

Itchen Abbas Primary School Curriculum Policy



Introduction

Our curriculum includes all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements and subjects of the National Curriculum Framework document and Early Years Foundation Stage Statutory Framework, but also the wide range of extra-curricular activities in order to enrich the experience of the children. We have developed a curriculum that is relevant and purposeful to the children in our school as well as being engaging and creative.

Intent

Our Curriculum Vision Statement and Values

Our vision is to inspire every child to love learning and achieve personal and academic growth through a creative, knowledge rich curriculum. We wish for every child to acquire the skills, knowledge, understanding and attitudes they require for a successful life within a safe, supportive school environment and community.

Our school ethos is one of encouraging success, progress and growing the hearts and minds of every child. Our curriculum is underpinned by the vision and aims, growth mindset and school values.

School Values

Our School Values are:

- Creativity
- Resilience
- Self-compassionate
- Respectful
- Reflective
- Independent
- Resourceful



Our school is in full agreement with the aims and guidance included in the introduction to The National Curriculum in England Framework and Early Years Foundation Stage Statutory Framework document. These are the aims of our school, upon which we have based our curriculum.

The aims of our curriculum are to:

- Achieve the aims of the National Curriculum and Early Years Foundation Stage
- Embed British Values within our curriculum so they become part of the culture and ethos of the school
- Provide equity and inclusion for all pupils, irrespective of background and starting point.
- Develop and apply knowledge, skills, understanding and enjoyment that promotes a lifetime of successful learning.
- Develop responsible young people who make a positive contribution to society.
- Develop confident individuals who lead safe, healthy and fulfilling lives
- Show respect and understanding for all cultures, including our own
- Develop strong partnerships with parents and carers that influence learning at school and home.

Curriculum Design Principles to Inspire and Challenge

Our Design Principles are used to guide planning, organisation and the evaluation process to inform future planning. They are split into three sections

1. Intent – what we aim for our curriculum to achieve and provide to the children
2. Implementation – how we will achieve our intent
3. Impact – what impact we wish our curriculum to have on the children.

	Principle	Definition
INTENT	Coherent, broad and balanced	Children receive a wide range of experiences and learning in all subjects, which impacts on their outcomes for learning as well as personal, social and moral. It broadens their experiences and develops tolerance and curiosity for the world around them.
	Equity and enrichment including high ambition and access for all children.	All pupils can access the learning, it is modified to be relevant and accessible to all. Learning is enriched through educational trips, visitors, high quality hooks into learning and exciting experiences.
IMPLEMENTATION	The responsive and relevant curriculum develops personal identity and relationships	The curriculum adapts to reflect current affairs or important world events. Children can see how it is relevant to their lives, interests and aspirations.
	Secure learning pathways and memorable connections	The learning journey is presented in a logical order. The children understand the links and are able to apply learning to different situations and experiences. These links are relevant and spark further questions and curiosity.
	Enquiry based learning fuels curiosity	Learning is triggered by questions, enquiry sparks those questions. Children spend most of their learning time questioning and applying their knowledge to new situations. Teachers ensure that an appropriate amount of time is acquiring knowledge, but the emphasis is on thinking and questioning.
IMPACT	Mastery and deeper learning challenges all	All children achieve mastery in their learning whilst being encouraged to think in more complex, ambitious ways. Children are challenged to think hard using their knowledge and skills to make and justify their decisions.
	High Quality Outcomes	Task design is exciting and enjoyable for all. Learning is presented in engaging ways which enables children to be challenged and feel pride in their achievements. Where appropriate, high-quality cross curricular links have been established.

Our Subject Vision Statements

Subject	Vision Statement
English	At Itchen Abbas, English teaching is relevant, purposeful and engaging for all children. We want the children at our school to find pleasure in the learning of English and recognise it as an essential and highly valuable tool for communication. It is our vision that the children will leave our school as competent readers, writers and speakers; we want them to take ownership of their language and use it to express themselves with confidence.
Maths	To allow all pupils to access the curriculum in order to calculate, reason and problem solve so that they are prepared for everyday experiences. We want our children to be engaged and confident in Maths when they master concepts in a variety of ways.
Science	Our vision is that our high-quality science curriculum will stimulate the minds and curiosity of our children, encouraging them to develop an enquiring approach to learning about and understanding the world around us.
Computing	Our vision is to provide pupils with the ability to use computational thinking and creativity to understand our ever-changing world. Computing is an integral part of everyday life and will play an immeasurable part of our children's futures. We aim to ensure our children become digitally literate so they become active participants in a digital world.
Geography	Our vision is that children will develop interest and fascination about their surroundings and the wider world. By understanding the cultures and differences between places, both physical and human they develop greater understanding of how the environment effects people's lives.
History	Our vision for history is that children will become excited historians who understand that History has impacted the ways in which we live today. They will develop historical skills and concepts and build knowledge over time of significant events, periods of time and individuals.
Art and Design	Our vision for Art and Design is for every child to be inspired by artists, designers, crafts makers, sculptors and architects to create their own artwork and express themselves in different ways through art and design.
Design and Technology	Our vision for Design and Technology is to mold creative, enthusiastic designers who take risks and are aware of how to confidently make a variety of products. They will have the ability to reflect and improve projects.
Music	Our vision for music is that every child will receive a broad, high quality music education which promotes enjoyment and respect for a wide variety of styles and genres of music and encourages enjoyment of music and creative self-expression for life.
PSHE including RSE	Our vision is to equip children with the skills, knowledge, and understanding to make positive choices, lead healthy lives, and promote mental well-being. We provide a safe space for exploring and challenging issues, fostering self-awareness, personal safety, and respect for differences. Our goal is for every child to develop the emotional and social tools needed to manage their lives both now and in the future.
PE	Our vision for Physical Education (P.E.) is that the teaching of P.E. will equip all children with the skills, confidence and knowledge to participate successfully in a range of sports and live a healthy and active lifestyle.
MFL	A "Love of Language" is our vision at Itchen Abbas Primary School. Children are encouraged to develop an understanding of the world in which we live in by having the opportunity to develop their language skills as well as learn about culture and traditions. Our chosen MFL is French, taught in Key Stage 2.
EYFS	Our vision is to empower every child to take ownership of their learning through positive relationships and supportive environments. We celebrate each child's uniqueness and nurture their curiosity and joyfulness. By promoting learning through play and exploration, we encourage critical thinking, problem-solving, resilience, and resourcefulness. Our goal is for all children to develop a lifelong love of learning and a thirst for knowledge.

Implementation

Curriculum Statement

Our curriculum is planned to provide progression and ensure breadth of coverage and experience. These are broken down into schemes of learning which are informed by teacher's assessment. At our school we follow a long-term curriculum overview that indicates which units are to be taught in each term. We review our long-term curriculum overview on an annual basis.

Our schemes of learning give clear guidance on the end point for each topic, objectives that we use when teaching, and any enrichment activities. 'Big Ideas' are used to identify subject specific themes which link across the scheme of work to support long term changes to memory; in other words, learning. Using the skill progression documents and curriculum overviews, plans are prepared by class teachers with guidance from the staffing team or external advisors. These plans are driven by daily assessment of learning and provide detail of the learning objectives and how the learning will be delivered. We deepen children's learning by providing opportunities for them to build on prior knowledge, make meaningful connections, and apply their learning in real-world contexts. Through engaging, hands-on activities and challenging tasks, we encourage critical thinking and problem-solving, ensuring that children develop a deeper understanding of key concepts and skills throughout the curriculum.

Our curriculum is broad and balanced, reflecting the needs of our community. In order to achieve this, we may block learning in a subject into a half or whole term or hold special focus days or weeks. This means that, for example, a child may concentrate in one half term on a history topic, and then switch to a greater emphasis on geography in the next half term. Each term, each child has the opportunity to experience the full range of National Curriculum subjects.

As part of our curriculum offering, we enable part of the morning session to be dedicated to learning tasks that complement the foundation curriculum. Teachers respond to the needs of the children and provide appropriate opportunities to ensure that all children make progress from their starting points.

Class teachers and school leaders are responsible for evaluating all aspects against our Curriculum Design Principles, as well as each subject within and at the end of each learning unit. These evaluations feed subject monitoring by our subject leaders or Foundation Curriculum Review teams, in order to evaluate curriculum provision as a whole. The learning environment, inside and out, plays an important role in our curriculum. It reflects current learning and is accessible to all children to support them deepen their understanding.

Children with additional needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

If a child has an additional need, such as SEND, behaviour or medical, our school carries out its best endeavors to ensure it meets these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher assesses this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation and through quality first teaching. For higher levels of need, we contact external agencies and professionals to support with more specialised assessments. This may sometimes lead to a request for statutory assessment in order to apply for an Education Health and Care Plan (EHCP). We provide additional resources and support for children with special needs as appropriate which are additional to or different from their peers.

Our Learning Toolkit - The Use of Metacognition Science and Strategies

According to the Education Endowment Foundation, the use of metacognition and self-regulation approaches is 'high impact, low cost' as a technique for supporting children's progress in learning (+7 months). Such methods require children to take greater responsibility for their learning and develop their understanding of what is required to succeed.

At Itchen Abbas Primary School, we have used evidence and information from the Education Endowment Foundation, combined with Rosenshine's Principles of Instruction, to develop techniques for teachers to use to support children in developing and using metacognition and self-regulation.

We call these our **Learning Tools**. They are:

- Review previous learning
- Ask questions
- Explore new learning in small steps
- Practise
- Evaluate your progress and work throughout

<u>Research based principle</u>	<u>What this could look like</u>	<u>Where would we expect to see this?</u>
<p><u>Activate Prior Knowledge</u></p> <p><u>Our Learning Tools – Question and Review</u></p>		
<p>Daily review.</p> <p>Aim – to develop automaticity</p>	<ul style="list-style-type: none"> • Review of previously covered material including vocabulary – this should be linked to the Knowledge Organisers • Additional practice of facts and skills for automatic recall • Review knowledge and concept relevant to the lesson • Ask where children had difficulties or made errors and review these 	<p>Particularly important when teaching material that will be used in subsequent learning.</p>
<p>Ask questions.</p> <p>Aim – to provide rehearsal and practice of new material and check how well it has been learnt.</p>	<ul style="list-style-type: none"> • Ask questions to support children embed their understanding of new learning. • Question Stems: How are _____ and _____ alike? What is the main idea of _____? What are the strengths and weakness of _____? In what way is _____ related to _____? Compare _____ and _____ with regard to _____. What do you think causes _____? How does _____ tie in with what we have learned before? Which one is the best _____ and why? What are some possible solutions for the problem of _____? Do you agree or disagree with this statement: _____? • What do you still not understand about _____? 	<p>When teachers are checking understanding.</p> <p>When reviewing and rehearsing previous learning.</p>
<p>Present new material using small steps.</p> <p>Aim – to prevent overloading working memory</p>	<ul style="list-style-type: none"> • Present small amounts of new material at a time • Assist children as they practice this material, • Only once this is mastered, move on to next steps • Check understanding of each point and reteach if required. • Take time when presenting new material and guide student practice. 	<p>Every time new material is being introduced.</p>

	<ul style="list-style-type: none"> • Provide good explanations, give many examples, check understanding so that children work independently without difficulty. • Model and think aloud– supervise children practicing, children summarise how 	
<p><u>Independent Practice / Monitor</u></p> <p><u>Our Learning Tools – Small Steps, Practice, Question</u></p>		
<p>Provide models.</p> <p>Aim – to support in learning to solve problems and to support working memory</p>	<ul style="list-style-type: none"> • Modelling and thinking aloud how to do the task • Use worked out models and part worked models to allow children to focus on certain steps of the task and avoid cognitive load • Follow this Provide a prompt – modelling – guided practice – supervised independent practice 	<p>Problem solving tasks including in maths, science, writing and reading comprehension</p>
<p>Provide scaffolds for difficult tasks Scaffolds help students learn strategies.</p> <p>Aim – to help children learn difficult tasks as guided practice</p>	<ul style="list-style-type: none"> • For example, the use of cue cards, checklists, models of procedures to compare against • Give prompts for steps they might use • Use teacher thinking aloud • Ask them to think aloud to clarify their thinking • Have a checklist to evaluate their work. Get them to make their own checklist and compare against the teachers 	<p>When new learning is introduced or a child is finding the learning tricky. When scaffolding enables the child to rehearse a specific skill</p>
<p>Guide Student practice.</p> <p>Aim – to provide sufficient rehearsal for material to be stored in long term memory</p>	<ul style="list-style-type: none"> • Ensure there is sufficient rehearsal of new material • Spend time rephrasing, elaborating and summarising new material so it can be stored in long term memory • Rehearsal helps retrieve information 	<p>When material is new or not yet sufficiently practiced</p>
<p>Independent practice</p> <p>Aim – to provide rehearsal time and elaboration needed to become fluent in a skill</p>	<ul style="list-style-type: none"> • Fluency applies to facts, concepts and discrimination that must be used in subsequent learning. • Independent practice should involve the same material as guided practice • Children must be prepared for their independent application and practice • Teacher circulation and monitoring is effective in engaging children in their work • If children are making errors, guided practice has not yet been sufficient • Students helping students is effective in supporting learning for all • 	<p>When practicing and rehearsing new learning</p>
<p><u>Structured Reflection / Evaluate learning</u></p> <p><u>Our Learning Tools – Succeed, Review, Evaluate</u></p>		
<p>Check for student understanding.</p> <p>Aim – to check that all children are learning the new material</p>	<ul style="list-style-type: none"> • Check for understanding – ask children to summarise, repeat, whether they agree / disagree • This will confirm understanding and clarify what needs to be re-taught • Ask children to think aloud as they work or plan or explain their view 	<p>With all new material teaching.</p>
<p>Obtain a high success rate.</p>	<ul style="list-style-type: none"> • Check that children are not practicing errors (completing the work incorrectly) or this error will be learnt 	<p>When practicing and rehearsing new learning</p>

<p>Aim – to ensure that what children learn is correct</p>	<ul style="list-style-type: none"> Learnt errors such as spelling, procedural or other facts are not rehearsed adequately and errors in new information are not corrected and therefore learnt. 	
<p>Weekly and monthly review.</p> <p>Aim – to develop well-connected schemas in long-term memory</p>	<ul style="list-style-type: none"> Extensive and broad reading and practice develops well-connected schemas. When knowledge is well connected, it makes it easier to learn Knowledge organised into patterns takes less space in working memory The more one rehearses and retrieves information the stronger the connections become and supports automaticity Use quizzes / reviews as long as incorrect answers are corrected 	<p>When supporting the children to make links in their learning and develop their new knowledge into patterns</p>

The role of the subject leader / Foundation Curriculum Review Team

The role of the subject leader is:

- to create enthusiasm and shared vision for the subject
- to ensure the curriculum is well planned, of a high standard and well resourced
- to evaluate the effectiveness of provision and the impact this has on teaching, learning, assessment and outcomes for pupils
- to secure improvements in the quality of teaching and learning, assessment and outcomes for pupils
- To ensure that all adults have the expert subject knowledge they require and provide CPD as required.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and offer guidance and support for year teams on how to improve. Each subject leader reviews their subject through monitoring of planning, work sampling and pupil conferencing to ensure that there is full coverage and that progression is accurately planned into topics. They lead and encourage a professional dialogue with teachers and teaching assistants to review and drive improvements in their subject. The majority of Foundation Curriculum subjects are led by a Foundation Curriculum Review Team. This team of teachers review, monitor, assess and plan next steps for each subject, working collaboratively to ensure there is consistency across the school, through collective accountability.

Impact

Monitoring and review

Subject Leaders / The Foundation Curriculum Review Team are responsible for monitoring and evaluating the impact of provision in their subject using internal assessment data and national test results to check that children are achieving well and ready for the next stage in their education. Subject Leaders / The Foundation Curriculum Review Team monitor the way subjects are taught throughout the school to ensure that appropriate objectives, skills and teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are used stored and managed. For more information, refer to our Assessment Policy.

The Headteacher and Senior Leaders are responsible for the day to day organisation of the curriculum.

The governing body in partnership with the Headteacher, is responsible for monitoring the way the school curriculum is implemented and its impact on standards. Governor monitoring to measure the impact of this policy will include:

- Governor visits through SIP (School Improvement Days) to discuss and monitor provision
- Pupil conferencing and monitoring of books/Learning Journals
- Learning Walks by the leader/Headteacher
- Evaluating internal and external assessment data
- Agreeing, monitoring and evaluating School Improvement Plan Priorities.

Date agreed: May 2025

To be reviewed every 2 years.

Date for next review: May 2027