

# Curriculum Policy



Midhurst C of E  
Primary School

LIFE IN ALL ITS FULLNESS

## Vision

At Midhurst CE Primary School we believe passionately in living life in all its fullness by developing the spiritual and holistic potential of each child. Our distinctively Christian values of kindness, peace, friendship, respect, creativity and forgiveness underpin the education and care we provide for the whole child, their family and school community.

## Aims

Our aim is that every child will reach their full potential by:

- learning to read so that they can read to learn.
- having the skills to write with purpose and fluency.
- becoming problem solvers through logic, reason and numeracy.
- knowing how to learn, what sort of learner they are and how they learn best.
- accessing a wide ranging, creative curriculum that is challenging and inspiring and caters for the needs of all.
- gaining knowledge, skills and understanding appropriate to a fast-changing world, so they can be self-reliant, adaptable and lead fulfilling and meaningful lives.
- being valued as an individual, who can share their concerns and can grow in confidence knowing their place in their class, their school, their local, national and international communities, wanting to help others and make a positive difference.
- being aware and able to make healthy choices physically and mentally. They will choose to keep active and develop positive attitudes to life and wellbeing.
- understanding that they are responsible for their own actions and take responsibility for them.
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At Midhurst C of E Primary School, we strive to ensure that the whole school environment is a place that promotes learning, encourages challenge and independence and is as safe as possible. We believe that children should feel secure, happy, and valued as unique individuals so their educational, emotional, spiritual, and physical needs are met. We expect every child to make good progress and develop their wisdom, knowledge, skills and understanding of the world they live in. We encourage enthusiasm and motivation across the school, enabling us all to be creative and imaginative in our work. The biblical teachings of Jesus underpin all we do, our priorities and decisions, collective worship, RE and across the curriculum. Our Christian values are alive and in action around the school. Our distinct Christian foundation supports children to cooperate, share and show respect for everyone, regardless of faith, culture or ethnic background and be responsible for their own behaviour.

APPROVED BY THE GOVERNING BODY DATE	NEXT REVIEW DATE
September 2024	September 2025

Signed:

HEADTEACHER

**Midhurst CofE Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our intention is that children will be safe, secure and happy, and enjoy their time as pupils at this school.**

At the heart of our curriculum planning and delivery, are the following aims:

**To give opportunities for children to:**

- ✓ explore, question and investigate;
- ✓ have a say in their learning;
- ✓ choose how to present their work;
- ✓ show independence and self-determination;
- ✓ develop their creativity;
- ✓ work in a range of settings/ways (including collaboratively, paired, individual, mixed-ability, cross-phase etc);
- ✓ increase their knowledge and retrieve key pieces of information;
- ✓ have a greater understanding of themselves as lifelong learners;
- ✓ celebrate their achievements in a variety of ways.

**To plan experiences which are:**

- ✓ enjoyable and fun;
- ✓ memorable and shared;
- ✓ meaningful;
- ✓ where appropriate, cross-curricular.

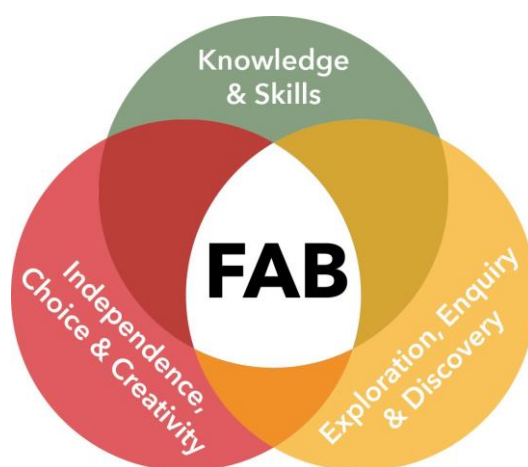
**To make full use of relevant resources:**

- ✓ learning outside of the classroom;
- ✓ ICT;
- ✓ visitors and experts;
- ✓ local area and community;
- ✓ trips and residential.

**To ensure learning opportunities:**

- have a clear intent
- are inclusive to all children
- build upon prior knowledge and skills, and show progression
- offer flexibility to follow our interests, passions and expertise

Further information about our curriculum aims can be found in our Teaching and Learning Policy.



The curriculum we teach is guided by the National Curriculum, but not limited by it. Curricular planning involves all members of staff to ensure continuity and progression. Learning takes into account both substantive and disciplinary knowledge, ensuring that pupils get the chance to revisit and consolidate learning in different ways. Our knowledge-engaged MPS curriculum gives children opportunities to show the progress they have made in a range of learning contexts, building upon prior knowledge. We encourage children to make links in their learning whether these be vertical, horizontal or diagonal across disciplines and subjects where possible. We feel passionate about maintaining cross-curricular links as this allows children to build up schemata around a chosen subject, practice which is evidence-informed and well-researched.<sup>1</sup>

### **The Early Years Foundation Stage (Reception Year)**

In the Reception Year the children work on the seven areas of the Early Years Foundation Stage Curriculum:

The Prime areas of the Early Years Foundation Stage are:

- Personal, Social and Emotional Development
- Communication and language
- Physical development

The Specific areas of the Early Years Foundation Stage are:

- Literacy
- Mathematical development
- Understanding of the world
- Expressive arts and design

During their time in Reception, we will create constant opportunities for child-initiated learning, both indoors and out. There are also opportunities for children to work with an adult. More detail about this is included in the school's Early Years Foundation Stage Policy. All children are taught Synthetic Systematic Phonics through the Read, Write Inc Programme.

### **Key Stage 1 (Years 1 and 2):**

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<sup>1</sup> <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>

Key Stage 1 children will have access to the National Curriculum which is taught through topics that are appropriate for our learners. These topics are intended to be creative, exciting and stimulating for the children. At Midhurst CofE Primary School we believe that outdoor learning continues to be important for children beyond the Early Years. Therefore our Year 1 children continue to have access to outdoor learning areas. Our Key Stage 1 children also participate in 'Forest School'. This is taught by specialised, trained teachers.

As the children progress through Key Stage 1 they begin to learn the core subjects (English, Maths and Science) through more discrete subject teaching. Teachers then create opportunities for children to show these skills across the curriculum. Systematic daily phonics lessons continue, through the Read Write Inc programme. Certain other subjects also have timetabled slots each week including Computing, French, RE, Learning for Life [PSHE] and PE. The majority of the other subjects are taught to children through topic and class-based work.

Year 1 children will complete the statutory phonics screening check at the end of year 1. Ongoing teacher assessments and SATs are used to formally assess children at the end of year 2.

### **Key Stage 2 (Years 3,4,5 and 6):**

At Midhurst CofE Primary School, children in Key Stage 2 continue to be taught the Programmes of Study of the National Curriculum, which they access through carefully designed termly topics. To ensure the learning remains exciting for the children in both Key Stage 1 and 2, the school endeavours to enrich the curriculum through the use of termly trips, visits, visitors and external providers which make the topics come to life. The children in Years 5 and 6 have the opportunity to go on a residential trip.

We continue to value outdoor learning in Key Stage 2 which we do through the inclusion of 'Forest School'. This is taught by specialised, trained teachers in the school's wood which is owned by the National Trust.

As in Key Stage 1, children in the Key Stage 2 classes are taught the core subjects through discrete subject lessons with opportunities for skills consolidation throughout the curriculum. Once the children are sufficiently secure with their phonics, they are encouraged to read independently for pleasure and to extend their knowledge and learning. They continue to access a daily maths and English lesson.

SATs and ongoing teacher assessments are used to formally assess children at the end of year 6.

### **Curriculum coverage**

Our curriculum overview sets out the areas of the National Curriculum which are taught through our carefully sequenced one-year cycle. These ensure that by the end of each Key Stage, the Programmes of Study have been taught.

In addition, for each subject, our Progression documents set out the disciplinary and substantive knowledge to be taught in each subject, within each topic area for each year

group. These include a 'golden thread' of key vocabulary to be covered in each year group – see the individual subject progression documents for more detail.

### **Children with Special Educational Needs**

Midhurst CofE Primary School seeks at all times to maximise the potential of all children, whatever their needs and abilities, in order that everybody benefits from opportunities within the school and the wider community. Children who are not making adequate progress (as defined in the Special Educational Needs Code of Practice) are identified as having special educational needs (SEN). There is a dedicated policy and practice in place to ensure their needs are fully met (SEN Policy).

Midhurst C of E Primary School provides a broad and balanced curriculum for all children, which is adapted to meet individual needs and abilities. Teachers take into account a child's special educational needs and provision is made to enable such children to participate effectively in all curriculum and assessment activities. The same applies to all aspects of school life.

The SENCo (Special Educational Needs Co-ordinator) works with all staff to ensure children that may need additional or different support to that normally found within the classroom, are identified as early as possible and offered appropriate support. The progress made by all children at the school is regularly monitored and reviewed. The school works closely with parents when assessing and meeting the need of children with SEN. Termly SEN Review Meetings are currently in place to allow for discussion of individuals and their needs.

In this school provision for pupils with special educational needs is the responsibility of all members of staff. Teachers use a range of strategies to meet the needs of pupils' special educational needs. Lessons have clear learning objectives, work is differentiated and assessments are used to inform the next stage of learning. ILPs (Individual Learning Plans) contain a measured number of specific targets designed to enable the child's progress.

More detailed information can be found in our Special Educational Needs (SEN) policy which is available through the office or the school website at [www.midhurst-primary-school.co.uk](http://www.midhurst-primary-school.co.uk).

### **Christian values and ethos**

As part of the process of designing the curriculum for each half-term, staff will consider how our school values of Friendship, Forgiveness, Kindness, Peace, Creativity and Respect can be incorporated into the teaching and learning. We aim to weave these through our lessons to ensure children are well-rounded citizens and life-long learners. The involvement of the Vicar and our local Church in education does not just link to Religious Education but other areas of school life too. We value the input of the church not only through our governing body but within whole school worship and curriculum as a whole.

### **Roles and Responsibilities**

The Senior Leadership Team maintains an overview of the curriculum provided by the school and works on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews and also monitor the progression of skills within their subject. Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work/research projects with external colleagues. Subject Leaders have termly designated time to develop and monitor the teaching and learning within their subject.

Class Teachers have the final responsibility to produce class specific, medium term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance or further CPD opportunities from Subject Leaders when appropriate.

### **Monitoring and Evaluating**

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken by the Senior Leadership Team. These tasks will link into a programme of monitoring, School Development Plan priorities and actions, as well as performance management of teaching staff. The SLT report their findings through the governors' Curriculum, SEN and Action Plan Monitoring Committee (APMC).

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutiny and pupil interviews. This will also involve the Year 6 subject ambassadors for each subject.

The Curriculum Link Governor will act as critical friend to the SLT. Visits will discuss progress made and support the identification of next steps for development.

Cohort Link Governors will come into classes on a termly basis to see first-hand the to see first-hand the range of learning and breadth of curriculum which the pupils experience.

Further to this, our new assessment system, GL Assessment allows us to track and monitor children in a variety of areas. These include Mathematics, English (including Reading through the National Group Reading Tests [NGRT]), and Science. We also are able to access dyslexia, dyscalculia, CAT and PASS assessments to ensure we get a full picture of each child as an individual learner. Further information on this can be found in our school's Assessment Policy.