



Eton Porny C. of E. First School

Policy Document

CURRICULUM POLICY

Category: Non - Statutory	Approved by Headteacher:
For Review By: Headteacher	
Review Schedule: As required	Overviewed by LGB:
Next Review Date: As required	

*We are all created unique and special.
He made us all perfect having our own uniqueness.
1 Peter 4:10-11 'God has given each of you a gift from his great variety of spiritual gifts.
Use them well to serve one another.'*

Curriculum intent

Our curriculum is well sequenced, [ambitious](#) and connected to support our pupils to learn more, understand more and remember more. It is fully sequenced and interconnected, beginning in Reception and developing to Year 4. To ensure that we meet the needs of our school community, we personalise the finer details to reflect the unique character of our school. We adapt and edit lessons and project content and take account of our school's needs, strengths and context. Our ethos is rooted in a mastery curriculum which promotes a positive attitude towards learning by making it challenging, engaging and investigative through skilfully planned opportunities. This allows children to achieve their potential whilst developing greater breadth and depth of understanding. We support all pupils to acquire higher-order thinking skills and foster a growth-mindset. We adopt a range of flexible learning and teaching strategies to keep all children interested, motivated and challenged.

All pupils are encouraged to become independent learners and are given opportunities to question; problem solve; apply their knowledge and understanding in more depth. Provision for pupils is not just confined to the classroom and meeting their needs is promoted through a stimulating leaning environment and through a wide range of carefully planned trips, visitors and experiences. Quality first teaching, interventions and reasonable adjustments are made to ensure all pupils' needs are met. Pupils are supported to contribute to other areas of school life including taking on a responsibility or leadership role, becoming active citizens, developing their initiative and caring for others in our culturally diverse society.

Aims

- To create a fun, positive, caring and respectful environment, promoting the joy of learning.
- To develop our pupils to the best of their ability, each with strong self-belief and all exceeding their potential.
- To develop our pupils' confidence in themselves, promoting resilience in the face of a challenge.

Implementation

Our school vision and pedagogy policy clearly encapsulate the intention and implementation of our provision *'pedagogy should at its best be about what teachers do that not only helps children learn but actively strengthens their capacity to learn and how to learn.'*

All teachers attend half-termly planning meetings to map out the learning for each year group. Having all teachers in these meetings ensures that there is specialist input from subject leaders. Teachers use their knowledge of the individual cohorts, their subject knowledge and draw on professional development to ensure they have a good understanding of developments in the subject and curriculum areas. They use progression documents to ensure coherent development in children's acquisition of knowledge and skills. The curriculum is well-resourced and supported by trips, visits and experiences that hook children into their learning and develop their cultural capital. Strong links with the local community (e.g. Eton College Outreach, local businesses, charities and places of worship) enhance the experiences for the children. Children's learning is further enriched by drawing on specialist provision in areas including music and PE. Parents are well-informed about the curriculum and are invited to express events which provide opportunities for them to be engaged with and celebrate their children's learning. This is further supported and reinforced through meaningful home learning projects and access to a range of extra-curricular provision.

The content of our curriculum is broad, varied and engaging and covers all statutory content set out in the subject programmes of study. The curriculum is steeped in meaningful and interesting facts and information. These facts and information work together to create powerful subject knowledge. Our curriculum is built on The Four Cornerstones of Learning – Engage, Develop, Innovate and Express. These are four distinct stages that actively promote children's acquisition of subject knowledge and learning.

In Years 1 to 4, curriculum content is organised into a range of main and mini subject-driven projects. Main projects span a whole term and are focused on geography and history. Mini projects are also taught and are subject-focused for science, art and design, and design technology.

Engage is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and talk about their prior learning. They are introduced to the required baseline knowledge to support future learning.

Develop is a longer stage, where children delve more deeply into the theme, explore and acquire new skills and knowledge, revisit previously acquired skills and knowledge, make links between subjects, explore, make, read and write for a variety of purposes across the curriculum.

Innovate poses a thematic problem, challenge, provocation or scenario that requires children to think creatively whilst applying, reflecting and revisiting what they have learnt in previous stages, in a real-life or imaginary context.

Express gives children a structured opportunity to reflect on their learning, test their knowledge and parents are invited into school to celebrate their children's achievements at an express event.

Our Early Years projects are carefully sequenced into half-termly main and mini projects for Reception.

Engage is built around a memorable experience and a variety of activities and enhanced provision all designed to spark children's creative thinking and curiosity. Staff use these activities to find out about children's knowledge and interests, to support further planning.

Develop allows children to form a deeper understanding of the theme and master new knowledge and skills through adult led activities and enhanced continuous provision. There are three themed weeks, each with a story to introduce the children to the focus for the week's learning. Every week contains activities to support learning in the Prime areas, including communication-based tasks to develop vocabulary and language skills, and activities to develop fine and gross motor skills. There are weekly phonics games, maths

activities and exciting writing opportunities. Children also enjoy a wide range of creative learning and exploration tasks.

Innovate offers children a creative opportunity to use and apply what they have learnt. They work collaboratively, discuss ideas, make decisions, and use their own judgement to solve real-life and imaginary problems.

Express allows children share, reflect upon and celebrate their learning and achievements in a supportive and nurturing environment.

Vocabulary is carefully mapped out across the curriculum to clarify when technical vocabulary phrases are introduced and revisited. This ensures that children learn the correct words and phrases in the right order and enables children to articulate their learning with confidence.

Impact and assessment of the curriculum

We assess the impact of our curriculum through pupil and parent feedback, observations, planning and learning walks and scrutinies. Teacher assessments for learning judgments are recorded for each child regularly to formally record their achievements on the Curriculum Pro system. Using this data we undertake half termly pupil progress meetings where class and individual development are cross checked and strategies put in place to maximise the effect of teaching and interventions.

Within our teaching we plan carefully to give children time to explore where they are at the beginning of a topic and then more time to self-assess the learning they have retained and where they might need to focus next. We actively use the subject specific narrative documents to measure the impact of learning provision and ensure progression through the different subject areas.

Timetables

Each year group must teach English, mathematics, PE and RE weekly. Teachers are free to arrange the rest of their timetable to make the most of learning opportunities and the meet the needs of pupils. This builds in flexibility for subjects and activities to be 'blocked' or to run over successive sessions when this is judged to be educationally beneficial.

Information about individual subjects can be found on our website

<https://www.etonporny.org.uk/learning>