



Curriculum Policy

Person responsible: Head teacher

Ratified by the governing body: Spring 2020

Date for review: Spring 2023

A handwritten signature in black ink, which appears to read 'Anne-Marie Renshaw'. The signature is written in a cursive style with a long, sweeping tail on the final letter.

Reverend Anne-Marie Renshaw

Chair of Governors

Messing Primary Curriculum

At Messing Primary we believe that the curriculum is a powerful tool that promotes a love of learning, a willingness to explore and talk about learning and the time to have fun. We use the National Curriculum as a starting point for a wide and varied learning experience for our children. We have strong values of respect, equality and love of learning, which enriches the whole curriculum. We promote good behaviour and a good understanding of safety matters.

We are committed to developing the whole child. Our children will have the opportunity to be creative, physically active and academically challenged. We ensure our school's curriculum encourages a thirst for knowledge and enjoyment of learning.

Our curriculum ensures children become valuable and fully rounded members of society, who treat others with respect and tolerance, regardless of background. We promote values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Through our Personal, Social, Health Education programme and our relationships education we teach pupils how society is organised and governed. We ensure children experience the process of democracy, including participation on the school council and through visiting speakers. Pupils are also taught to understand a healthy lifestyle, be aware of safety issues, have respect for others and themselves, be positive and active members of a democracy and make informed choices regarding personal and social issues.

We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Messing Primary is evolving according to the needs of our children and to the aspirations of the staff and community.

Vision Statement:

The Vision at Messing Primary is to offer personalised learning so that each child has the opportunity to achieve their very best. 'Every child, every chance, every day'

Our Equality and Inclusion Statement:

We aim to ensure that all pupils regardless of age, disability, race, religion or belief, sex, attainment and background, have full access to the whole curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve as high a standard as possible.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, sex, attainment and background, to ensure that every child really does matter.

Our key drivers which underpin our curriculum are:

- **Respect**(for ourselves, for others, for our world)
- **Resilience** (challenging ourselves, persevering, developing independence, being self-reflective learners)
- **Reasoning**(debating and discussing, sharing and developing independent opinions, articulating ideas and opinions clearly through the use of quality vocabulary)

Intent

Our aim is that:

- ✓ Messing pupils share a love of learning and become learners for life.
- ✓ They share experiences of meeting a variety of people and visiting a range of places which broaden their cultural knowledge and understanding.
- ✓ They value Britain as a multi-cultural society; they respect others, our planet, a range of cultures and understand the human race as one large family.
- ✓ They make connections across and within subjects and develop mastery of their knowledge and skills through interleaved learning opportunities.
- ✓ They have the confidence to question and to develop their own opinions and ideas, articulating these clearly.
- ✓ They are resilient learners who embrace challenges and reflect on their learning.
- ✓ They understand that healthy minds and healthy bodies are interlinked and lead to happy healthy lives.

Implementation

We are a member of the Tiptree and Stanway Consortium consisting of 24 schools and collaborate with these schools; sharing expertise, knowledge and training as well as providing opportunities for children to work alongside and compete against their peers. Children can also learn alongside other children through our connection with the local secondary school, Thurstable, and links with other primaries in the local area. Our partnership with New Hall School as Academy sponsor has enabled a wide range of opportunities for our children to meet and work collaboratively with others.

Our curriculum map is based on a rolling program and was devised to reflect the needs of the pupils at our school. A rolling programme ensures that children in mixed age classes receive a broad and balanced curriculum.

Love of learning

Pupils are included in the topic planning process so that they understand the purpose of what they are learning and why. Each topic has a purposeful outcome to inspire and motivate children with their learning. Eg a history topic may have a museum which parents or other pupils can visit, as the learning purpose. A science topic may have an informative dvd clip made by pupils, which is added to the website to support other pupils with their learning.

Learning is interleaved and re-visited so that pupils develop mastery of skills and so that content is recalled and embedded. Connections within and across subjects are developed and encouraged.

Reading throughout the curriculum

We aim to develop reading skills and encourage a love of reading throughout the curriculum subjects. This is developed through:

- Displays of reading material relevant to the topic or national curriculum subject; each classroom promotes subject-specific vocabulary which pupils are encouraged to use regularly;
- High quality reading material, which is up-to-date, relevant and balanced in its presentation of ethnicity, culture and gender;
- Access for pupils to the school library; access for pupils to a good quality range of texts during lessons;
- Dictionaries, glossaries and lists of appropriate subject vocabulary that are available during lessons, and which pupils are encouraged to use;
- Making clear the intended purposes of reading within our curriculum with reference to the reading vipers.
- Teaching and giving opportunities to practise skimming for overall meaning, scanning for key points, words or phrases, or close reading;
- Teaching and giving opportunities to practise sifting and selecting information and taking notes from texts;
- Teaching and enabling pupils to infer and deduce meanings, recognising the writer's intentions from a broad range of texts;
- Teaching and giving opportunities to research and investigate using printed words, moving images and ICT texts;
- Teaching how to use quotations selectively to support points and link them to pupils' own comments.

Making connections

Planning is devised to maximise links between and within subjects, so that pupils are able to make connections and learning is therefore meaningful and more fully embedded. Progression of knowledge and skills are clearly mapped out for subject areas. When planning, teachers identify opportunities for links between subjects where appropriate to motivate pupils in their learning, enabling them to write for a real purpose and audience and to apply skills, such as reading, writing, mathematics and ICT, into other areas of the curriculum.

We provide further opportunities for pupils to take part in an increasing range of sports and creative arts, including the opportunity to learn a musical instrument with a specialist teacher. Our children are also fortunate to have the opportunity for regular swimming lessons at New Hall School as part of their P.E curriculum. We have a range of clubs at school that run at lunchtimes and after school and have sports coaches to deliver specialist coaching. These also support pupils with developing their resilience, reasoning skills and respect for others.

We enrich pupils' enjoyment and interest during their primary school years by providing memorable and rewarding experiences. These include themed weeks and days such as Book week with visiting authors, staying healthy week and enterprise week. Our pupils enjoy taking part in educational workshops, led by a range of visitors. We have a regular programme of educational visits including Colchester castle, Sutton Hoo, visits to Colchester Zoo as well as a range of visitors including the Key to life bus, mathematicians, local councillors, our emergency services and charities. We teach about the importance of becoming part of the community; our school council reports to the local parish council on their work in school and their fundraising. Pupils compete in a traditional Sports Day and regularly take part in inter-school sports competitions with school in the consortium. Our KS1 Christmas performance is a delight and we hold our annual Christingle service in the local church. Upper KS2 always perform a superb end of year performance highlighting their many talents while lower KS2 celebrate with an annual arts festival. Parents / carers are regularly invited to Learning Partnership updates, to learn alongside their child in class or to celebrate their children's achievements. We encourage a close partnership between school

and home and keep these close links through a Home/ School link book. Parents support in school on a regular basis with the library, the school allotment and helping in class.

Curriculum Plan

The curriculum long term plans and objectives by year groups for English and Maths are available on the school website www.messingprimaryschool.co.uk These are currently being updated as part our curriculum re-design.

Early Years Foundation Stage:

At Messing Primary School our Reception pupils follow the curriculum as set out in the *Statutory Framework for the Early Years Foundation Stage*.

The *Early Years Foundation Stage framework* sets out the revised Early Learning Goals which establish the expectations for most children to reach at the end of the Early Years Foundation Stage. These seventeen goals summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year. These include the Prime areas of:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

And the specific areas of:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

Children will be assessed in relation to the early learning goals against three levels. These are: 'meeting expected levels of development', 'exceeding expected levels' or 'not yet reaching expected levels ('emerging')'.

The *Development Matters* document is used to support assessment as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. On-going formative assessment is at the heart of our early years practice through observations of children as they act and interact in their play, everyday activities and planned activities, and learning from parents about what the child does at home. Summative assessment also supports information sharing with parents.

Each area is important and depends on each other to support a rounded approach to child development. All the areas are delivered through planned purposeful play, with a balance of adult-led and child-initiated activities. It is every pupil's right to have access to positive, varied and relevant experiences which prepare that child for the future. We strive to create a secure and stimulating learning environment where learning can take place through short periods of structured play and interactive teaching.

The medium term planning provides a clear framework to initiate planning in the short term through a thematic approach. Planning outlines key learning objectives and experiences for pupils and is organised to ensure continuity and progression for all pupils so that less able pupils

are supported and more able pupils are extended and challenged. Progression of skills and knowledge into KS1 is considered when planning.

'Learning together' sessions help children to feel secure and comfortable within the school setting before starting.

By the end of the Foundation Stage, most pupils will have achieved the Early Learning Goals and begin working on level one of the National Curriculum.

Key Stages 1 and 2:

As an academy, we have a choice about how we teach each subject and the content of the curriculum. The vast majority of the curriculum follows the national curriculum requirements and where this has been adapted, this is to enhance it to support the pupils at the school. Year one to year six pupils study the National Curriculum subjects: English, Mathematics, RE, Computing, Science Art, Music, History, Geography, Design Technology, Physical Education and Spanish in KS2. New statutory subjects for 2020 are Relationships education and Health education. Schools have the option of teaching sex education and consulted with parents when writing this.

Subject specific policies are available on the school website.

Through the curriculum and the enrichment opportunities offered, we aim to create a curriculum that is stimulating, challenging and exciting for all pupils.

Impact

Teachers assess pupils' progress and understanding on an ongoing basis and through specific tasks and tests. 'Pop'(Proof of progress) tasks are used to identify pupils starting points and the progress they have made. Conversations, Quizzes, marking and summative assessments are used throughout the curriculum. The Chris Quigley milestone objective assessments support subject leaders with analysing information about standards in their subjects across the school. Discussions with pupils, book and work scrutiny, discussion with teachers and learning walks all support judgements about the impact of the curriculum.

The intended impact is that our pupils leave Messing Primary with a love of learning as learners for life. That they understand some of the different jobs people do and how knowledge and skills in different areas support this. That they love reading as a tool to bring them knowledge and understanding and as a tool for pleasure and enjoyment. That they respect themselves and others and that they have the confidence to speak clearly and articulately and the resilience to face any challenges with a growth mind-set.