



Curriculum Policy

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" based on our 5 core values:

Kindness
Happiness
Perseverance
Pride
Community

which underpin our school's ethos and Christian values. We want our pupils to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge, skills and values.

The curriculum is monitored by subject leaders who ensure methodology; scrutinise outcome and progress and develop the subject. They attend specific training courses hosted by SAS (Stroud Area Schools) and have files to collect evidence.

Coberley's curriculum is broad, rich and deep and can be defined by the following three components, although no curricula is mutually exclusive:

1. Academic curriculum

This refers to reading, writing 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.

Reading

Children learn to read using the "Read, Write, Inc" phonics scheme. Children begin phonics in reception and work in differentiated 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 which has specific ideas to help children progress. Children also study reading comprehension and are assessed at the end of Year 2 & 6 (nationally) and at the end of Year 3, 4 & 5 (NFER, internally).

Writing

Each class has a detailed genre map in which specific genres and relevant SPAG are clearly planned throughout the year. The plans are repeated for reception/year 1, year 2/3 and year 4/5 which a stand-alone plan for year 6. The Talk for Writing approach is widely used as a means to improve the link between talking and written text. Each genre 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. The Nelson handwriting scheme and No Nonsense Spelling schemes are used consistently throughout the school.

Mathematics

The “do it, twist it, deepen it” approach has been adopted to teach arithmetic, reasoning and problem solving throughout the school. The curriculum planned is based on the White Rose maths scheme which has a mixed age curriculum for Year 1, Year 2/3, Year 4/5 and Year 6. We use their assessments at the end of the Autumn and Spring term (and summer for Year 1) and the NFER maths tests for Year 3, 4 & 5 at the end of the summer term. Year 2 & 6 sit the maths SATs tests.

All children’s barriers to learning, strength and weaknesses are recorded on the school’s provision map. This enable us to clearly identify specific interventions that may be required. For example handwriting groups, BRP (boost reading potential), small group work and pastoral intervention. We also have a focus on identifying highly able pupils and providing specific differentiated work. The provision map includes recording after school activities and breakfast club in addition to specific needs. Any child thought to have a specific learning need is assessed by our SENCO using the Dyslexia Portfolio and results are shared with parents and other relevant parties, if necessary. **Please refer to our SEND policy for further information.**

2. Discovery Curriculum

a) Scientific & Technological Understanding

This refers to science and technology. These are largely skill based areas of the curriculum such as IT applications and problem solving. These elements are often taught as discrete lessons.

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 is predominantly taught in Key stage 2 as our MFL; although elements of other European languages are taught.

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. There is 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.

3. Citizenship and Well-being (CWB) Curriculum

This includes physical education, PSHE, SRE and SMSC. The school’s PSHE lessons are based on Gloucestershire’s PINK curriculum in addition to aspects which are specific for Coberley such as creating our school rules, selecting house captains and British Values. The school uses the county’s RSE (Relationship and Sex Education) scheme and publishes lesson plans and teaching resources in a protected area on our school website for parents’ information. The school’s SMSC policy is rich and encompasses our Christian values and ethos. **Please see our SMSC, PSHE & RSE policies for further details.**

Physical Education is taught by our specialist PE teacher, Mr Flounders from ATLAS sport. He teaches a structured PE curriculum, based on the National Curriculum and assessed through INSIGHT. The younger children also swim in this PE time at Cirencester swimming pool and are taught in differentiated groups. There is a range of after school sports clubs, a number of inter school sporting competitions and a Friday morning mile cross country run, which is well attended.

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 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.

Class 1

Class Teacher	Mrs Black	Additional Help	Ms Turner (0.9)
Year groups:	Reception & Year 1	Average number of children	20
National Tests	Reception - baseline and EYFS profile	Year 1 - phonics screening	

The curriculum is planned as a two year rolling plan based on the following topics:

Once upon a time
 Journeys
 Under the sea
 Our wonderful world
 Superheroes
 Down at the bottom of the garden

This enables our scientific, discovery and creative curricula to be taught. A class trip enriches the topics with dressing up and role play, themed days and an initial hook ensuring that the curriculum is relevant, assessable and aspirational.

The EYFS curriculum, taught to reception, has the following 7 areas of learning:

- Personal, social and emotional development
- Communication, language
- Physical development
- Mathematical development
- Literacy
- Understanding of the world
- Expressive arts and design

Children are assessed in the first term of school (baseline assessment) and results are recorded on the Early Excellence tool. Children are re-assessed at the end of the year and reach GLD (Good level of development) if they reach the expected standard in the first 5 areas. Some children achieve an exceeding level in specific areas.

Continuous provision and access to outside learning play, child initiated asks and focused tasks. They are assessed on the 7 areas of EYFS by outcomes using TAPESTRY, which shares progress with parents.

Subjects such as RE and PSHE are taught using a structure plan to both reception and Year 1 pupils.

As the children progress to Year 1 transition is catered for by gradual shift towards a more focused and structured activities for longer periods of time to fulfil objectives from the National Curriculum's Year 1 syllabus. Children are assessed based on AREs (Age Related Expectations) which are recorded in INSIGHT. TAPESTRY is also used for photographic evidence and to share achievements with parents. Phonics is taught 4 days a week using 3 differentiated groups.

The timetable focuses on blocking subjects, such as maths, English and topic as whole day tasks. Thus it allows children to explore outcomes and indeed to have the opportunity to achieve concepts at greater depth.

Class 2

Class Teacher	Miss Booth (FT)	Additional Help	Mrs Lerescu (0.4)
Year groups:	Year 2 & Year 3	Average number of children	20
National Tests	Key Stage 1 SATs	Maths, Reading Comprehension	Writing (internally moderated)

Class 2 consists of both Year 2 (Key Stage 1) and Year 3 (Key Stage 2) children. They are taught in class by Miss Booth, the class teacher, and supported by Mrs Lerescu, the class teaching assistant.

Mrs Lerescu often works with those children with SEN or the children finding work more challenging, however she will also work with the rest of the class too. She also provides interventions daily for spelling, handwriting, maths, reading speech and any other difficulties that may arise.

The curriculum is planned as a two year rolling plan based on the following topics:

- Space
- The UK and its history
- The Rainforest
- Dinosaurs
- Scrumdiddlyumptious
- The Enchanted Woodland

These topics are taught using the creative curriculum approach, so that they stretch across a broad range of curriculum subjects, such as English, Science, History, Geography, Music, Art and DT.

Class 2 follows a consistent timetable where maths and English are taught every day. Year 2 and 3 are taught together for non-core subjects. The exception to this is French, which is a Key Stage 2 requirement.

Children are continually assessed against AREs in all areas of the curriculum throughout the year, using Insight data tracking. The children are tested formally each term for maths and spelling using NFER and White Rose testing materials. At the end of Year 2, children will complete SATs papers in reading and maths. The teacher will take these results into account and, together with their own judgement based on how the child has been performing in class, they will receive an end of KS1 result in reading, writing maths and science.

Class 3

Class Teacher	Mr Wyeth (FT)	Additional Help	Mrs Smith (0.4) Mr Milner (0.5)
Year groups:	Year 4,5 & 6	Average number of children	30
National Tests	Key Stage 2 SATs Year 4 times tables (2019)	Maths, Reading Comprehension, SPAG	Writing (internally moderated)

Year 6 are taught Maths and English by Mr Milner for two and half days a week. Since these subjects are taught discretely the class are not taught a topic in a similar guise to Class 1 & 2 but as shorter humanities topics. The topics are taught integrating drama, computing and art. The extensive science curriculum is also taught as a three-year plan with work differentiated to accommodate all three year groups, however there is some duplication of topics to ensure repetition and reinforcement. The curriculum is outlined as follows:

Term	Year	Humanities Topic	Science Topic
Autumn	1	Me, myself, I	Humans
	1	Comparison between UK and other countries	Forces
Spring	1	Shang Dynasty	Habitat
Summer	1	Stone Age to Iron Age	Evolution
	1	Modern Britain	Animals
Autumn	2	Map skills	Electricity
	2	Anglo Saxons	Animals
Spring	2	Benin AD 900-1300	Matter & Materials
Summer	2	Physical Geography	Living Things
	2	Ancient Greece	Earth & Space
Autumn	3	The Vikings	Sound
Spring	3	Human geography	Humans
	3	Local history	Matter & Materials
Summer	3	The Romans	Electricity
	3	The World	Light

Topics such as RE and PSHE are taught on a rigorous plan to all 3 year groups simultaneously.

Year 4 and 5 are taught English and maths by Mr Wyeth and Year 6 are taught by Mr Milner. English is taught through exploring different genres of text and the class use the process of Talk for Writing. They familiarise themselves with a type of text, then imitate that text, innovate by making changes and finally invent their own version of the text type. Progress is measured by assessing a cold write at the start of the learning sequence and assessing a hot write against the same success criteria at the end of the sequence. Maths is taught using the White Rose mixed age scheme of work. The learning is broken down into small steps and each step is first taught through establishing fluency and once this has been achieved, learners are required to apply reasoning and problem solving skills.

Mrs Smith (Coberley's SENCO), provides small group teaching for children in Class 3 with SEN or who are finding a particular area of learning more challenging. Working closely with Mr Wyeth, she ensures that her group receive work that is suitably differentiated and scaffolded for them to accelerate progress in their areas of weakness. She also provides regular interventions currently focused on spelling, reading and handwriting (additional interventions will be put in place should the need arise).

Learning how to learn is a concept that is at the heart of Class 3's ethos. Learners are taught to develop skills which allow them to take ownership of their learning. Learners are continually challenged to identify their strengths and weaknesses and reflect and evaluate on their success and failure. Mistakes are celebrated as opportunities to learn and children are taught the value of developing a growth mindset – an approach that demonstrates that challenge a fundamental part of learning.

Throughout the year, children's progress in all areas of the curriculum are continually assessed against ARE's; using Insight data tracking. Summative tests are used at the end of each term to assess maths (using White Rose materials) and spelling (using NFER). At the end of each academic year NFER tests assess maths, reading and spelling. Together with data from AREs on Insight, results from summative tests help to present a clear picture of a child's level of attainment.

Policy should be read in conjunction with:

Home School Policy

SEND policy

Religious Education Policy

Assessment POLICY

SMSC policy

PSHE and SRE Policy

Marking Policy