Coads Green Primary School
Curriculum Policy

Achieve, Believe, Succeed

Introduction

This document outlines our school curriculum and how we plan, teach and monitor it. It links with our Teaching and Learning policy which sets out our vision for our pupils as learners in our school.

At Coads Green Primary School, we strive to educate our children, to realise their aspirations and to contribute positively to society.

We aim to be an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities and challenges of the 21st century. All our teaching focuses on pupils developing life-long learning dispositions following our 'Visible Learning' ethos: Building learning powers of respect, responsibility, resilience, resourcefulness and reflectiveness. Our school has high expectations of all pupils, regardless of starting points and encourages all pupils to be active participants in the learning and life of our school.

Coads Green Primary School hopes to provide an education that encompasses academic, creative, spiritual, social, emotional, physical and cultural development.

Our School Curriculum

The basis of our school curriculum is formed by the National Curriculum. However, we also include a range of learning that is relevant to our pupils and locality as well as teaching additional content that supports the pupils in being well- prepared for their futures.

A thematic approach

Teaching subject knowledge and skills as part of a wider concepts and theme-based curriculum allows pupils to make useful links between areas of learning as well as apply and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. We believe that when children have a say in what they want to learn, this encourages and motivates them significantly.

At Coads Green Primary School we have developed a concepts and thematic curriculum to deliver the National Curriculum (2014) and other aspects of the school curriculum, including PHSE and Religious Education.

Our Thematic curriculum has the following structure:

Each theme is led by a different curriculum area but most subjects will be taught each half term. Within this, there will always be an element of pupil voice leading the ways that pupils want to learn about their topic.

The combination of themes planned over a year will teach the statutory programme of study for the new National Curriculum.

The curriculum framework consists of:

Whole School Schemes of learning for Foundation Subjects, English, Maths, Science, PE, PSHE and RE.

Our Whole School Theme overview document outlines this information.

Capabilities - Championing Children

Our thematic approach is supported by a creative curriculum approach measuring social and emotional capabilities which improve children's learning, value the development of the whole child and prepare children for the future.

Subjects

As core subjects English and Maths will continue to be taught discretely although all teachers will plan opportunities for cross-curricular application and additional learning of maths and English skills.

English

Where possible theme links will be made with literacy genres, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement. We follow Literacy Tree Teaching Sequences to teach our main English lessons and the Read Write Inc Programme to teach phonics, spelling and grammar.

Maths

We make every effort to link areas of maths to other subjects, for example: data handling and measures to science, computing or DT where appropriate for pupils and to support Maths learning. At Coads Green Primary School we follow the White Rose Maths Hub Scheme of learning as well as using Times Table Rock Stars with our pupils.

Science

Science will be fully embedded in the themes. Some themes each year have a science focus and others will have less of a scientific emphasis. Science will still be taught regularly in these times however. We have a clear progressions and skills map for science that ensures each year group follows the appropriate content, at the appropriate level of challenge. More time will be allocated over a half term to teaching science as it is still a core subject.

Religious Education

RE is a statutory part of the curriculum. The school will follow the Cornwall Agreed Syllabus for RE. Where possible topics from this syllabus have been matched to thematic topics across

a year. In school, we use the 'Understanding Christianity' resource to support our teaching of RE. The new scheme of learning has been reviewed in light of the new Cornwall Agreed Syllabus

PE

PE is taught discreetly, following the separate PE scheme of work. Some of our PE is taught by external PE specialist coaches from the ARENA sports partnership.

Foundation Subjects

The Foundation subjects of History, Geography, Design Technology, Art will be integrated into the theme and will form the basis of much of the cross-curricular links. There are school and Trust skills progression documents in place for Art, DT, Geography, History and Science. Music is taught through the online platform Churanga and MFL will be taught following the school's scheme of learning.

PHSE

PHSE was statutory from September 2020 and a new scheme of learning, SCARF, has been in place since September 2024..

Computing

Computing covers the computer science aspects alongside the ICT curriculum. There is a programme of study for each year group to follow. Computing will generally be taught discreetly. Other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

Timetables

The school has a timetable with non-negotiable allocations for various aspects of the curriculum, including English, Maths, and Basic skills etc. English and Maths will be the focus of the morning sessions with time allocated for English lessons, Spelling, Phonics, Grammar and Guided Reading, maths lessons, Maths Fluency Sessions and Times table/number work practice.

Some subjects will be taught discretely in weekly sessions eg PE, PHSE, RE etc. Teachers are free to arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow.

Planning

New planning formats have been introduced as part of the new curriculum development Planning for each topic should comprise of the following documents:

- *Termly Themes Overview*
- *Year Group Subjects S Planning* – following the full range of schemes of learning – what each year group must cover.
- *English and Maths Unit S Plans* - outline of the way activities and lessons are organised over the unit, to maximise cross—curricular links and support progression through a subject. This plan is where the learning intentions will be developed alongside activities and lessons. It will also include differentiation/challenge, use of other adults, ICT opportunities and links to English and maths and expected pupil outcomes. This planning will also show clearly assessment opportunities for teachers to ensure pupils are making expected progress.

- *Knowledge Organiser/Vocabulary MAT/Quiz* – clear concept led planning

Launching the theme

A new theme will be introduced with a planned 'hook' or launch activity to engage the pupil's interest. This might include a series of stimulating images, an artwork, some music or a video clip. There will be classroom/door/book corner displays to set the scene. After the introduction the children will create a knowledge organiser to collect ideas, prior knowledge, current understanding, vocabulary, questions and general discussion about the theme. The class teacher will then share with the pupils what has been planned for the different subjects over the coming weeks, and how they relate back to the topic.

At the end of the theme pupils will revisit the initial knowledge organiser and review their learning over the theme. They will complete a short Theme quiz to show what they have retained.

Subject Areas

Pupils will be encouraged to make links between subject areas, and sometimes be working on more than one subject at the same time. Staff will make the subject links clear at the start of each lesson, and pupils should write the main subject that they are working on at the top of each new piece of work. This will enable key lead to monitor a subject area and see the progression as well as look at the cross-curricular outcomes.

Learning Intentions

Teachers will make learning intentions and success criteria clear during each session or lesson and refer back to them as necessary. These should be stuck into pupils' books for pupils to self-assess.

Marking

Every piece of work is expected to be marked against the learning intention and success criteria. Please refer to the marking policy.

Assessment

Pupils work will be assessed using a range of tools including teacher assessment strategies, ½ termly gaps analysis tests and termly standardised tests.

Evaluating learning in a theme

Pupils should revisit the initial topic knowledge organiser at the end of the theme, and add new learning and understanding in. They can also correct any misconceptions. This will allow pupils to reflect on their learning and learning processes. Teachers might also encourage more detailed feedback on the theme, and what went well and what was less successful as well as discussing with the pupils what they might like to learn next.

Use of ICT

Although some of the ICT curriculum is now covered in the Computing curriculum, there are many digital tools, media and resources that can be used by staff and pupils to support cross-curricular work. These include:

- Digital publishing and presentation tools – Microsoft Office, 2Simple software.
- Digital Media tools – film editing and photo manipulation software, painting applications.
- Digital Sound recorders – can record pupil reflection, evaluation, problem solving steps etc
- Digital cameras – the school has a set of cameras and i-pads can also be used for this purpose
- The school has a scheme of learning which directs teachers to appropriate resources for teaching each Computing curriculum area
- Just 2 Easy – software package for full ICT curriculum

Resources

- The school subscribes to a range of online resources such as Twinkl, Classroom secrets and Times Table Rockstars.
- Library topic collections can be ordered from the Cornwall Library service.
- Subject Leaders will be responsible for updating and organising subject-based resources as well as monitoring consumables and other subject-related resources.

Exercise Books

The school has a policy to use set books over the year.

- Each book must be labelled with child's first name, class and subject.
- Books go up with children to their next class and re-labelled when necessary.
- Each child has a homework book and home reading book - other books should not be taken home for homework or to finish work.

- Children should begin to use pen as early as possible and all by the end of year 4. The class teachers decide when a child is ready to start using a pen.
- Teachers use pink and green pens for marking.
- All work must be dated and have a learning intention and where appropriate a success-criteria.
- The use of rubbers should be limited to encourage children to show their workings
- In maths books, pupils must write 1 digit per square.
- Spellings should be checked in all subjects. Pupils are expected to self-correct any age-appropriate spellings.
- Teachers should have high expectations of pupils' presentations in books.

Books to be used:

Year Group	Subject	Colour	Size	Line Type	Line Size	Number of pages
EYFS	Learning Journey	Purple	A4	Lined with margin	1cm	80
EYFS	Number	Blue	A4	Squared	2cm	80
KS1	Maths	Blue	A4	Squared	10mm	80
KS1	Handwriting	Red	Specific Handwriting Book			
KS1/2	English	Purple	A4	Lined with margin	8mm	80
KS1/2	Phonics	Yellow	A5	Lined with margin	8mm	80
KS1/2	Topic	Yellow	A4	1 page lined with margin /1 blank	8mm	80
KS1/2	Science	Red	A4	1 page lined with margin /1 blank	8mm	80
KS1/2	RE	Green	A4	1 page lined with margin /1 blank	8mm	80
KS1/2	Sketch	Black	A4	Blank		80
KS1/2	Jotter	Red	A5	Lined with margin	8mm	80
KS1/2	Reading Response	Yellow	A5	Lined with margin	8mm	80
KS1/2	Progress	Red	A4	Black Pages		80
KS1/2	Homework	Yellow	Specific printed Homework Book			
KS1/2	Home Reading Record	Yellow/ orange	Specific printed Homework Book			
KS2	Maths	Blue	A4	Squared	8mm	80
KS2	Handwriting	Purple	Specific Handwriting Book			

Home Learning

We believe that home learning:

- Provides a home/school link and promotes liaison
- Increases parental knowledge and understanding of the curriculum
- Actively involves parents in the learning process

- Generates discussion at home amongst family members
- Encourages a positive attitude and approach to learning
- Encourages self-motivation and the development of organisational skills
- Fosters independent learning
- Should be targeted at each child's level
- Develops research skills
- Encourages pupils to become more familiar with out of school resources, eg. Local library
- Reinforces the teaching of the National Curriculum
- Encourages constructive use of spare time
- Improves pupil achievement
- Assists language development
- Does not have to be written
- Work sent home should be linked to learning in school

We encourage pupils to read every day at home and support those who don't achieve this through reading in school. Homework is sent home by the class teachers.

Relevant linked documents

Policy documents linked to this policy can be found on the school website. Planning documents and schemes of learning can be found on the school-shared drive.

Evaluating and updating Coads Green Primary School Curriculum

As this is a new way of working for the school, we will be evaluating the curriculum half- termly to see how staff and pupils are responding. This monitoring will be carried out in the following ways by the Headteacher and key leads:

- Planning scrutiny
- Book Scrutiny
- Learning Walks
- Lesson Observations
- Pupils and Staff Conferencing
- Pupil data assessments
- Subject Coverage

We will adapt our policy for how the curriculum is approached and delivered as we see how it works in practice. A curriculum review is carried out annually thus ensuring we are meeting the needs and interest of our children. There are many opportunities for children to participate and contribute to the life of the school and we encourage them to take responsibility and become active citizens of our school community, our local community and the wider world.

Reviewed May 2024.