

Delamere Primary Academy **Curriculum Policy**



At Delamere C of E Primary Academy, we are proud to deliver a rich and creative learning experience that enables all the children to fulfil their potential. Our vision puts children first. As a Christian School, we aim for all children to be successful, independent learners and effective decision makers. We value the individual and are committed to an inclusive education promoting respect for all, working in partnership with governors, parents and the local community.

Safeguarding and Online Safety

All staff have had appropriate child protection and safeguarding training with the Head of School and Assistant Head being the designated leads responsible for monitoring safeguarding issues in school. We actively encourage our children to use modern technology to the fullest of its potential. In this school we believe that the best protection from the dangers that can exist around online safety is to develop pupil's awareness through our teaching and their learning. All staff have had PREVENT training and are aware of the dangers that can exist to children's well-being in its many forms.

The emotional health and wellbeing of all members Delamere C of E Academy (including staff, pupils, parents and carers) is fundamental to our philosophy and ethos 'valuing everyone, caring for each other, achieving excellence'.

Aims:

Our curriculum aims to provide every child at Delamere with a broad and balanced curriculum and the opportunities to develop to fulfil their potential.

At Delamere we believe that our children are entitled to an innovative curriculum, suitable to develop the potential lives of children growing up in the third millennium. We have therefore developed our curriculum to meet these requirements of the 2014 National Curriculum. It is delivered in a way that allows teachers and children to be imaginative and creative while learning: helping our children to develop the skill and knowledge they need for success in life.

Our curriculum enables pupils to

- Develop their knowledge and vocabulary, understand concepts and acquire skills -which they can apply successfully and appropriately.
- Supports pupils – social, moral, social and cultural development.
- Supports pupils physical development and encourages a healthy lifestyle.
- Promotes a positive attitude to learning
- Ensures equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- It also promotes the learning and development of our youngest children and ensures they are ready for Key Stage 1.

Legislation and Guidance:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and responsibilities**The Governing Body**

The governing board will monitor the effectiveness of this policy and hold the Head of School to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science,

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and enough teaching time is provided for pupils to cover the requirements of the funding agreement.

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

Our unique approach:

To make our learning effective, we teach through skills such as active participation, discussion, hands-on experiences, problem solving and reflection. We know that it is essential to make connections between different subjects and to link learning, so that children see a purpose for the learning in each lesson. As a result, we have introduced contexts for learning and topics, across the whole school. This means that where appropriate learning is planned so that subjects are linked to an overall theme i.e. the context. This way of working encourages ownership and develops children's independence; it also means that everything we do has a purpose and so we can celebrate children's work in meaningful ways. It is an exciting and challenging innovation and one that all our children (and teachers) enjoy!

We all value learning and by creating enjoyment and engagement in education we bring into being lifelong learners who reflect on their time at Delamere as laying the foundations of their future lives. These values are reflected in our environment, which provides a challenging and supportive environment for learning. We believe that fundamental to this, our children need to be explicitly taught how to work reflect and learn as a team. Therefore, our Cooperative Learning Skills are embedded in our teaching. Initially teachers assess their class's strengths and needs, and then work with them to improve their skills.

Our curriculum meets The New National Curriculum 2014, incorporating a mixture of subject based teaching in Maths, English, Science, RE and cross curricular topic work. By incorporating personal and learning skills, our curriculum equips children to be lifelong learners, successful not just in tests, but in their education and life beyond.

1. Intent: Why do we teach what we teach?

Our curriculum is designed to ensure that from the moment each of our pupils sets foot into our EYFS class, the children start on their learning journey.

Our curriculum is therefore the body of knowledge we know our pupils need to learn as they progress from one year to the next. They need to know more, remember more and do more at each and every stage. They can only do that if we embed the right habits for learning through speaking and listening, reading, writing and maths.

Some of our pupils arrive below national expectations for their age and we have to teach them how to learn first. As such, we prioritise social and emotional development and listening and attention in the EYFS curriculum.

Reading is at the heart of our whole curriculum; therefore, phonics begins in EYFS and takes place daily. We work hard to promote a love of reading and of books; investing a lot of time into trying to develop a love of books and stories. As well as individual reading, we have whole class reading taking place almost every day. We teach our literacy curriculum through good quality texts. We use specialists- authors, poets and storytellers in each term to widen the children's experience of different genres and embed the love of the spoken and written word.

Our humanities curriculum across the school focuses on depth of knowledge, evaluative thought and effective subject-specific writing. Each unit has a knowledge organiser designed by subject specialists to ensure precision of subject specific vocabulary and contextual knowledge for pupils and parents alike. We constantly look to utilise cross-curricular links.

Our approach is similarly rigorous in science. Our pupils are scientists who are developing a deeper understanding of the world around them. Units are planned to ensure progression of the body of core scientific knowledge from EYFS through to Year 6, with subject specific vocabulary and skills mapped out for each and every unit so there is clarity for teachers, pupils and parents about exactly how much depth and detail is required. Each unit has a knowledge organiser designed by subject specialists to ensure precision of subject specific vocabulary and contextual knowledge for pupils and parents alike. Every unit has a practical aspect where pupils learn the scientific skills of making predictions, ensuring validity, analysing and evaluating results and drawing conclusions. We are able to draw on the knowledge and expertise of our science lead when designing and facilitating practicals for children of all ages.

Every pupil is a mathematician at Delamere. We follow the National Curriculum and work hard to ensure that pupils develop a deep understanding of whole number, fractions, geometry and statistics. Computing is taught weekly; however, children have access to technology throughout each day.

We harness the music specialism at Delamere. All pupils learn to love to sing from EYFS upwards and learn music from a structured program called Charanga. We believe that through learning music, we also learn habits of practice, determination and teamwork. These same habits are at the core of our approach to PE: every child needs to know how to keep themselves fit and healthy through our PE curriculum lessons, through play in the playground, activity and enrichment as well as on a range of trips and residentials where physical activity and sports play a crucial role.

We teach French to every pupil from EYFS to Year 2 and then Italian in Year 3 upwards.

The Art and DT curriculum is closely linked to our whole school topic for each term so pupils can make the most of subject specific knowledge in creative endeavour too. This is enhanced by termly curriculum days in DT and ART to ensure that skills are fully taught and practised.

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We are proud of our PSHE (CARE) curriculum which aims to equip pupils with the social and emotional skills, values and RSE they will require to be successful through school and beyond. Key topics are taught throughout each term: Creativity, Aspiration, Resilience and Empathy (CARE).

Our topic webs, knowledge and skill grids and long term planning show how learning is organised (Curriculum Intent). In the Foundation Stage, learning contexts provide activities to address the EYFS curriculum. At Key Stages 1 and 2, learning contexts support foundation subject activities to provide breadth and balance.

2. Implementation: How do we teach what we teach?

The curriculum is driven by the leaders of the school through the embedding of long-term curriculum overviews, medium term plans and knowledge organisers for each and every term.

All pupils within a class always work to the same learning objective every lesson. Teachers plan for the fact that some children will need more scaffolding; others will require a greater challenge. We aim to meet the academic needs of all learners every lesson through the use of differentiated questioning and resources as well as thorough additional support from peers or additional adults.

In the EYFS, pupils learn through a balance of adult-directed and child-initiated learning experiences which focus on the development of core skills alongside celebrating the unique child.

From Year 1 through to Year 6, every lesson begins with asking pupils to recall knowledge from a previous lesson, practise a skill or prepare for new learning. Learning activities are then planned according to how best to achieve the learning objective of the lesson, culminating in an LO review for pupils to evidence their progress in achieving the LO.

Pupils learn in a carefully planned seating plan and teachers have a data-driven well-worn path around the room to assess pupils' knowledge and understanding quickly and adapt teaching effectively at point of learning and/or misconception using over-the-shoulder feedback to pupils and live class or group re-teaching.

We pride ourselves on our extensive programme of trips, workshops and events which our pupils participate in; each half term's teaching is complemented by at least one enriching experience throughout the school. All of this is as well as residentials for all pupils from Year 2 right through to year 6.

Curriculum Leaders

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the 2014 National Curriculum and that progression of skills and knowledge is planned into schemes of work.

The Head of School

The Head of School is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

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Curriculum Enrichment

As part of our programme of residential trips to develop every child as a well-rounded individual, prepared for life beyond primary school, we have a full programme of residential for Year 2 upwards. Our commitment to our residential programme is underpinned by the way we see our children grow in confidence, team-building and practical learning skills during these visits. School trips are organised in line with learning contexts and topics. They extend and enrich children's life experiences and form an integral part of our curriculum.

Special Educational Needs

Every child at Delamere is respected as an individual and wherever possible teaching occurs within the normal classroom situation. However, there may be occasions during a child's development when extra support is necessary. In this case, a special programme is developed to help the child overcome these difficulties and extra support is provided where appropriate. In consultation with parents, an Individual Education Plan is drawn up to help the child progress.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

3. Impact: How do we know what pupils have learnt and how well they have learnt it?

For teachers to be able to adapt their teaching effectively, they rely on a range of assessment tools to provide data on the knowledge pupils have and how much more they have remembered over time. For more detailed information please see our assessment and monitoring policy.

<https://www.delamereacademy.co.uk/index.php/classes/our-ethos>

In EYFS, every member of staff uses observational assessment to baseline children's starting points and plan experiences which ensure progress. These assessments are tracked on Learning Book and Insight which enable us to measure our starting points against a national data set.

In Years 1-6, we use RisingStars start and end of unit assessments in maths and science and half termly assessments in SPAG and reading comprehension. This is in addition to end of year assessments for reading comprehension, Spag, Maths and Science to enable us to track pupils' age-related progress against a national data set across a range of skills. After recording data on insight, they are therefore useful in terms of tracking progress over time. In all other subjects, we teacher assess ability by making judgements against the curriculum objectives - using quick quizzes, marking of work and questioning. We also use TestBase materials in order to further monitor progression and identify learning needs.

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

The Curriculum Leader is responsible for the day-to-day organisation of the curriculum. Senior staff monitors lesson plans, ensuring that all classes are taught the full requirements of the 2014 National Curriculum.

Curriculum leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, observe lessons to ensure that appropriate teaching strategies are used and lead book scrutinies and moderation. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

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Appendix One:

Curriculum aims:

- To promote high standards in speaking and listening, reading, writing and maths.
- To enable our pupils to acquire and use knowledge, skills and understanding in Science.
- To enable pupils to be confident and creative in their use of ICT.
- To give pupils an understanding of their position in time and space (History and Geography).
- To promote pupils' spiritual development.
- To enable our pupils to develop moral sensibility through carefully taught values and the consistent implementation of the school ethos.
- To develop the personal and social skills of each child.
- To promote pupils' physical and mental development and an awareness of the importance of a healthy lifestyle.
- To enable our pupils to be sensitive to and participate in the Arts and a wide range of cultural activities.
- To promote thinking skills and the habits of independent learning and self-reflection.
- To provide equality of access and the opportunity for all pupils to fulfil their potential.
- To prepare pupils for the opportunities, experiences and responsibilities of adult life.
- To create a stimulating learning environment.
- To work with parents and the wider school community.
- To promote high standards of behaviour to create a calm and ordered learning environment.

Through our implementation, we aim to:

- Encourage the best possible progress and highest attainment for all our 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 depending on the demands of the task.
- Enable pupils to respond positively to opportunities, challenges and responsibilities.
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding.
- Use assessment and target setting to enable pupils to make optimum progress.

Appendix 2- Three Year overview of Themes and topic focus.

The Year of Consolidation 2020-21		
How did History begin?	What makes Cheshire special?	What is that I can hear?
History focus on the Stone Age to the Iron Age.	Geography focus – local area. Land use, buildings, major cities. What makes our area unique.	Music / history focus
The Year of Caring 2019-20		
Who Inspires us?	How are things different?	What is that I can hear?
Cross curricular History/geography/science (environmental)	Geography focus – local area and contrasting locations.	Music / history focus
The Year of Enlightenment 2018-19		
Where is all the evidence?	How do we celebrate differences?	Where in the world are we?
History focus based on Ancient Civilisations	Cross curricular theme- Art/music/RE	Geography focus- local area and physical geography
The Year of Positivity 2017-18		
How did Britain begin?	Can we make the world better place?	What do we know about the world?
History focus on settlers and invaders- Romans Anglo Saxons and Vikings	Geography/ RE / Science – looking at environmental – wars and conflict	Cross curricular topic Art/music and geography

Reviewed September 2018
 Next review September 2019
 Next Review September 2020
 Next Review September 2021