

MEADOWCROFT SCHOOL POLICY

Primary Curriculum Policy

MC 70

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Owner Job Title	Head of Service

Primary Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children.

It also includes the 'hidden curriculum' or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they can achieve their true potential.

Aims

The aims of our curriculum at Meadowcroft School are:

- to enable children to be socially and emotionally ready for learning
- to enable all children to learn and develop their skills to the best of their ability and in their own time
- to promote a positive attitude towards learning and acquire a solid basis for lifelong learning
- to teach children the essential skills in core subject areas; Literacy, Numeracy and Science
- to allow children to be creative and develop their own thinking
- to teach children about their developing world; how their environment and society has changed over time
- to help children understand Britain's cultural heritage and promote British values
- to enable children to develop into positive citizens in society
- to fulfill all the requirements of the National Curriculum and the Locally Agreed Syllabus for RE
- to teach children to have an awareness of their own spiritual development; understanding right from wrong and why
- to help children understand the importance of truth and fairness so they grow up committed to equal opportunities
- to empower children to have respect for themselves, have high self-esteem and be able to live and work alongside others

Main Objectives

Our objective in primary is to firstly ensure that children at Meadowcroft feel safe and secure and can rely on adults here to meet their basic needs. Alongside this we aim to give children the knowledge they require in core and foundation subjects in order to effectively access the curriculum and achieve in their secondary education.

Initial & Diagnostic assessment

Thrive has been embraced at Meadowcroft School and since then has been embedded in our primary approach. Upon arrival at Meadowcroft, children's social and emotional well-being is baselined using Thrive Online which allows us to pinpoint where within the six development strands the child sits. From this we can then plan their individualised curriculum to incorporate Thrive strategies and activities.

Upon arrival at Meadowcroft and following that at the beginning of each academic year, children's academic abilities will be assessed. In Literacy this will be using Read Write Inc Phonics Baseline Assessment and in Maths the White Rose Maths assessment tools. This allows the teacher to identify working levels and gaps in their knowledge.

This determined level gives an analysis of a learner's strengths and weaknesses. This data gives the teacher key information needed to begin to track progress and form an individualised curriculum ensuring a completely bespoke package for each child.

Rising Stars Progress Steps

We use the Rising Stars Framework in order to track progress through a child's academic journey through Assessment Steps. Each Stage of development correlates with a child's Year group and within this they are able to make defined areas of progress through defined steps.

A child in Year 1 would be working at Stage 1 and within that Stage could be working at:

- Stage 1 Beginner
- Stage 1 Developing
- Stage 1 Secure
- Stage 1 Exceeding

This carries forward through to Year 7 when they will transition into our secondary site and follow the same framework and assessment steps.

Areas of Study

Topic Based Curriculum

Each term a topic, based upon children's current interests and abilities, is chosen to explore through each area of the curriculum. For example, a cohort of children showed an interest in Dinosaurs and therefore each session was based around this topic and explored through activities relating to each subject area.

Subjects

We study the following the subjects which are taught discreetly by the class teacher as well as having zoned areas in the classroom where learning opportunities are available for when they are supported by a teaching assistant;

- English
- Mathematics
- Science
- Computing
- Design and Technology
- Art
- Geography
- History
- RE

Time Allocation

English	4 sessions per week
Phonics	4 sessions per week
Reading	5 sessions per week
Mathematics	4 sessions per week
Mental Maths	4 sessions per week

Science	2 sessions per week
Computing	1 session per week
Design and Technology	1 session per week
Art	1 session per week
Geography	1 session per week
History	1 session per week
RE	1 session
PSHE	1 session per week

Learner Reviews

Learner reviews will take place every half term and learner data updated and evidence of work uploaded into Classroom monitor. Relevant targets will be set, and will be incorporated into an Individual Learner Plan (ILP)

Equal Opportunities

The primary class the Equal Opportunities Policy of Meadowcroft School.

Responsibilities

The Primary Lower and Upper school Leaders are responsible for:-

- The teaching and learning of the primary national curriculum
- Overseeing and implementing the policy
- Attending INSET
- Providing pupils with feedback in line with the Marking Policy
- Evaluating pupil progress
- Alert the Senior Leadership Team (SLT) if a pupil is not making progress
- Recording pupil progress in line with the Assessment and Recording Policy

The SLT will:

- Monitor teaching and learning in line with school policy

- Provide support for intervention where highlighted and required
- Monitor pupil progress
- Ensure the subject is sufficiently resourced
- Ensure the teacher is supported through relevant and appropriate CPD where required

Embedding SMSC & PBV

Long term plans, medium term plans, weekly plans and worksheets will incorporate and promote SMSC and PBV.

Embedding Maths & English

English and Maths are embedded in every subject and attention is drawn to these using the Key Word Approach for English and subject knowledge through

Assessment

At Meadowcroft, **formative assessment** is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation.

Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class following Bloom's Taxonomy
- Observing children at work and intervening where appropriate
- Making anecdotal observations and recording these in work files
- Quick fire quizzes (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson)
- Marking, which may be scanning of work to in depth marking with responses required from the children using 2 stars and a wish
- Recording assessment against objectives taught within each curriculum area
- Book looks to assess progress over a given period of time
- End of term progress assessments, including tests
- Individual Education Plan reviews of progress towards targets
- Half-termly pupil progress meetings with designated member of SLT

Summative assessment may take place at the end of a particular unit of work, or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform

parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- End of unit assessments, e.g. in Science
- End of year tests, usually in Reading Comprehension, Grammar and Maths
- Unaided pieces of writing when children have the necessary skills
- Annual reviews for children with an EHCP or Statement of SEND
- Recording assessment against objectives taught within each curriculum area

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

- Phonic screening assessments
- KS1 assessments
- KS2 assessments

Progression

Children will progress from the primary curriculum to following the National Curriculum for secondary at the secondary sites where they will also work towards AQA units.