping others.

Respect (Being active)

- Tolerant of other peoples, religions, traditions and lifestyles
- Aware of our common heritage and democratic traditions
- Respectful of the needs of individuals within a social context
- Respectful of self through an understanding of healthy diet, exercise, and safe boundaries.
- Aware of the heightened awareness that come from being mindful and taking notice of the world.

Aspirational (Learn)

- Prepared to meet and face challenges, and to create new situations and opportunities for themselves, their family and community.
- Aware that continued learning through life enhances self-esteem and encourages social interaction.
- Able to see beyond what is now to create what might be.
- Able to conceive a unique vision and influence others.
- Creative in their ideas, resilient and determined in their actions.
- Able to see opportunity in all change.
- Thirsty for new experiences
- Willing to embrace change, to relish the unusual and take risks.

Excellence (Learn)

- Able to strive to do their absolute best in all that they do.
- Understanding of the value of excellence for future employment.
- Committed to have the highest expectations of themselves and of others.

CURRICULUM INTENT

The overarching aim of our curriculum is:

- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- to promote our school values and The British Values.
- to teach children the basic skills of English, Mathematics and Computing.
- to develop oracy skills and rich vocabulary throughout all areas of the curriculum
- to enable children to be creative and to develop their own critical thinking.
- to promote the creative and performing arts
- to offer Forest School experiences to all children
- to teach children about the developing world, including how their environment and society have changed over time.
- to help children understand Britain's rich history and heritage.
- to ensure children understand the rich heritage and appreciate beauty of the local area.
- to enable children to be positive citizens in society.
- to fulfil and go beyond all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education.
- to teach children an awareness of their own spiritual development, understanding right from wrong.
- to help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- to have an open mind and be tolerant to people who choose to live differently or hold different beliefs.
- to enable children to have respect for themselves, high self-esteem, and to be able to live and work cooperatively with others.
- to enable children to be resilient, self-sufficient, and self-aware.

ORACY

We recognise the increasing body of evidence highlighting the connection between oral development, cognitive development, and educational attainment. Increasingly we are receiving an increasing number of children who have not been exposed to rich oracy within the home. Oracy is an integral feature of all subjects, and quality discourse is encouraged in all lessons. Performance Opportunities are maximised to promote confidence and self-esteem.

CURRICULUM IMPLEMENTATION

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

- Learning is most effective with repetition.
- Retrieval of previously learned threshold concepts and skills is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that deep learning is invisible in the short-term and sustained mastery takes time.

Much of our content is subject specific but we do encourage children to make links with other subjects.

KNOWLEDGE

They say, 'knowledge is power.' We recognise that there is a breadth of core knowledge; facts, concepts, principles, and fundamental operations which open doors for us all in further education and in future employment.

Powerful knowledge is transferable. Our curriculum planning recognises the need to carefully sequence knowledge which builds carefully on children's previous learning experiences. This knowledge is underpinned by the personal, social, and emotional development of every child that not only allows them to learn effectively with us, but equips them to do so, well into their futures.

Threshold Concepts (Big Ideas)

We have structured our curriculum through identifying the threshold concepts (big ideas) in each subject. Threshold concepts are like crucial 'gateway knowledge' which allow children to 'get' subjects. We believe that threshold concepts:

- are akin to a portal, opening a new and previously inaccessible way of thinking about something.
- represents a transformed way of understanding or interpreting something without which the learner cannot progress.
- are transformative. Once children grasp the 'threshold concept', it changes the way a child thinks about a subject.
- are integrative. Once learned, the concept helps unify aspects of the subject that may not have appeared related to the child. It may completely shift the view that the child has towards the subject.

This new knowledge is enhanced by an extended and improved use of language. Grasping a 'threshold concept' takes time and may take several years to embed. Revisiting and reinforcement are key.

Knowledge categories

Threshold concepts are broken down into knowledge categories. These may be linked to knowledge or skills linked to each subject. Knowledge categories help children organise knowledge under themes.

CURRICULUM ORGANISATION & PLANNING

Early Years Education

There is a separate curriculum for the children in the Early Years in line with the Early Years Foundation Stage Framework. This takes account of the three prime areas of learning – Communication and Language, Physical Development and Personal, Social and Emotional Development. These are applied and strengthened through the four specific areas – Literacy, Mathematics, Understanding The World and Expressive Arts and Design.

National Curriculum

We plan our curriculum in Year groups, based on but not restricted to the requirements of the National Curriculum 2014. These can found on the National Curriculum website:

www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4.

Each year group has a long-term plan which maps out all subjects and themes that are taught. These can be found on our website. Long term plans have been created with consideration of the curriculum origination of our neighbouring Middle School.

Long term planning

- Long term plans are created by subject leaders for each subject.
- Progression of knowledge has been carefully considered.
- For example, in Y2 science, children are taught about plant growth and animal growth as they need this knowledge as a prerequisite to understanding the importance of animal habitats. In history KS2, children begin with the most ancient history to support an understanding of chronology.

Medium term planning

- Medium term plans are created by subject leaders.
- Threshold concepts (big ideas) and knowledge categories are identified.
- Prior learning the children should know is made clear as is how the current learning will be developed in subsequent year groups.
- Planning indicates the essential knowledge and skills that are taught and assessed as well as a suggested teaching sequence with learning intentions for each lesson.
- Key vocabulary is identified and is progressive across the school.

Short term planning

- Short term planning is the responsibility of the class teacher and are written on a weekly or daily basis.
- Medium term plans have a short-term notes section for teacher to translate the planning to ensure it meets the needs of the children in their class.
- Planning is held in a planning folder in each classroom and short-term planning is monitored by school leaders.

PROGRESSION DOCUMENTS

Subject leaders have created progression documents for each subject. A progression of knowledge and skills supports both the subject leader in creating progressive plans and for teacher to understand the long-term journey for each subject.

ASSESSMENT

Our medium-term planning clearly identifies the essential knowledge and skills that children must become competent with. At the end of a unit, teachers are expected to assess all children against these.

- The front page of our medium plans is designed as assessment pages.
- Teachers record initials of children who have gone beyond or not met the expectations children's initials are recorded on the sheet and handed back to the subject leader.
- The subject leader will have an overall picture of the attainment of children in the subject across the school.
- Parents are informed annually of their children attainment across all subjects.

2014 Code of Practice

6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

SEND CURRICULUM INTENT

The overarching INTENT of our curriculum for our SEND children is to ensure:

- a broad, balanced and ambitious curriculum for pupils with SEND.
- full access to a coherently sequenced curriculum to meet all pupils' needs, starting points and aspirations for the future.
- personalised provision which develops communication and interaction, cognition and learning, physical health and development and social, emotional, and mental health.
- SEND children are fully prepared for the next stage of their lives.
- SEND children can achieve their full potential and best possible outcomes.

SEND CURRICULUM IMPLEMENTATION

- All children, whatever their level of need, should have the opportunity to access a broad a balanced curriculum.
- Subject leaders along with the Inclusion manager have created suggested 'ways in' to each subject for children with SEND.
- Class teachers are responsible for planning appropriately for children with SEND.
- Planning for SEND can be found within teacher's short term planning notes.
- Where children receive intervention, this will be timetabled to allow children to access all subjects and especially those that they enjoy.

SUBJECT LEADERSHIP

The role of the subject leader is to:

- provide a strategic lead and direction for the subject.
- create long term plans to ensure progression and coverage.
- create detailed medium-term plans which identify essential knowledge, skills to be taught and assessed.
- Suggest 'ways in' for children with SEND to access each subject.
- inspire others to actively promote a love of learning in the subject area.
- support and offer advice to colleagues on issues related to the subject.
- monitor pupil progress in that subject area.
- provide efficient resource management for the subject.
- Work with other subject leads to ensure a joined-up curriculum that makes sense to children.

Subject leaders review the way the subject is taught in the school and plan for improvement. The subject leader ensures the plans set out the progression through the curriculum in greater detail. New leaders are supported in their work by SLT and our Deputy Headteacher who is leading on curriculum.

MONITORING OF THE CURRICULUM

The impact of the curriculum is monitored through triangulation of outcomes: pupil voice, test/data outcomes, planning, monitoring of books and displays, lesson learning walks, discussions with teaching staff, pupils and parents.

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review the curriculum and areas for improvement on a regular basis through the school development plan.

Subject leaders monitor the way their subject is taught throughout the school and ensure all classes are taught at least the full requirements of the National Curriculum. They monitor long-term and medium-term planning and ensure that appropriate teaching strategies are used.

The desired outcomes of the curriculum will ensure that pupils are well rounded and ready to move the next part of their learning journey. They will be equipped with the foundations and skills to achieve success in later education.

Related Documents

- Teaching, Learning, Assessment and Feedback Policy.
- SEN Policy
- Early Years Policy
- Long and Medium Term Curriculum Plans
- Subject specific policies

This policy was created by S. Watts

Ratified by Governors on 21st January 2021

Due for renewal in two years.

Curriculum Policy – Updated Jan 2021