



Children and learning at the heart of our
CARE-ing community

Old Fletton Primary School

Curriculum Statement

Version 7 - February 2025

OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

Curriculum	We have developed a fully comprehensive curriculum framework that meets the requirements of the latest National Curriculum review, enabling us to achieve our intent: <i>To provide opportunities that enable our children to have the skills, knowledge, understanding, confidence and desire to achieve the highest standards of which they are capable. Enabling them to play an active part as responsible and caring members of the school community and beyond.</i>
Learning & Teaching	Our lessons are planned to enable learning to be built upon over different periods of time through careful interleaving (1) and spacing (2). Teachers understand the need for regular reviews and quizzes and ensure we are maximising the possibility of learning being retained in the long-term memory. Walk-Thrus are used as a pedagogical tool to compliment our Direct Instruction approach. (1) Interleaving - regular alternating learning intentions that develop over time. (2) Spacing - leaving space between learning (time to forget) and then re-engaging the learning.
Marking & Assessment for Learning	Assessment, of which marking is a part is used to identify: 1. Where children are in their learning. Simply, Feedback 1 or Feedback 0 2. What they need to do next. 3. How best to move them forward: Sprint Scrum, ABC time etc We recognise all formative and summative assessments should have clear purpose and not be overly cumbersome and negatively impact on workload.
Why is this a curriculum statement?	There is no requirement to have a curriculum policy, however at Old Fletton Primary school we believe that success is only obtainable if there is a clear, high quality, robust curriculum in place, that all staff and parents can unite behind. We believe that in order to meet the needs of all our pupils we have to go beyond the minimum statutory requirements. We carefully plan to ensure high quality cultural capital, experiences and opportunities.
What is the Statement for?	This statement is for all members of the Old Fletton Primary School community so that there is common understanding about what learning opportunities are planned for our children at all stages of their primary school experience.
How will this statement be communicated?	This statement is available in the headteacher's office and on the school's website. It forms part of the induction pack for all classroom based staff.
How will this policy be monitored?	Role of the Governors Our governing body is responsible for monitoring the way the school curriculum is implemented. This is through: in school monitoring; questions and receiving reports directly from subject leaders or from the headteacher/DHT as and when requested. Role of the Headteacher and Deputy Headteacher They take overall responsibility for the curriculum and assessment of it and report to governors on the monitoring of the curriculum. They ensure the school's budget supports its implementation. They prepare a SDP to secure continual improvement. They meet half-termly with Subject Leaders for bursts of work.

1. Introduction

In order to fulfil our intent: **‘To provide opportunities that enable our children to have the skills, knowledge, understanding, confidence and desire to achieve the highest standards of which they are capable. Enabling them to play an active part as responsible and caring members of the school community and beyond.’** our curriculum is designed, not only to meet statutory requirements, but also to enthuse our children with a love of learning: ensuring that they are equipped intellectually, socially and with a strong sense of morality for life in modern Britain.

2. To achieve our mission our curriculum is planned to be:

Broad: so that it provides a wide range of knowledge, skills and experiences that enables intellectual stimulation & curiosity as well as opportunities to reflect on how to be safe, valuing oneself and others.

Balanced: so that each subject has sufficient time to contribute effectively to learning.

Relevant: so that learning can link to the pupil’s immediate experiences leading to applications in the world at large.

Coherent: so that topics can be linked to make the whole learning experience more meaningful and ultimately memorable schema.

Progressive: so that what is taught builds in a systematic way upon what has already been learned.

Scaffolded: so that what is taught and the tasks that are set are supported to enable children to achieve at their level

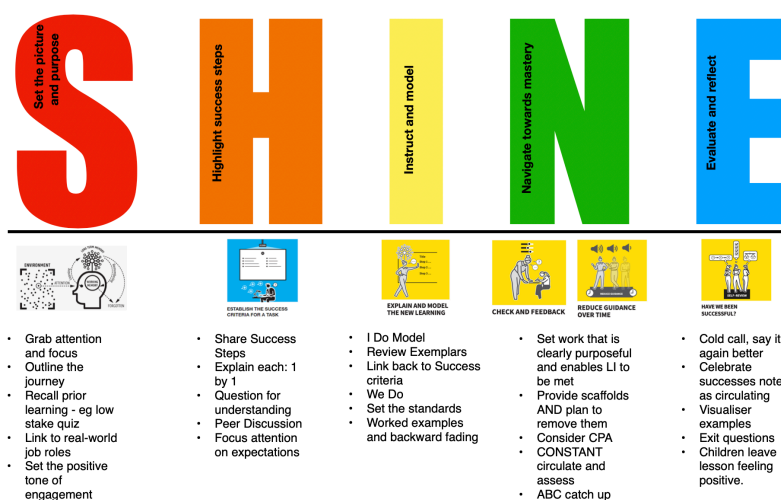
Accessible: so that there is equality of opportunity for all. Ordinarily available provision alongside subject specific adaptations.

3. Organisation, Planning and Principles

We have a long term plan for the whole school initially based on the most recent National Curriculum review, which is then enhanced and tailored to meet the needs of our learners and reflects our context. The Curriculum is planned in year groups and each year group is split into 6 week units. Subject disciplines are recognised and cross curricular links are only made where strong and appropriate.

With our medium term plans - the learning journey is mapped very carefully, particularly where learning is new and where it is reviewed. Opportunities to **practise**, **revisit** and **forget** are all **important factors** in **maximising the potential for learning to be retained in the long-term memory**. We spend a lot of time planning for enriched, memorable experiences that enhance learning as well as ensuring cultural capital is considered.

If at all possible we use subject specialists and enthusiasts to provide class teachers with medium term plans for a unit. It is the class teachers responsibility to adapt this to meet the needs of their particular class of children **We expect our teachers to teach the curriculum through the agreed school: SHINE principles.**



4. CARE Values

Our curriculum is delivered through our strong ethos and Values of CARE that is consistently upheld, promoted and modelled by the Headteacher and Deputy Headteacher.