



# ***Curriculum Policy for Primary***

2022-2023

Last Reviewed: July 2022

Next Review: July 2024

Responsible: PLT

Our curriculum policy supports our ethos, aims, mission and values.

*Inquisitive minds* , *creative hands* , *caring hearts* 

**We Aim for Every Child to**

- Keep safe and feel secure
- Be healthy and happy
- Enjoy school and feel positive about learning
- Achieve their potential
- Develop strong social skills and emotional well-being

**Our Mission Statement**

Our school environment is welcoming and friendly.  
We are positive role models and lead by example.  
We are all learners and we work as a team.  
We innovate, inspire, challenge and have fun!  
We empower others to do and to become the best they can.  
We have high expectations and believe we can!

**Our Core Values**



# Introduction

In Primary, we strongly believe that our pupils will be most successful as adults having had creativity and independent learning at the heart of their education. We have designed a Creative Curriculum based on our Creative Curriculum Vision which encompasses our school ethos, core values and skills. We follow the 2014 National Curriculum for England. Social, Moral, Spiritual and Cultural education is embedded within our curriculum to ensure that pupils become responsible, emotionally intelligent, global citizens. We also follow the Spanish Curriculum for Spanish Language and Social Studies and Valencian language. Opportunities are taken to integrate these subjects into the creative curriculum topics.

Our school ethos, values and skills are at the heart of our creative curriculum. By developing values we aim to support pupils to become well rounded individuals who make good choices for themselves, for our community and for the planet. Our core skills are woven into the topics and projects throughout Primary giving learners strategies to know how to learn and how to seek solutions.



# Our Creative Curriculum

## Planning

All planning is completed using school planning forms and is in line with the Creative Curriculum Vision. The age, aptitude and needs of pupils are considered in the planning process, although planning must be adapted by teachers to meet the specific needs of the class. Provision for EAL must be an overarching consideration in planning and pedagogy across the curriculum, as this is typically over 90% of our learners.

## Long Term Planning - Creative Curriculum Topic Plan

The school year is divided into three learning blocks (LB) of 12 weeks each. There is a whole school Creative Curriculum Topic Plan which outlines the topics and Programme of Study Units from Nursery to Year 6. Topics vary in length depending on the age of the pupils and the opportunities for learning but topics should fit within the learning blocks. Topic planning often stems from curriculum content in Science, History or Geography therefore some topics will not include coverage of all three. However, over the course of the year or phase, the National Curriculum requirements are fulfilled. The Creative Curriculum Topic Plan is updated ready for the following academic year and stored on Google Drive in the planning folder. Year groups must clear any major changes with PLT and the subject TLR to ensure that coverage is not missed or duplicated.

There are whole school start dates for each PSHE Unit and Value. These are designed to complement one another to provide a cohesive approach. Assemblies by Phase and Year Group cover many aspects of this and there are whole school events such as Anti-bullying week and Safer Internet Day.

## Medium Term Planning – Creative Path Plans

Year Groups complete Creative Path plans for each topic which give some detail about what children will learn in each subject, week by week. Planning is often most effective when planned in reverse, with the end point in mind. Learning paths can then take into consideration the knowledge, skills and experiences that will support learners in reaching their end goal. Creative Path Plans include specialist subjects and Spanish in order to provide a clear learning pathway where a range of subjects are integrated through a cross-curricular approach. However, connections are not forced and some lessons or subjects may be taught in isolation. Time is allocated at the end of each school year for team planning and Creative Path plans must be updated annually in the planning folder on Google Drive.

Creative Path plans must include:

- Holidays and events
- The topic name
- Fascinators: events, trips, inspirational visitors, workshops, Theme Days
- Entry Points which provide a 'hook' into the topic to promote curiosity and interest.
- Exit Points are the end point of the topic and may include a completed project.
- A brief explanation of coverage for each subject taught within the topic
- Talk for Writing Texts and genre.
- PSHE Unit and Core Value in line with the school calendar

## Short Term Planning – Weekly Plans

Weekly planning is completed for English, Science, foundation subjects, Spanish and Sociales. Year groups may choose to integrate Science and foundation subjects into one Creative Curriculum weekly plan. Alternatively, they may complete weekly plans by subject. We follow White Rose Maths 3.0 for Mathematics and this is adapted to meet the needs of the year group and class. Year groups distribute planning between the team but individual teachers should adapt planning to meet the needs of their class.

Weekly plans must include:

- Learning block and week (LB1:1) in line with the school calendar
- Programme of Study objectives and/or learning objectives
- An outline of each part of the lesson
- An outline of any independent or teacher guided activities
- How scaffolding will support learners in reaching intended outcome
- Steps to Success (examples of Steps to Success (S2S) can be found in the Primary – General folder on Google Drive.)
- Vocabulary
- Speaking and Listening
- Resources

## Timetables and time allocation

Timetables are given at the start of the year and include sessions for specialist lessons. These include Music, PE, Spanish, Social Studies and Valenciano. Computing and Library times are also selected by teachers. In Reception and Year 1, Phonics must be timetabled as early as possible in the day. Teachers complete other core and foundation subjects following the school's guidelines for subject time allocation. Within this, timetables are flexible and may be adapted for the topic, e.g. a day of art or a theme day. Subject time allocations are also flexible depending on the subject focus for the topic e.g. a Science based topic may use all topic lessons for science coverage. In addition to a weekly timetabled computing lesson, technology is integrated into the curriculum.

## Policies

For guidance on specific subjects, assessment, PSHE, EYFS, please refer to the policy.

## Assessment

Assessment must be purposeful and support pupils' learning rather than have the sole purpose of generating a mark, score or grade.

## Programmes followed at Caxton College:

Subject	Programme	Year Groups
Reading and Writing	Talk for Writing	Nursery to Year 6
Science, History and Geography	Talk for Writing across the curriculum	Year 1 to 6
Phonics	Sounds-Write	Reception, Year 1, Intervention up to Year 6
Phonics	Letters and Sounds	Year 2 and Year 3 (phasing out)
Phonics	Letters and Sounds Phase 1	Nursery
Spelling	Twinkl	Year 3 to 6
Mathematics	White Rose Maths 3.0	Years 1 to 6
Reading	Bug Club books and platform Floppy's Phonics, Songbirds, ORT* Sounds Write decodable books	Reception to 6
PSHE	SCARF	KS1 and KS2

***\*According to government guidance, early readers must read decodable books in line with the phonics programme. Once pupils have a good grasp of phonics (from Year 2 or Year 3 onwards), they may begin to read non-decodable books.***

## English

Speaking and listening is an important consideration throughout the curriculum due to our very high percentage of EAL learners. The cross-curricular approach allows key vocabulary to be taught and embedded across the subjects and for connections to be made. Strategies for engaging all learners in talk must be planned in all subjects and where possible, all lessons. Strategies such as Think-Pair-Share, Talk for Writing, I say, You say and Repeated Oral Reading ensure that all pupils speak in English and develop grammar, vocabulary, fluency and pronunciation. Pupils should communicate with each other in English when in English subjects. Every opportunity should be taken to strengthen speaking, listening, reading and writing skills in all areas of the curriculum. The Talk for Writing in Topic document outlines coverage in history, geography and science.

## Reading and books

The Caxton College reading spine sets out the books that pupils will experience in each year group. There are additional texts which teachers may select from for R4P. Reading must be integrated and taught throughout the curriculum, supporting reading development and subject knowledge. Texts must be carefully selected to ensure a wide range of quality literature including a variety of authors and genres, text type and style. Pupils are requested to bring their own copy of the main teaching texts and these should include fiction, non-fiction and poetry. Reading for pleasure is timetabled at the end of every day and is non-negotiable.

## Specialist Subjects

There are specialist teachers for PE, Music, Spanish, Sociales and Religion. Pupils' families choose between ethics, delivered in English or religion, delivered in Spanish. Both are taught by

specialist teachers. Spanish and Social Studies are taught by Spanish teachers in Spanish. The creative curriculum is also followed, making connections between Spanish language classes and Social Studies, which includes History and Geography. Spanish topics cover local aspects of geography and history, including the Valencian region and Spain.

## **Enrichment**

### **Creative Curriculum Enrichment**

Enrichment is embedded within topics as fascinators, entry points and exit points. Pupils have opportunities to hear inspirational speakers, go on educational trips and visits and to participate in workshops and themed days. We take full advantage of our Caxton College community and parents regularly give speeches or hold workshops for pupils. Primary Pupils also have the opportunity to visit the secondary science labs and carry out activities there.

### **Golden Time**

Year 3 – 6 pupils take part in a weekly Special Golden which are organised to enrich learning further. Teachers and specialist staff select activities such as crafts, sports and quizzes to share with groups of pupils.

### **Clubs**

Pupils may opt to participate in a club activity at lunch time or after school. These include Music, Sports, languages, Aloha Maths, art, dance and karate and are taught by specialist clubs teachers.

### **Inclusion and Diversity**

We aim to raise achievement of all learners, to respect and celebrate the wonderful diversity we have in our school community and to ensure that pupils have a voice.

### **We are Evidence Informed**

We aim to keep ourselves informed of best practice in teaching and learning as we strive to continually improve. Changes to the curriculum and its pedagogy must be proven to be effective and come from a trusted source.

