

# Curriculum Development and Delivery Policy



Capenhurst C.E. (Controlled) Primary School

**Headteacher: Claire Green**

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**Review: as required**

**Approved by governors: Autumn 2019**

## **Our Curriculum**

We offer all at Capenhurst CE Primary School a curriculum that promotes our ethos, aims and Christian values – the opportunity to live life in all its fullness, become our best selves and be in an environment that keeps all safe, happy and healthy. We believe that education is part of a lifelong process of learning and that our school is a learning environment for everyone who spends time here – children, parents and carers, staff, governors and visitors. Teaching and learning is a process of cooperative team work with everyone playing their part.

### **Curriculum Intent**

Our curriculum will offer:

- The opportunity to explore the teachings of Jesus
- Exciting and enriching activities covering the breadth and depth of the National and Early Years curricula
- Opportunities to take risks with learning and develop the resilience and wisdom to overcome any hiccups along the way
- Opportunities for children to become courageous advocates in a real and honest way that nurtures hope; speaking out for others and being a global neighbour
- Enrichment opportunities such as residential trips, day trips, hearing an orchestra play, learning an instrument, performing to an audience, working with children and adults from other schools fostering a sense of community

Through the curriculum on offer at Capenhurst our children, their families, the staff, the governors and wider community will have the knowledge, skills and understanding that will enable them to take advantage of all that life has to offer both within the classroom and beyond it. It will prepare our pupils for later life and enable the adults around them to be best placed in making the most of the rich and varied opportunities that they will encounter.

As an Anglican school, the precepts of Anglican education remain at our core. This includes recognition of and valuing the Church of England Vision for Education – Deeply Christian, Serving the Common Good. This is worked around the four core elements of wisdom, hope, community and dignity and recognises people of all and no faith. This openness to finding out about people of all faiths, cultures and beliefs is at the core of the curriculum at Capenhurst ensuring that no one person is singled out or left behind.

We want all our children to see the wisdom in finding out more through a broad and varied curriculum offering across a range of subjects and activities; have hope when faced with adversity and challenges that they are strong enough to overcome them and know where to seek help and guidance; feel part of a community that values them for who they are and enables them to know themselves and how to build healthy relationships with others. All within an environment that holds the basic principle of respect for others at its core; through vigilant safeguarding and an understanding within everyone that every single person is valued for their uniqueness.

We are developing a curriculum that has high aspirations for all.

### **Curriculum Implementation**

Effective and robust planning and assessment systems and the delivery of a creative, broad and balanced curriculum aim to ensure the inclusion and achievement of all children in our school. Each class has a curriculum map that outlines the areas and strands of the national curriculum or EYFS curriculum that will be covered through that topic. From these curriculum maps, teaching

staff identify how they plan to deliver appropriate sessions in English, maths and topic to ensure coverage and progression that meet the needs of all pupils in their classes.

The school follows a thematic approach to teaching with the adoption of 3 whole school topics (one per term). These are chosen to reflect the expectations of the National and Early Years curricula. Coverage and tracking documents from previous years are gathered together and discussed as a staff so that the chosen topics being studied ensure that curriculum expectations are met by children at the end of each key stage. Working in this way enables the school to deliver its curriculum as a family which is the cornerstone of our school ethos.

Writing is taught through a range of exciting stimuli including quality texts linked to the theme, film clips, visits and visitors. Writing is modelled so that the children are clear about the high expectations that we have for their writing and to provide examples and scaffolds for their own writing. Basic skills such as handwriting, phonics and spelling are taught discretely. Phonics is taught in EYFS and KS1 through the 'Letters and Sounds' scheme; spelling is taught from Year Two upwards using the Babcock scheme of work.

To enable children to open their minds to the wealth of vocabulary available to them, a great emphasis is placed on talking as a writer. This is developed from Reception upwards with many opportunities for speaking and listening embedded across the curriculum across the school. Reading is a fundamental part of the curriculum at Capenhurst as it opens up access to wide range of ideas and information. Reading is taught in a variety of ways instructional reading taking place using individual reading sessions, group reading and reciprocal reading according to the needs and development stage of the children. Texts are banded using the book bands and cover a range of schemes including phonically accessible books for those children at the start of their independent reading journey. Children and staff also share a love of reading through regular reading for pleasure sessions at various parts of the school day.

Mathematics is taught sequentially with the basic skills and concepts revisited through each school year before being built upon once the children demonstrate a secure grasp of the skill or concept. Teaching in maths follows the National and Early Years curricula and staff have access to support materials from Classroom Secrets and Maths of the Day as well as their own subject knowledge and skills as a teacher.

At Capenhurst we follow the Cheshire agreed syllabus for the teaching of RE which is delivered by a subject specialist and supplemented by the class teachers. The syllabus covers a range of world religions as well as the opportunity for self-direct study of the bigger questions about faith and religion. This provides the children with the awareness, knowledge, skills and understanding to describe, explain and appreciate the diversity of beliefs and practices amongst the people of the world.

Throughout all the knowledge-teaching and learning across the full range of National and Early Years curricula subjects and areas of learning, the children are supported to recognise and take care of their own personal health, safety and well-being. Sessions based on PSHE, emotional well-being, e-safety and personal safety are regular elements of teaching across school. We also access support from experts such as the local PCSO, NSPCC and Coram Life Education to enhance the provision on offer in school.

Coverage of and progression through the curriculum (National or Early Years) are recorded using tracking sheets which are completed electronically by the class teachers. Each class has its own file on staff share where all curriculum planning, coverage and tracking is saved. This enables any member of staff to have an overview of how the curriculum is being covered within each class.

Alongside the planning and tracking documents, teaching staff were involved in generating a document – What Good Teaching looks like At Capenhurst – which links directly with the Teachers’ Standards. This document makes clear the expectations the school has for all those involved with the teaching and learning of all our pupils.

We believe our school must provide its pupils with a stimulating environment in which to learn. The learning environment must be safe, clean, well-organised and resourced. Displays are an integral part of the learning environment and they are expected to celebrate children’s learning, reflect the cultural diversity of the school community and support learning.

Learning outside the classroom is a vital part of the curriculum at Capenhurst. It is an expectation that teachers, as part of their classroom practice, explore and apply learning opportunities contextually outside of the classroom environment. From making good use of the ‘Maths of the Day’ resource that encourage active learning which can be taken outside through to day trips and residential trips that broaden the children’s life experiences. Each child in school will listen to an orchestra play live more than once during their seven years with us; they will learn to play a musical instrument; they will perform to an audience; they will be encouraged to take part in an inter-school sporting activity (competitive and non-competitive).

We believe it is important to ensure pupils know how to manage themselves safely in their local community and know how to use public transport safely. As pupils attending a small school, we involve the pupils in range of community activities and those with pupils from other schools as part of the wider curriculum and preparation for life beyond school.

### **Impact of the curriculum**

Impact of the curriculum is measured through the thorough analysis and tracking of outcomes for all pupils across school – this ensures that no child is left behind.

There are a range of assessment procedures in place in school that staff employ to ascertain the attainment and progress of all pupils. During lessons, teachers will annotate and evaluate the progress of the pupils against the learning objectives. Pupils are also assessed formally 3 times per year using independent pieces of work and a cross-section of test materials to ascertain their level of attainment and progress made. Writing is assessed each half term and marked by all teaching staff before in-house cross moderation. Following these assessments, pupil progress meetings are held to review the results and identify children who are at risk of not making expected progress or achieving age-related expected attainment. Pupils who take part in intervention activities have their progress monitored through intervention evaluation sheets that are shared with the SENDCo.

Teachers continually assess understanding within lessons through a range of strategies including: questioning, self and peer assessment, learning conversations and target setting. Feedback is given to learners in line with the Presentation and Feedback policy. Self and peer assessment are valued strategies, which enable pupil’s involvement and ownership of their own learning and progress.

Challenging targets are set at the beginning of the academic year and agreed in partnership between the class teachers and Headteacher. These targets are set against both attainment data from the previous academic year and against expected milestones of progress.

The implementation of the policy will be monitored through:

- Lesson observations
- Planning scrutiny

- Book Scrutiny
- Pupil progress meetings
- Pupil Interviews, Questionnaires and Afternoon Tea
- Parent surveys and feedback