

Curriculum Policy

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Every Child, Every Chance, Every Day

The curriculum encompasses all that is directly taught and learnt at school. It includes material that is statutory, from the 2014 National Curriculum, in addition to Religious Education, based on Gloucestershire's RE scheme and Understanding Christianity and a PSHE/SMSC scheme which is often referred to as our "hidden curriculum" with a focus on our 5 core values:

Kindness
Happiness
Perseverance
Creativity
Community

which underpin our school's ethos, "**Every child, every chance, every day.**" We want our pupils to grow into resilient, confident and responsible people, who can work and cooperate with others, while at the same time developing their knowledge, skills and values and be prepared for the next stage of their education.

Coberley's Curriculum Intent

Although we may be a small school, we want our pupils to have big ambitions and high expectations of themselves. We want the children to work hard and **persevere** and be **proud** of their achievements. We are an outward looking school, with a strong sense of **community** and we aim to create a curriculum that truly meets the needs of our children living in the Cotswolds, which is **creative** and provides them with essential knowledge (Cultural Capital). We want to drive and shape a curriculum that is broad, rich, exciting and balanced which enables each individual child to develop academically, emotionally, creatively, socially, physically and to be **kind**. Our curriculum will enable the children to acquire **knowledge**; express their opinions, reason and debate - **thinking**; and apply knowledge and skills learned in a wide range of meaningful contexts - **product**. This is our "Trivium" curriculum approach to enable children to flourish and to be the very best they can be.

To support the implementation of our vision we will create:

- A stimulating environment for developing inquisitive, independent and resilient lifelong learners who work hard and strive for excellence.
- Adaptive teaching to ensure that all children have the same opportunities to learn.
- A culture of working independently and collaboratively, where we see getting something wrong as part of learning how to get it right.
- An ethos where all the children are encouraged, supported and challenged.
- Exciting and challenging opportunities to promote our children's personal development and understanding of their own emotional and physical wellbeing.
- A curriculum that combines traditional education with forward thinking innovation to prepare children for the future world which encompasses technology working in a modern connected world with all people of the modern world.

We teach using a range of topic-based work in Class 1 and 2 and subject-specific topics in class 3, with a focus on history and geography. These topics were chosen specifically by teachers to excite our children, often with key links to our locality. Science is taught discretely throughout the school using the Developing Experts scheme. We use a flexible timetable to allow children to become really immersed in learning rather than being stopped by the clock, and we embrace a **digital curriculum** using Google Classroom to extend children's learning.

Ultimately, we encourage our children to develop the life skills they need to become confident, kind citizens who can play a positive and active role in modern society.

Each curriculum subject has a **curriculum map** which shows coverage on a termly or yearly basis. **Key milestones**, which are objectives children should learn in each year group and show progression, which are assessed formatively and recorded on INSIGHT tracker in addition to a subject **rationale** which explains the intent, implementation and impact of each subject. We use a 2-year rolling curriculum plan for Class 1 & 2 and often a 3-year plan for Class 3, although for some areas of the curriculum Year 6 are taught separately.

Coberley's Curriculum Implementation

Our curriculum is divided in three areas: academic, discovery, and citizenship and well-being.

1. Academic curriculum

This refers to English and mathematics, the key subjects in which we are nationally assessed via EYFS, phonics screening and Key Stage 1&2 assessments. This curriculum takes approximately 55% of the school's structured timetable, although a great deal of other curriculum time is based on these three subjects. Coberley's staff structure allows the children to be taught this part of the curriculum in 4 key groups - YR/Y1, Y2/Y3, Y4/Y5 and Y6.

a) Speaking and Listening

This is a key component of the National Curriculum, which is not assessed past the EYFS stage. We encourage the children to speak, voice opinions, debate and listen to each other as they develop. The use of phonics and NELI intervention is key and we ensure that all children have the opportunity to perform in plays every year and take part in assemblies and church services.

b) Reading

Children learn to read using the "Read, Write, Inc" phonics scheme. Children begin phonics in reception and work in small groups until phonics screening at the end of Year 1. Children who do not meet the expected standard continue with the scheme until they have reached the required standard. Children follow a reading scheme throughout the school, which are banded, and strong links exist between home and school via a reading record and a bookmark which has specific ideas to help children progress. Children use whole-class reading to provide the children with a rich variety of texts and opportunities to immerse the children with high quality vocabulary and opportunities to read. Children are assessed at the end of Year 2 & 6 (nationally) and at the end of Year 1,3,4 & 5 (NFER, internally). A reading pamphlet for parents and a video (both on the school website) show how this incredibly hard journey thrives at Coberley.

c) Writing

Each class has a detailed genre map in which specific genres and relevant grammar are clearly planned throughout the year. The plans are repeated for reception/year 1, year 2/3 and year 4/5/6. The Talk for Writing approach is widely used as a means to improve the link between talking and written text. Each genre often begins with a "cold" write and concludes with a "hot" write: these pieces of work are assessed using the same writing checklists and progress recorded. These "checklists" are also the basis for writing scrutiny. Handwriting and spelling schemes are used consistently throughout the school.

d) Mathematics

The maths curriculum is based on the White Rose maths scheme, which has a mixed-age curriculum for Years 1, 2 & 3, 4 & 5 and Year 6. We use the NFER assessments at the end of each term. Year 2 & 6 sit the external maths SATs tests, and Y4 sits the multiplication tables test. Maths is taught most days, with plenty of opportunities to revisit topics and work using adaptive tasks, including the use of the online resource Iq (Learning by Questions).

We identify all children's barriers to learning, strengths, and weaknesses. This enables us to clearly identify specific interventions that may be required, for example, handwriting groups, BRP (boost reading potential), small group work, number stacks, and pastoral intervention. We also have a focus on identifying highly able pupils and providing adaptive teaching to all key groups, including gender, PP, and low EXS, so that they may all have the same opportunities. The provision map records interventions used by whom, impact, and next step information. Please refer to our SEND policy for further information.

2. Discovery Curriculum

We have adopted the 'Trivium' curriculum model to create 'philosopher kids.' We use the Trivium approach of:

- Knowledge
- Dialectic
- Rhetoric

Thus, we ensure what knowledge we are intending the children to learn at what point of their journey (often referred to as "sticky knowledge"), how they are going to learn it (using discussion, reasoning, debating, trial and error) and what progressive skills will they learn, and how they will present their ideas (written account, poster, play, musically, orally). We assess each of these three elements using formative assessment using our INSIGHT tracker.

a) Scientific & Technological Understanding

This refers to science and computing. These are largely skill-based areas of the curriculum such as IT applications and problem solving. These elements are often taught as discrete lessons. There is a key emphasis on scientific inquiry taught using the Developing Experts scheme and the school hall is frequently used as a school science lab.

b) Historical, Global, Social & Spiritual Understanding

This refers to religious education, MFL, history and geography. Religious education is taught as a discrete subject following Gloucestershire's agreed syllabus and the Understanding Christianity scheme, for which a comprehensive teaching plan is in operation. French and Spanish are taught in Key stage 2 as our MFL; although elements of other European languages are taught. History and Geography are taught within topics in Class 1 and 2 and discretely in Class 3; please refer to the subject curriculum maps.

c) Creative & Expressive Arts

This refers to art, music, drama and DT. Music is taught using the online Charanga scheme in addition to bought-in lessons from Gloucestershire Music for Class 2 and 3. Class 1 has a weekly singing/music lesson with a specialist music teacher. There is an opportunity for children to have 1-2-1 music lessons in school including brass, singing, piano and guitar. All three classes experience drama and perform a class play each year. Art and DT are usually linked to class topics and explore a variety of artists and techniques – Class 3 also take part in an annual K'nex challenge. Cooking is also an essential part of the DT curriculum and there is a cooking provision in the school hall.

3. Citizenship and Well-being (CWB) Curriculum

This includes physical education, PSHE, SRE and SMSC. The school's PSHE lessons are based on our own scheme which incorporates aspects which are specific for Coberley such as creating our school rules, selecting house captains and British Values. Our scheme evolves around fortnightly themes, common to the whole school which ensure consistency. We have implemented My Happy Mind within the curriculum and teach its mindfulness scheme every week. The school uses the county's RSE (Relationship and Sex Education) scheme and publishes lesson plans and teaching resources on our school website for parents' information. The school's SMSC provision is incorporated within our pastoral policy and encompasses our Christian values and ethos. Please see our pastoral policy for further details.

Physical education is taught by our specialist PE teachers from ATLAS Sport. The PE curriculum is structured, based on the National Curriculum, and assessed through the PE Pal APP. The younger

children also swim at Cirencester Swimming Pool and are taught in small groups. There are a range of extracurricular school sports clubs, a number of interschool sporting competitions, and a Friday morning mile cross country run that is well attended. The school has a focus on outdoor learning, and children in Year 4, 5 and 6 attend an overnight residential; the children have a Forest School session every three weeks.

Coberley's Curriculum Impact

What do we hope will be the impact of our curriculum and how do we measure it?

1. Academic Curriculum

We strive to ensure that our children's attainment in core subjects is in line with or exceeding their potential when we consider the varied starting points of children. We have three distinct models for teaching reading, writing and mathematics which promote key skills, track progress and prepare children for the next stage. We use INSIGHT and TAPESTRY to track summative and formative assessments and carefully analyse where help is required, with constant adaptations and reinforcement.

2. Discovery Curriculum

The Trivium curriculum allows the teaching and learning to be about knowledge and a variety of ways in which that **knowledge** can be applied (**dialectic** skills) and shared (**rhetoric**). This ensures that we create 'philosopher kids' who have the ability to learn and explore knowledge in a variety of taught ways. We monitor that children learn key knowledge, are taught specific skills progressively throughout their school journey and are immersed in rich subject specific vocabulary.

3. Citizenship and Well-Being curriculum

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like community, happiness, perseverance and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in the school, and in the many roles we give them. We strongly value mental health, self-care and physical exercise as key components for happiness and well-being. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

To this end we use baseline assessments, National Data, specific data with regard to reading, writing and maths, learning walks, pupil voice surveys, book scrutiny and tracking to ensure we measure the impact of our curriculum.

Curriculum Delivery

Due to the nature of vertically grouped classes, overlap of key stages, class sizes and timetable restrictions all three classes are taught differently but have the same core values and ethos at the crux of the curriculum. Themed days, such as World Book Day and house competitions, such as the science day, house singing and art days regularly enable the school to learn together. It has been designed carefully to provide an aspirational, real, relevant and outstanding curriculum, which is rigorously monitored, and outcomes are assessed and tracked on the school INSIGHT tracking tool.

Policy should be read in conjunction with:

- Home School Policy
- SEND policy
- Religious Education Policy
- Marking, Assessment & Reporting POLICY
- Pastoral Policy
- Individual subject rationales