



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

## Old Fletton Primary School

### Curriculum Statement

Version 5 - October 2022

#### OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

<p><b>Curriculum</b></p>	<p>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></p>
<p><b>Learning &amp; Teaching</b></p>	<p>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.</p> <p>(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.</p>
<p><b>Marking &amp; Assessment for Learning</b></p>	<p>Assessment, of which marking is a part is used to identify:</p> <ol style="list-style-type: none"> <li>1. Where children are in their learning.</li> <li>2. Where they need to go next.</li> <li>3. How best to move them forward.</li> </ol> <p>We recognise all formative and summative assessments should have clear purpose and not be overly cumbersome.</p>

<p><b>Why is this a curriculum statement?</b></p>	<p>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.</p> <p><b>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.</b></p>
<p><b>What is the policy for?</b></p>	<p>The policy 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.</p>
<p><b>Who has devised and contributed to this policy</b></p>	<p>This policy was initially devised by the headteacher, senior leadership team and governors (October 2014) and is reviewed every 2 years.</p>
<p><b>How will this policy be communicated?</b></p>	<p>This policy 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.</p>
<p><b>How will this policy be monitored?</b></p>	<p><b>Role of the Governors</b> Our governing body is responsible for monitoring the way the school curriculum is implemented. This is through questions (suggested ideas on The Key) and receiving reports from the headteacher as and when requested.</p> <p><b>Role of the Headteacher and Deputy Headteacher</b> 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.</p>

## 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.

**Differentiated** so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil.

**Accessible** so that there is equality of opportunity for all.

## 4. Organisation and Planning

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 4 blocks. There is a primary subject 'driver' for each block, however links to other subjects are made but only if relevant - there is an awareness of schema opportunities, but subject links are not forced.

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 a theme as well as ensuring cultural capital is considered. Children and parents are provided (as of February 2020) with knowledge organisers that summarise the main learning points for a particular subject in that block. They are used to allow children to quiz each other and reflect on the learning being covered.

If at all possible we use subject specialists and enthusiasts to provide class teachers with medium term plans for a block. It is the class teachers responsibility to adapt this to meet the needs of their particular class of children.

## 5. Our curriculum is delivered through a strong ethos that is consistently modelled by the Headteacher and Deputy Headteacher:

1	Know and understand the individual
2	Be achievement driven
3	An active member of our learning and teaching community
4	Expect students to do well
5	Adapt to meet the needs of the individual
6	Provide an enabling environment

These beliefs are integral to the effective delivery of the curriculum through lessons that are structured using the following techniques:

<b>Context &amp; Big Picture</b>	Consistently reminding the children of the purpose of the learning and how it fits in the context of a larger LI or is applied in the 'real world' High Expectations (pg91) <b><i>Aim high</i></b>
<b>Revisit, refresh &amp; misconceptions</b>	"The most single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly." Ausubel, 1968 (pg41) Effective differentiation and maximising learning opportunity - <b><i>Respect one another</i></b> Teacher understands learners as individuals
<b>Learning intention</b>	They will vary according to where in the learning journey the child is - but will always be mindful of moving from uni/multi structural to relational and extended abstract - <b><i>Aim high</i></b>
<b>Success Criteria</b>	How will the children and the adults know they have been successful and 'arrived' at the learning intention destination (pg56) <b><i>Celebrate success</i></b>
<b>Think Aloud</b>	A crucial element of modelling what success looks like, linked to the success criteria - example learning modelled is explicit of what's expected and what the teacher is processing as they do the activity
<b>Guided Practice</b>	Opportunities for pupils to work alongside the class teacher at whole class level as they process towards independence. <b><i>Embracing the challenge</i></b>
<b>Paired Work</b>	Peers can influence learning...tutoring, friendship, feedback and making the class and school a place to which students want to come each day (pg87) Minimise the fear of failure when <b><i>embracing the challenge</i></b> together. <b><i>Respect one another</i></b>
<b>Independent Work</b>	Pupils are taught how to practise deliberately and how to concentrate (pg120) Increasing resilience and independence, <b><i>embracing the challenge</i></b> Enabling the practice or application of skills
<b>Assessment &amp; Feedback</b>	A variety of methods to provide formative feedback, engaging students in the process, including self assessment - feedback on learning successes (pg142) <b><i>Celebrate success</i></b>