

Sunning Hill Primary School



Curriculum Policy

Linked Documents: National Curriculum 2014, Assessment Policy, SEND Policy.

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Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world.

Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**. These foundations provide a strong base for building a bright future together ensuring **equality** for all.

Intent

At Sunning Hill, we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through a range of trips, visitors, events, extracurricular clubs and first hand experiences.

Implementation

The intent of our curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the curriculum so that it provides breadth and depth and also allows all children to succeed both within the classroom and beyond. Stated below are ways in which we ensure that the curriculum is taught in line with our aims;

- The curriculum is delivered through discrete subjects and cross curricular links are made where appropriate to embed learning.
- Each curriculum area has a progression document, which breaks down the knowledge and skills to be taught across the school. These documents also include key vocabulary (for each unit), end points (to support assessment) and essential previous knowledge that links to each new unit.
- Within each unit, on the progression grid, there is a clear balance of knowledge and skills which are mapped out for each lesson. This ensures our curriculum is progressive and allows children to build upon previous learning.
- Each subject has its own policy, which sets out the intent and implementation of the subject clearly. This ensures the planning and delivery of each subject is consistent across school.
- Quality First Teaching is delivered to meet the needs of all learners. Sunning Hill will endeavour to ensure that the necessary provision is in place for any pupils who have dyslexia or dyslexic

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traits. Staff use a range of dyslexia friendly strategies and provide multi-sensory experiences for children to support learning in all areas of the curriculum so they can reach their full potential.

- Assessment strategies are used within all lessons to inform teaching whilst addressing misconceptions and gaps in learning.
- To help the children remember key knowledge a range of strategies are used:
 1. Spaced learning quizzes, which are revisited throughout the year
 2. Knowledge organisers, which include essential information in History, Geography, Science and Computing units
 3. Memorable first-hand experiences to help children make connections
 4. Visual aids to support all learners
- Subject specific vocabulary is selected and taught explicitly using the national curriculum. This is progressive across year groups and is displayed in classrooms so the children can refer to it.
- Knowledge organisers are used in some subjects to map out key information for each unit of work. Children make reference to these in lessons where appropriate and they are also sent home to help parents understand the key knowledge being taught in certain subjects.
- In some subjects 'Show me what you know' assessments are used to allow children to demonstrate what they have learnt and what they remember at the end of their unit of learning.
- We develop the children's awareness of British Values where appropriate.
- Working walls show the building of knowledge and skills over the course of a unit. This may include key vocabulary, maps, timelines, children's work and significant people.
- Collaboration is valued greatly and in lessons children have the opportunity to work in groups or pairs.
- The junior leadership team, comprised of children from Year 3-6, work in focus groups to improve different aspects of school life. These focus groups are named Ourselves, Our Learning and Our Environment and Community.
- Homework promotes independence, choice and encompasses wider experiences so that the knowledge and skills acquired in school can be applied to deepen learning.
- Speaking and listening is promoted through all aspects of the school curriculum. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- In all lessons, feedback is given to children to address misconceptions and allow best possible progress. (See marking and feedback policy)
- Expert teacher subject knowledge is developed through continuous professional development and coaching. The school has a carefully planned induction programme to support ECTs and new staff.

Impact

Through our clear, aspirational intent and our structured, rigorous implementation of the curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills. The impact of this is measured in the following ways;

- National test data is used to identify strengths and areas for development which then feeds into the School Development Plan.
- Action plans for each subject provide clear direction for the academic year and ensure accountability and focus to ensure there are high expectations for each subject.
- Subject leaders implement rigorous monitoring for their curriculum area and feedback is discussed with teachers, curriculum leaders and the senior leadership team. This information is used to plan staff meetings and external training opportunities.
- Termly assessments take place in all subjects to inform next steps and identify additional support.
- All year groups follow a complete balanced curriculum throughout the year.