



Ferndown First School Curriculum Policy 2024

This policy was created by: S Watts

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Due for renewal in: Two years

CURRICULUM INTENT

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 well-being of our nation. A broad and balanced curriculum includes the creative arts, music, drama, and dance, which are essential development for the children of Ferndown First School. Our curriculum is built upon the foundation of our school values – Care, Community, Aspiration, Respect and Excellence are fundamental to our Curriculum and the philosophies of education as agreed by the Castleman Academy Trust

As part of the Castleman Academy Trust, our curriculum is intended to develop children who leave us with:



A Sense of Duty to the World and Each Other

Striving to leave the world in a better place than we found it.



The Power of Knowledge

Every learner has the right to rich and powerful knowledge to make sense of the world we live in.



Economic Independence

Preparing learners to successfully contribute to the world of work and the economic choice this brings.



Self-Agency

A learner's ability to act independently, taking responsibility for the choices they make.

Further information about the philosophies can be found in Appendix 1.

CURRICULUM DESIGN & IMPLEMENTATION

Our school curriculum is designed to breathe life in to the Trust's philosophies for education. We design each school's curriculum using seven key principles.

BALANCED

Includes all of the national curriculum subjects whilst promoting the development of the whole child.

RIGOROUS

Teaches subjects in a way that is faithful to their discipline.

COHERENT

Makes explicit connections and links between the different subjects.

SEQUENCED

Focuses on progression by carefully sequencing knowledge; provides clarity about what it means to 'get better' in each subject.

APPROPRIATE

Matches the level of challenge to the pupil's current level of maturity or knowledge.

FOCUSED

Seeks to keep the curriculum effective and efficient by teaching the most important knowledge and big ideas within a subject.

RELEVANT

Seeks to connect the valued outcomes of the curriculum to the pupils being taught it; responds to the events and developments of the world around us.

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 that builds carefully on children's previous learning experiences. This knowledge is underpinned by every child's personal, social, and emotional development, which not only allows them to learn effectively with us but also equips them to do so well into their futures.

Essential knowledge

We have identified knowledge that children must know to be successful and keep up with increasingly challenging curriculum content. Essential knowledge is identified on curriculum plans. We use the term 'sticky knowledge' with the children.

Children are exposed to and may remember much more knowledge than that which is deemed 'essential'. Essential knowledge is the entitlement of all children, including those with SEND.

Threshold Concepts (Big Ideas)

We have structured our curriculum through identifying threshold concepts for each subject. These, we refer to, as the 'Big Ideas' and they allow children to understand what makes a subject e.g. what makes science, science. We believe that the Big Ideas:

- allow children to access a subject more easily
- help children to change the way they think about a subject
- support to unify aspects of the subject which may not be obvious to children
- allow children to progress in a subject, deepening their understanding of the subject as a whole

This new knowledge is deepened by the progressive use of subject-related vocabulary.

Grasping the Big Ideas takes time and may take several years to embed. Regular revisiting and reinforcing is key.

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 be found on the National Curriculum website: www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

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 teachers to understand the long-term journey for each subject.

Long Term Planning

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

- Long-term plans are created by subject leaders for each subject using the progression documents.
- For example, in Y2 science, children are taught about plant and animal growth as they need this knowledge to understand 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 disciplinary knowledge and skills that are taught and assessed and a suggested teaching sequence with learning intentions for each lesson.
- Key vocabulary is identified and is progressive across the school.

Short Term Planning

- Medium-term plans have a short-term notes section for teachers to adapt the planning to ensure it meets the needs of the children in their class, including those with SEND.
- It is the responsibility of the class teacher to ensure short-term planning is completed to meet the needs of the children in their class.
- Planning is held in a planning folder in each classroom and school leaders monitor short-term planning.

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-term plans include a section to record assessment.
- Teachers record the initials of children who have either not secured or have retained more than the 'essential' knowledge.
- Class teachers are expected to adapt subsequent curriculum planning to ensure children who have not secured essential knowledge are supported to ensure gaps are closed.
- The subject leader will have an overall picture of the attainment of children in the subject across the school.

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 how 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.

FERNDOWN FIRST SCHOOL Curriculum SEND Intent

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, balanced curriculum.
- ✓ A graduated response is adopted for pupils identified as having SEND. Evidence-based support is implemented using Assess, Plan, Do, Review model detailed in the SEND Code of Practice.
- ✓ Where children receive intervention, this will be timetabled to allow children to access all subjects, especially those that they enjoy.

- ✓ Children that are working two years below their chronological age will receive a 'differentiated curriculum' to ensure their needs are met.
- ✓ With support from the SENCo/Inclusion Manager, class teachers are responsible for planning appropriately for children with SEND and children on a differentiated curriculum.
- ✓ The SENCo/Inclusion Manager will monitor closely the provision, progress and attainment of children with SEND and/or working on a differentiated 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 succeed in later education.

Related Documents

- Teaching & Learning Policy
- SEN Policy
- Early Years Policy
- Subject-specific Intent, Implementation and Impact statements.

Appendix 1

WHAT DO OUR PHILOSOPHIES FOR EDUCATION LOOK LIKE AT CASTLEMAN ACADEMY TRUST?

A Sense of Duty to the World and Each Other at Castleman Academy Trust

The schools in our Trust want our young people to grow up as kind, loving people and loyal friends; and to be open minded. Our curricula are designed to develop our learners' sense of responsibility for the well-being of the people and places around them and those further afield. The curriculum has local, national and global elements.

When we talk about a sense of duty we mean:

1. **Friendship and comradeship**

Our ability to be open, friendly and generous of spirit

2. **Global citizenship**

A universal respect for all people including those from other cultures, faiths and religions and the willingness to embrace diversity, equality and inclusion

3. **Environmental Stewardship**

An understanding of the fragility and finiteness of natural ecosystems and how to interact with them in sustainable ways

WHAT DO OUR PHILOSOPHIES FOR EDUCATION LOOK LIKE AT CASTLEMAN ACADEMY TRUST?

The Power of Knowledge at Castleman Academy Trust

The school curriculum can be a tool for social justice and should provide all young people, regardless of socio-economic background, with what they need to succeed in life. Our curricula are designed to enable our learners to acquire powerful knowledge. Powerful knowledge is defined as (Young et al, 2014):

1. **Distinct from common sense knowledge we acquire from everyday life**
Knowledge that surpasses what we can access through our daily experiences
2. **Systematic**
Powerful knowledge is systematically related to each other in disciplines and so enables thinking beyond particular contexts
3. **Specialised**
The knowledge has been created by experts

The National Curriculum should be interpreted in accordance with the context, experiences and backgrounds of the young people in individual schools. In our schools, teachers and leaders consider the balance between depth and breadth, sequencing of ideas, factual and conceptual knowledge and choice of texts.

WHAT DO OUR PHILOSOPHIES FOR EDUCATION LOOK LIKE AT CASTLEMAN ACADEMY TRUST?

Economic Independence at Castleman Academy Trust

Our schools curricular is designed to provide our young people with the tools they need to be successful. Part of being able to lead happy, rich, fulfilling lives involves having a job that is satisfying and makes a decent living. We keep up to date with what the world of work may look like in a time where many jobs that exist now will cease to exist in the near future as we enter a period of time with the most extraordinary technological advances. We consider what we must offer our learners to enable them to go beyond the technology and give them the ability to positively impact their families, organisations and communities.

Through research, we have identified skills that young people will need in the future:

1. Creativity

An ability to solve meaningful problems in new ways and think imaginatively across disciplines

2. Collaboration

An ability to work with others to perform complex tasks and adjust actions in relation to other people's needs

3. Knowledge seekers and knowledge critics (curiosity)

An appetite to ask questions and try new things as well as to challenge what is presented as the truth

4. Commitment

A persistence and patience when approaching complex problems and the ability to learn and work independently to solve them

5. Communication

The ability to listen and respond to others using rich vocabulary to articulate thinking respectfully and appropriately. The ability to talk about things with emotion and empathy - doing so with confidence, whomever the audience

6. Optimism

An ability to see that which is worthwhile, with the hopefulness and confidence about the future success of achieving it

7. Critically reflective

Be active in personal learning and development, taking time to engage in thoughts, feelings and experiences to apply what has been learned to future experiences or actions

Our curriculum is explicit about how it teaches our young people to develop and apply these skills through opportunities that we offer and how we design our learning.

WHAT DO OUR PHILOSOPHIES FOR EDUCATION LOOK LIKE AT CASTLEMAN ACADEMY TRUST?

Self-Agency at Castleman Academy Trust

Our curriculum reminds our learners that they are in the driving seat when it comes to voluntary actions. We want our young people to be able to identify their values and priorities, have belief in their abilities and have the capacity to intentionally direct their efforts towards specific goals.

The building blocks of agency include:

1. **Self-efficacy**

Develop the confidence in our abilities so that we don't feel threatened by taxing or confusing problems. Seek out and engage in challenging tasks and apply the effort required to see them through, taking pride in our work

2. **Self-awareness**

To understand our personal values and priorities, having the drive to actively pursue our goals

3. **Self-regulation**

The ability to set, track and review goals, manage time and control impulses in order to successfully direct our own educational, professional and personal trajectories

4. **Self-determination**

An ability to take control over our own actions and their consequences; being able to influence and make things happen in our own lives