



|Curriculum Policy

Approved by Governors October 2024

To be reviewed at least annually

Review date October 2025

Chair of Governors print _____

Chair of Governors signed _____

Date _____

Curriculum Intent

At Joseph Turner Primary School, we believe that our curriculum is one that is broad and balanced and is ambitious for all. It is exciting, relevant and meaningful and responds to the needs of the individuals within our learning community, enabling them to shine academically and flourish socially, emotionally, morally and culturally.

At Joseph Turner, we have identified our pupils' barriers to learning are limited vocabulary, limited real-life experiences and lack of aspirations. To improve this:

- We have planned a clear progression of vocabulary in terms ensuring children know common everyday words, topic-based words but most importantly a progression of academic vocabulary which will assist them greatly in the future.
- We have created a curriculum that is full of opportunities for children to experience and see the wider world.
- We ensure that every half term the children will participate in at least one offsite visit or have an onsite visitor in to school to enhance the children's learning experiences.

Also, permeating our curriculum are the core values of our school together with the British Values of Individual Liberty, Mutual Respect, Democracy and the Rule of Law. Our curriculum at Joseph Turner is designed to allow each one of our learners to:

- Achieve the best possible academic standards, whatever their ability
- Develop skills and personal qualities for lifelong learning, preparing children to make an active contribution to society
- Explore real world experiences, so that children can see the relevance of their learning has in the real world
- Become mentally and emotionally happy and resilient citizens, ready for the challenges of the 21st Century.

We have designed our curriculum with the following in mind:

- How children learn and remember – we recognise that progress means knowing more and remembering more and so we want our children to know more and remember more as a result of their time with us at Joseph Turner
- What our children need to succeed in life – we want our learners to have the 'cultural capital' they need to have a wide a varied vocabulary and make aspirational choices and experience success beyond their time at Joseph Turner Primary School.

Our bespoke curriculum at Joseph Turner, underpinned by current research, has been designed to take account of the statutory requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. (These have been used as the basis for the content and the expectations of our own curriculum). Our curriculum does also incorporate other experiences and opportunities which best meet the needs of the children in our school. The full range of core and foundation subjects have been carefully mapped out across school in clear progression frameworks, so that knowledge, understanding, skills and concepts build over time.

As a result of this, we hope that all children leave Joseph Turner having mastered a wide range of concepts and skills and gained the knowledge that gives them a love of learning, prepares them for their next steps and develops an understanding of the world in which they live. As part of our carefully mapped out curriculum, we also ensure we provide all children with opportunities for experiential learning, through things such as residential visits, extra-curricular sports, arts, taking part in music and drama festivals, music lessons in school, French lessons for all year groups, cooking etc.

Curriculum Implementation

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote fundamental British values.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide children with an inspiring and enquiry-based curriculum to promote creativity and a thirst for learning.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law. We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

Quality First Teaching

At Joseph Turner, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing or pupils' progress.

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with sharp objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children. The curriculum has been reviewed with governors, senior leaders, middle leaders and teachers.

Roles and Responsibilities

The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Having a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's Curriculum Intent.
- Implementing the curriculum in creative ways, appealing to all pupils and keeping them engaged.
- Creating medium-term plans for the curriculum with fellow colleagues and sharing these plans to the SLT.
- Creating weekly/daily lessons in collaboration with colleagues and sharing these with the SLT where required.
- Adapting the provision to suit the needs of all learners.
- Collaborating with the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting this half termly to phase leaders and termly to SLT in pupil progress meetings.
- Working to close the attainment gap between disadvantaged and non-disadvantaged pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their subject.

- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within their subject and reporting on this to the SLT.
- Providing efficient resource management for their subject.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Organisation and Planning

The whole curriculum is designed to ensure every child has the cultural capital to succeed to their full potential. Learners are prepared for the next stage of their education and move on to secondary schools as confident and independent individuals.

Our curriculum at Joseph Turner is built around 7 core features.

1. Thematic - We have adopted a thematic approach to our curriculum and throughout the academic year, each year group designs learning units around three key themes. The particular 'theme' chosen is always relevant to the children and is designed to be exciting and engaging for that particular cohort. Whilst the National Curriculum subjects are the main drivers, the themes are cross-curricular and other subjects are taught as part of the termly theme. To prevent the creation of tenuous links however, discrete subjects are taught where necessary. RE is taught following the Sandwell SACRE scheme and Computing and French are taught following the rising stars.

2. Hook - To engage, immerse and 'hook' the children in their learning experiences, every classroom learning environment reflects the theme that the children are learning about. For example, if the theme is Rainforests, the classroom is turned into a rainforest environment, to try and bring learning to life. This learning environment is not only used as a tool for engagement, but also to support and deepen the learning experiences taking place in the classroom.

3. Enhance - Through the theme, all children engage in a memorable experience to enhance their learning, and further develop their knowledge and understanding. This could be for example, a visit to a place, a visitor into school or a practical activity or experience led by school staff. As our curriculum develops, we will also be looking at how 'launch' activities can add to children's excitement and engagement in learning.

4. Wholistic - We want PSHE to lie at the heart of our curriculum we deliver, to closely meet the needs of our children. As a school, we use Healthy minds, Happy me, to teach PSHE explicitly, and we also have a monthly value that underpins our school curriculum. Our PSHE education programme is part of a whole school approach to supporting pupils to develop the qualities and attributes needed to thrive as individuals, members of the community and members of society.

5. **Vocabulary** - Quality texts are integral to our curriculum approach, as we recognise that fluency in reading enables children to have access to the full curriculum entitlement. We believe it is our role to ensure children leave us being able to articulate themselves clearly, and read and write confidently and effectively. A quality text is chosen each half term to drive learning in English and as the basis for the teaching of our bespoke 'writing sequence'. We ensure as far as possible that the texts chosen as the driver for English link to the termly theme. During the term, children will experience narrative, poetry and non-fiction texts.

6. **Real Life** - We endeavour to ensure that children see a relevance and a purpose to their learning, so plan for learning to build towards a purposeful outcome at the end of the term. This is an opportunity for children to showcase their learning to a wider audience, for example through an exhibition to the school community, or through the publication of a class text or similar.

7. **Progression** - Central to all of the above, and to our curriculum design, is an expectation of well thought out quality first teaching and learning, delivered by all. Teaching staff use our curriculum progression document and planning format to ensure that learning is sequenced so that children build knowledge and skills over time – both building skills and knowledge within the year group curriculum, but also building on, and making connections with, prior knowledge from other years in school. Staff identify the 'sticky knowledge' that they want the children to learn during the course of the theme and then ensure there are plenty of opportunities for the children to practice and apply this knowledge in a range of different contexts, so that they achieve deep, long term learning. As a school staff we are currently developing our understanding of the evidence from cognitive science as to how children learn best and how learning 'sticks' in long term memory, and we are exploring how blocked practice, practicing sequence and recall may further complement our current curriculum model.

Continuing Professional Development

Continuing Professional Development for all staff is a priority to ensure they have the skills and knowledge necessary to deliver the highest standards across the entire curriculum. Subject leaders have the necessary expertise to play a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both skills and knowledge across all year groups, underpinned by a robust assessment system. They can confidently articulate how learning is revisited and developed year on year, to ensure a real depth of learning across the school.

At Joseph Turner Primary, we have high expectations for the quality of teaching across school. We ensure that continued improvement is the focus of our monitoring schedule by focusing on how staff can share good practice between each other, what areas for improvement they have and what high quality CPD can be provided to support their improvement.

School subjects covered

The school will have due regard to the national curriculum and the Statutory framework for the early years foundation stage at all times throughout the academic year.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Computing
- Design and technology
- Geography
- History
- Music
- PE
- [KS2 only] French

PSHE

We want PSHE to lie at the heart of our curriculum we deliver, to closely meet the needs of our children. As a school, we use Healthy minds, Happy me, to teach PSHE explicitly, and we also have a monthly value that underpins our school curriculum. Our PSHE education programme is part of a whole school approach to supporting pupils to develop the qualities and attributes needed to thrive as individuals, members of the community and members of society. All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious 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 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 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' access in all subjects. Intervention Individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need
- Detailed plans are put into place
- All interventions are time bonded and data driven Interventions are evaluated and relevant adjustments are made;
- Pupil Progress meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Learning walks and Book Looks
- Curriculum Governor monitoring visits
- Governor meetings

Subject leader's provide a strategic lead and direction for their subject. Subject leaders plan and monitor the way their subject is taught throughout the school to plan improvement by:

- Learning walks
- Monitoring planning
- Pupil progress
- Team teaching
- Book Looks
- Pupil voice
- CPD/ Staff updates

Impact

- As a result of our well planned and implemented curriculum, we would expect the impact to be that: Our children show kindness, compassion, empathy and courage
- Our children demonstrate a passion and thirst for learning
- Our children achieve well – all making good progress from their starting points and achieving at least the expected standard across the entire curriculum by the end of Key Stage 2.
- They will have the knowledge, skills, understanding and vocabulary that empowers them as citizens in the 21st Century
- Our children have access to a wide and varied curriculum, enabling each of them to excel as individuals and be the best they can be
- Our children have high aspirations for the future and know that these can be realised with hard work and determination
- Our children are mentally and emotionally happy and resilient learners
- Our families work in partnership with us to ensure their child's journey at Joseph Turner is a positive one and prepares them to contribute positively to the world in which they live.