



## CARBEILE JUNIOR SCHOOL CURRICULUM POLICY



PH – February 2024

### **INTENT**

#### **Rationale for curriculum design**

The rationale for the curriculum is based on the school's shared vision:

*CarBEile Junior School – BE Empowered, BE Courageous, BE your best, BElong*

We aim to achieve this through our eight principles for curriculum design:

**Creative** – we use our imagination.

**Aspirational** – we aim high.

**Rich** – we deepen our understanding.

**Balanced** – all knowledge is valued.

**Engaging** – learning is exciting.

**Inclusive** – we are all learners.

**Linked** – our learning is connected.

**Everlasting** – we remember.

- Through the curriculum, we aim to prepare pupils for the opportunities, experiences and responsibilities of adult life and to lay a firm foundation for future learning.
- We seek to provide a **Creative, Aspirational, Rich, Balanced, Engaging, Inclusive, Linked, Everlasting** curriculum and offer a wide range of exciting, challenging activities and experiences to all pupils irrespective of ability, background, ethnic origin or gender.
- The **CARBEILE** Curriculum addresses disadvantage and provides equality of opportunity.
- We believe that learning is at its strongest where a child is either developing, progressing or mastering knowledge and skills and consequently able to retrieve core knowledge that is baked into the curriculum.
- We know the key knowledge components within each topic that we want the children to remember.

Our curriculum, intertwined with our Learning Powers of **Resilience, Resourcefulness, Reflectiveness and Relationships**, aims to enable all young people to become successful learners, who make progress and achieve. We want to educate confident and responsible individuals who are able to live safe, healthy and fulfilling lives, with the attitudes and attributes, skills, knowledge and understanding necessary for their future.

Our core values of: **Aspiration, Endeavour, Honesty, Pride, Respect, and Kindness** underpin everything we do in the curriculum.

#### **Aims for curriculum design**

The Aims of the Curriculum, through our eight principles for curriculum design are as follows:

**Creative** – we use our imagination.

- ✓ Children express their learning through their own decisions.
- ✓ Children are aware of the importance of, and participate in, the arts and related cultural themes.
- ✓ Curriculum Hub 'Special Days' promote pupil's creativity in a range of curriculum areas.

**Aspirational** – we aim high.

- ✓ We promote ambitious, high standards in reading, writing and maths, and across all subjects of the curriculum.
- ✓ STEAM (Science, Technology, Engineering, Art, Maths) is used to extend the learning and aspirations of the children.
- ✓ The teaching of the 'hidden curriculum' instils manners, good attitudes to learning, attendance and

punctuality, and enriches the children's conduct.

**Rich** – we deepen our understanding.

- ✓ Pupils access the content and make progress through the curriculum through planned skills progression across all subjects.
- ✓ Range of activities planned within every lesson allows every child to deepen their understanding, regardless of their ability.
- ✓ Through teachers' outstanding subject knowledge, we deepen the children's understanding.
- ✓ After school clubs develop children's skills in different subject areas.

**Balanced** – all knowledge is valued.

- ✓ All subjects are considered important, and the curriculum is never narrowed.
- ✓ We promote pupils' spiritual, moral, social and cultural development.
- ✓ We promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- ✓ The personal and social skills of each child is developed through the whole school Jigsaw programme and 2020 RSE curriculum.

**Engaging** – learning is exciting.

- ✓ Our curriculum is relevant and modern.
- ✓ There is an ambitious variety of teaching approaches in lessons to ensure varied learning also.
- ✓ Our curriculum exceeds the ambition and breadth of the National Curriculum.
- ✓ We promote a love of learning.
- ✓ Our learning opportunities suit a wide range of learning styles.
- ✓ Topic launches and 'Hooks' inspire the children about every topic taught.
- ✓ Curriculum Hub days are planned to ensure engagement across a range of interests and curriculum areas.
- ✓ Educational visits and visitors enthuse the children.

**Inclusive** – we are all learners.

- ✓ We provide equality of access and the opportunity for all pupils to make progress.
- ✓ 'Cultural Capital' is developed through a well-planned curriculum.
- ✓ Pupils develop moral sensibility through carefully taught values.
- ✓ We promote diversity at every opportunity in the curriculum and highlight the importance of equality.
- ✓ Intervention classes deliver personalised learning.
- ✓ We promote equal opportunities.

**Linked** – our learning is connected.

- ✓ Each subject is promoted as an individual discipline but enables pupils to make explicit links between the different aspects of their learning.
- ✓ Our curriculum prepares all pupils for the opportunities, responsibilities and experiences of the next stage of their education.
- ✓ Lessons are sequenced, with recall opportunities across all subjects.
- ✓ No lesson is out of place!
- ✓ Pupils have a detailed knowledge of the expected 'end points' within each lesson and unit of learning.

**Everlasting** – we remember.

- ✓ We promote long term memory use, to ensure previous learning doesn't 'disappear'.
- ✓ KIRFS (Key Instant Recall Facts) ensure children remember facts, skills and concepts.
- ✓ Daily 'Total Recall' revisits previous learning.
- ✓ Pupils are prepared for the opportunities, responsibilities and experience of adult life.
- ✓ Pupils have the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens, whilst promoting British values.

- Carbeile Junior School follows the basic standards set in the 2014 National Curriculum.
- We have invested a great deal of time and energy to ensure that our Curriculum is unique to Carbeile in that it is specifically tailored towards the needs and interests of the children in our school community and the surrounding locality.
- The **CARBEILE** Curriculum is planned effectively, providing continuity and progression of knowledge and

skills.

- It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities, we aim to:
  - ✓ Encourage the best possible progress and the highest attainment for all pupils;
  - ✓ Enable pupils to make connections across different areas of learning;
  - ✓ Help pupils to think creatively and solve problems;
  - ✓ Develop pupils' capacity to learn and work independently and collaboratively;
  - ✓ Enable pupils to respond positively to opportunities, challenge and responsibility;
  - ✓ Enable pupils to acquire and develop a broad range of knowledge, skills and understanding.
- Units of work are planned using the framework of the National Curriculum and the Progression Skills Ladders; RE follows LA Agreed Syllabus, and RSHE is taught throughout all year groups.
- The curriculum is taught through discrete subject teaching of English and Maths along with a Topic approach that embraces all other subject areas.
- Reading is prioritised across the school day. There is also an expectation that reading is planned across other curriculum subjects to celebrate the diversity of different reading genre and to enable pupils to access the full curriculum offer. Based on research findings that disadvantaged pupils enter school with significant vocabulary gaps we have a focus on vocabulary in English and Maths and across each topic.

## **IMPLEMENTATION**

- To ensure distributed curriculum leadership, each curriculum subject has a designated teacher who leads the subject.
- There is a 'Curriculum Leader' who oversees the subject leaders and monitors the leadership of each subject.
- Subject leaders at all levels have clear roles and responsibilities to enable them to carry out their role in curriculum design and delivery.
- Subject leaders have the knowledge, expertise and practical skill to design and implement their subject within the whole school curriculum.
- RSE lead, STEM lead and SMSC lead coordinate learning opportunities;
- Outstanding subject knowledge is an expectation in all lessons at Carbeile so as part of the half termly monitoring cycle, teacher and teaching assistant subject knowledge is assessed and commented on.
- As part of the regular curriculum review, subject leaders are expected to give detailed presentations to governors and senior leaders for each curriculum subject. Subject leaders outline all aspects of their subject including their action plan, planning and intent using skills progressions, the implementation of delivery, progression within the subject, how the subject is assessed and the subsequent impact shown in books.
- Reading skills lessons are taught at least 4 times a week, using VIPERS, to ensure relevant skills in **V**ocabulary, **I**nference, **P**redictions, **E**xplanations, **R**etrieval, **S**ummarising/**S**equencing are taught to demonstrate outstanding comprehension of any text.
- Writing is taught using the Pie Corbett Talk for Writing (T4W) process, with the added expectation of topic-based writes in each unit that are cross-curricular, and which utilise the skills learnt in English lessons.
- Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum. **Maths 'Recovery' is largely focussed on fluency and confidence, and the use of 'Mathematics Guidance – non statutory guidance for the National Curriculum', June 2020.**
- Maths lessons are taught daily, covering all elements of the National Curriculum. Mastery techniques are used to ensure outstanding core knowledge and skills. Mathematical fluency lessons are also taught at least 4 times per week. These include an unwavering focus on times tables and developing techniques to secure facts in long-term memory.
- Senior leaders at Carbeile Junior School ensure ongoing professional development/training is available for staff to ensure curriculum requirements can be met and to ensure curriculum expertise develops across the school.

- Subject leaders attend relevant training and keep up to date with changes in their subject.
- NQTs shadow a subject leader in their final term in order to develop their knowledge and skills as a future subject leader.
- The **CARBEILE** Curriculum is planned so that all activities and challenges meet all pupils' learning needs, irrespective of their ability, background, ethnic origin or gender.
- Following extensive internal data analysis some activities are aimed at different groups to raise attainment where gaps have been identified.
- All resources used aid learning, serve the school's curricular intentions, and enable effective curriculum implementation for all year groups.
- The delivery of the curriculum is distributed across the 23 hours 45 minutes of teaching time for the week. This excludes registration, daily acts of collective worship, breaks and lunch. Time is allowed for special curriculum events, educational visits, sports day and SMSC/PSHE days.
- All curriculum delivery is fair and impartial for all groups at all times.
- There is an ongoing focus on developing long-term memory with KIRFs (Key Instant Recall Facts) for Maths, English and Topic given to all children. These are reviewed throughout the key stage to ensure the children remember their learning across the 4 years.
- Any interventions that are delivered are planned with the eventual end point of enhancing pupils' capacity to access the full curriculum.
- All topics have a 'wow' launch planned to inspire attitudes and eventual learning outcomes.
- Curriculum 'Hubs' plan memorable and extended learning opportunities for the whole school and for identified groups (such as disadvantaged and iPupils).
- All subjects within the curriculum have depth of knowledge, skills and understanding and coverage of all expectations with the 2014 National Curriculum.
- All subjects have a model of curriculum progressions in the form of a progression skills ladder that is used to inform planning and to ensure skills are progressed in each subject through Key Stage 2.
- All units have been mapped from the National Curriculum to ensure sufficient coverage in all subjects throughout Key Stage 2.
- All subjects have a thoughtfully designed assessment system that is used to inform future planning and shape future learning. In line with our staff well-being focus, none of these systems are excessive or onerous.
- All assessments used are reliable. Through year group, whole school and cross-school moderation, all systems to check reliability of assessments are rigorous and accurate.
- Due to a rigorous and robust monitoring system that involves triangulation between teaching observations, data scrutiny and 'book looks', and detailed planning scrutinies, senior leaders can ensure that there is no mismatch between the planned and delivered curriculum.
- To ensure good retention of the key knowledge within each topic, we have identified the knowledge that we want the children to remember. This is broadly based around the learning questions that form the titles for every lesson. We then collate all of the knowledge components for each topic and put them in the children's books. They take the sheet with these home and the teachers quiz the children on different topics from their own year group and from previous year groups.

**What is the plan for 2023-24?**

	History	Geography		
	Year 3	Year 4	Year 5	Year 6
Autumn 1	Stone Age	Anglo Saxons / Scots / Viking Invasion	The Earth Our Home	Extreme Earth
Autumn 2	Somewhere to settle/land use	Electricity	The Stuarts	Victorians (bit of ind rev)
Spring 1	Romans	Where does my food go?	Exploring Europe (Europe)	The Americas (NA)
Spring 2	The Great British Isles (UK)	Crime and Punishment	Our Living Planet	WW2
Summer 1	The Egyptians	Rivers	The Maya	WW2
Summer 2	Changing Coasts	The Amazon	The Greeks	Time to Shine

## **IMPACT**

- Pupils achieve above national average in all reported subjects.
- Pupils make outstanding progress from their starting points in Year 3.
- It is clearly evident through detailed 'book looks' and pupil conferencing that the curriculum is successfully implemented to ensure pupils' progression in knowledge.
- Pupils successfully 'learn the curriculum'.
- Pupils progress in knowledge, skills and understanding in all subjects throughout the key stage.
- Children find their learning enjoyable and memorable.
  
- Irrespective of ability, background, ethnic origin or gender, access to all aspects of the curriculum at Carbeile is equal for all to ensure parity for all groups of pupils.
- Some areas of the curriculum are adapted for children with different abilities or educational needs to ensure they can succeed.

### **The Headteacher will ensure that:**

- all statutory elements of the curriculum have a clear intent and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening) and the use of technology.
- the procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with the school or national expectations and what is required to help them improve.
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- the governing body is advised on statutory targets in order to make informed decisions.

### **Staff will ensure that the school curriculum is implemented in accordance with this policy.**

- Curriculum Leader (Naomi Lee) will carry out termly checks on curriculum coverage (in all subjects except English and Maths), book looks, planning scrutiny and liaise with subject leaders for action plans.
- Senior Leaders will check curriculum coverage half-termly through discussions with middle leaders.
- Senior Leaders will review the curriculum annually.

### **The governing body will ensure that:**

- it considers the advice of the Headteacher when approving this curriculum policy.
- National Curriculum test and teacher assessment results are published in the school profile.
- parents and carers receive timely reports on the progress of their child against clearly defined expectations.
- it participates actively in decision-making about the breadth and balance of the curriculum.
- staff understand that political issues must be presented to pupils in a balanced way.

### **Arrangements for Monitoring and Evaluation**

The governing body will receive regular reports from the Headteacher on:

- the standards reached in each subject, by every year group, against national averages.
- the standards achieved at the end of the key stage by gender and ethnicity compared with national and local benchmarks.
- the standards achieved by pupils with special educational needs and groups deemed to be disadvantaged.
- the nature of any parental complaints.
- Governors will meet with Curriculum Leaders to monitor the coverage of curriculum across the school.

### **Related Documents**

Teaching & Learning

All Subject Policies

Health & Safety

Equal Opportunities

### **Policy Review**

We are aware of the need to monitor the curriculum policy and to review it regularly to take into account new initiatives and research, changes in the curriculum, developments in technology or the physical environment of the school. We will review this policy bi-annually unless a specific need requires earlier revision. These documents will be stored as a paper document by the Clerk and stored electronically by the Senior Administration Officer and Clerk.

Next review – February 2026

Headteacher: Mr P Hamlyn

Chair of Governors: Sheena Morton