

Emersons Green Primary School



Curriculum Policy

Date of approval	September 2023
Date of review	September 2026

Equality Statement

At Emersons Green Primary School we are committed to ensuring equality and opportunity to all members of our school community, the school always aims to ensure that no one is treated less favourably than anyone else. The Equality Act 2010 defines these responsibilities. In regard to this, this Policy, including all of its procedures and systems will have due regard to:

- Eliminating discrimination and other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Be aware of this duty to have due regard when making decisions or taking action in order to assess whether that action will have implications for people with protected characteristics
- Consider equality implications before and at the time that this policy is developed and reviewed and keep these implications under review on a regular basis

It is unlawful to discriminate in the following areas, termed protective characteristics (all policies, procedures, systems and actions must take this into account):

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or Belief
- Sexual orientation

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Statement of intent

At Emersons Green Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Primary Assessment Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- PSHE & SRE Policy
- SEND Policy

2. Roles and responsibilities

The governing board is responsible for:

- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

The head of school is responsible for:

- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lessons are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating medium and short-term plans for the curriculum with fellow colleagues.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Celebrating all pupils' academic achievements.
- Monitoring and reporting on the progress of all pupils.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their curriculum area.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring and reporting on pupil progress within their curriculum area.
- Providing efficient resource management for their curriculum area.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

Our curriculum aims to **Forge Mighty Futures**, reflecting our vision and ethos. We believe that children can forge their own mighty future through:

- **pursuit of excellence,**
- **building bravery,**
- **championing uniqueness and**
- **embracing practice and effort.**

Our curriculum is structured around these key 'active ingredients'.

The curriculum is the planned activities organised so that pupils are able to Forge Mighty Futures. It includes not only the formal requirements of the National Curriculum, but also the range of extracurricular activities that the school organises to enrich the opportunities available to the children. It also includes the 'Values 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, hard-working, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they can become their 'best self'.

Emersons Green Primary holds its values central to all that it does, the following 4 values determine the nature of our curriculum:

Kindness - Be friendly, caring and considerate

Empathy - Understand others' thoughts, feelings and experiences

Respect - Value rights, beliefs and differences of others

Bravery - Do things even if they are new, scary or difficult

4. Modelling our values and ethos

Our school values are central to all we do; our curriculum, our enrichment and our interactions.

Kindness, Bravery, Respect & Empathy

We model and promote these values to ensure our children are equipped to forge their own **Mighty Future** both now and when they leave Emersons Green.

How do we do this?

Through the curriculum:

- Accessibility – All children are supported to access all areas of the curriculum, we remove barriers and adapt to meet individual needs.
- Active Participation – All children are required to actively participate in learning, seeing the role they play in their acquisition of knowledge. This is achieved through:
 - Mini-whiteboard use
 - Quizzing
 - Retrieval practice
- Ethic of Excellence – *“If you are going to do anything I believe you should do it well. You should sweat over it and make sure it is strong and accurate and beautiful and you should be proud of it.”*

Through enrichment:

- Trips, Visits & Visitors – Enriching the curriculum is essential if our children are to secure knowledge, remember more and be inspired by learning. Trips, visits and visitors allow children the opportunity to build bravery, demonstrate kindness and empathy and persevere in the acquisition of new knowledge and skills.
- School Camps – Our Yr4 children have a ‘camp out’ for one night on the school field, Yr5 visit the Deanfield Study Centre for two nights and Yr6 visit Grittleton House for four nights. Whilst on camp children are encouraged to be independent and develop skills associated to our school values – bravery, respect, empathy, kindness
- Clubs – All children are encouraged and supported to attend clubs both within and beyond the school day. Clubs are wide ranging and appeal to the sportsman/women, those with musical/artistic desires, those with a love for the great outdoors and those who prefer to exercise their minds.
- Competitions – Children represent the school at numerous events; sporting, singing, dancing and charitable. These opportunities not only allow the children to demonstrate and share their skills but also challenge them emotionally and in turn build bravery.
- Reading Buddies – Yr5 & Yr6 are reading buddies for Yr1 & EYFS. They meet weekly to share books and socialise together fostering kindness, bravery and empathy.

Through interactions:

- Our Behaviour Policy - At Emersons Green we believe that positive behaviour should be the outcome of positive, consistent and defined relationships between staff and pupils.
- At Emersons Green Primary School we operate under a ‘no-blame’ approach to discipline and behaviour. We recognise that everyone makes the wrong choices at some time in their lives and believe that any effective behaviour system must be based

on teaching children to learn from their mistakes and therefore become better citizens over time.

- Buddies – All children are expected to act as a ‘buddy’ for peers with additional needs, primarily but not exclusively Resource Base pupils.
- Makaton – All pupils learn and use Makaton, this enables communication for all.

5. Organisation of Key Stages

The school is organised into several Key Stages:

- Early Years Foundation Stage (4-5 yo) – also known as Reception.
- Key Stage One (5-7 yo) - previously known as ‘Infants’
- Key Stage Two (7-11 yo) - previously known as ‘Juniors’.

Early Years Foundation Stage:

At Emersons Green, Reception children will be equipped with the knowledge and skills to be effective communicators, confident readers, curious mathematicians and ambitious writers. The children are provided a broad range of experiences and opportunities in order to practise and refine their skills within an environment that is deliberately designed to reflect their needs.

Early Years Foundation Stage follows the EYFS Framework as their curriculum, continuing on the curriculum taught in pre-schools. It focuses on the following seven key areas:

- 1) Communication & Language
- 2) Personal, Social and Emotional Development
- 3) Physical development
- 4) Literacy
- 5) Mathematics
- 6) Understanding the world
- 7) Expressive Arts and Design

Much of the learning in the EYFS is play-based and is taught through a mixture of adult directed and child initiated activities. There is continuous provision of play activities which seek to develop children’s understanding of the seven key areas.

Mastering early reading skills is a key component in EYFS and our approach to this is explained in the school’s reading strategy.

Key Stage One and Two:

Once the children reach Year 1, they begin the full primary National Curriculum for England, which outlines the core skills and knowledge children must learn in maintained schools in England.

Within the National Curriculum there are three core subjects and eight foundation subjects:

Core Subjects	Foundation Subjects
<ul style="list-style-type: none">• English• Maths• Science	<ul style="list-style-type: none">• Art & Design• Computing• Design & Technology• Geography• History• Languages (Spanish)• Music

There are also two subjects taught using locally agreed curricula:

- Religious Education – taught through the Discovery RE Scheme of Work (introduced Sept 2023)
- Personal, Social and Health Education – taught through the Jigsaw Curriculum

6. Teaching of Core Subjects

English Reading - Reading is an essential skill and is taught and practiced every day at Emersons Green: through a daily reading skills or phonics lessons; through small group and one-to-one practice with an adult; and across other curriculum subjects.

The school has a [Reading Strategy](#) that encompasses all aspects of our reading curriculum:

- Systematic synthetic phonics – Essential Letters and Sounds
- Fluency reading, Extended reading & Close Reading
- Vocabulary – implicit and explicit vocabulary teaching
- Comprehension – Book Bands, Reading Hats & NFER
- Enjoyment – reading for pleasure, teacher reading aloud
- Reading across the curriculum

English Writing – Children have a daily English writing lesson which focuses on:

- Spelling.
- Vocabulary
- Grammar and punctuation
- Genre features and writing composition

Children are taught to meet Age Related Expectation statement (AREs) for each year group which define the writing skills which children must master each year. Once learnt, each skill becomes a 'non-negotiable' and is expected in all relevant pieces of composition.

Children are given weekly opportunities to refine their writing during editing and re-drafting sessions.

Writing is linked to a core fiction or non-fiction text which provides the context and model for writing.

Children are explicitly taught vocabulary in both reading and writing lessons, as well as across the curriculum.

Maths - Mathematics is taught every day at Emersons Green Primary School using the White Rose Maths approach, the [Maths Knowledge Development Document](#) outlines the core knowledge for each year group.

Children are taught to meet the Age Related Expectation statements (AREs) for Mathematics which define the skills children in each year should master.

Children learn mathematics through mastering number fluency and mathematical reasoning:

- Fluency is achieved through daily arithmetic warm up sessions which focus on: counting, learning number facts, learning associated facts & calculation strategies. This is supported at home by regular recall practice using Numbots and Times Table Rockstars.

We expect every child to be able to instantly recall all basic number bonds and multiplication tables (including inverse division facts) by the end of Year 4.

- Children are provided with opportunities to practice mathematical reasoning every day. This is achieved through:

- o Showing children mathematical concepts using a range of representations: Concrete apparatus → Pictorial representations of calculations → Abstract equations (CPA).
- o Step by step modelling of mathematical procedures.
- o Teaching children how to use bar-models to represent increasingly complex problems.
- o Guided group work.
- o Individual practice.

Science – the science curriculum at Emersons Green encourages the children to show curiosity and develop the skills to: ask questions, make predictions and test answers in a variety of ways; about the constantly changing world around us. They develop scientific knowledge about the impact of science on our lives today, and how it shapes our future through the study of key scientists.

A positive primary science experience is key to encouraging future generations to not only study the sciences at secondary school, but also potentially follow it as a career. As such, as well as an emphasis on scientific knowledge, we place importance on pupils having the opportunity to carry out practical investigations that help them to develop their scientific skills. Teachers know these skills as working scientifically skills. The five types of Scientific Investigation taught at Emersons:

- Comparative and fair testing.
- Identifying, classifying and grouping.
- Observing over time.
- Pattern seeking.
- Researching using secondary sources.

We believe that children acquire scientific skills and knowledge most effectively when learning is practical and they are able to discover things for themselves. We use the practical nature of investigations to encourage children to question, explore and take risks in their thinking. Scientific knowledge and disciplinary skills (working scientifically) are built up progressively over time with specific milestones outlined in the [Science Knowledge Development and Enquiry Skills Document](#)

7. Teaching of Foundation Subjects




The school has developed a curriculum with inclusivity at its core. Knowledge development documents can be accessed for all curriculum areas. These documents include: prior knowledge, new knowledge, core (take-away) knowledge and key vocabulary for each unit of work.


Foundation subject lessons follow a similar sequence:

- Check prior knowledge: We start each unit by checking children remember key knowledge from previous units/ enquiries which will be built on in this new unit.







- Teach the knowledge first: Before children can apply knowledge, they must first be taught the knowledge. Consider carefully the order and sequence in which children must learn knowledge.
- Build in weekly opportunities to revisit new knowledge: Quizzing and flashback 4's etc support children's long-term remembering.
- Visits & visitors enrich the learning and make it more memorable.
- Practical skills need to be taught and practiced: Children shouldn't attempt a new skills for the first time when completing a final outcome. They need to have practiced the skills in isolation first so that they can master them prior to combining them in a final piece.
- Provide opportunities for children to re-draft final outcomes: Children should value these pieces and they should showcase the children's understanding.

Foundation subject teaching has been codified to support effect teaching and learning:

 What are we doing?	Introduce the WALT and explain the state of being/ subject which is being learned today e.g. ' <i>Today we are being geographers and learning about geography</i> '.
 Let's remember	Start the lesson by recapping past linked knowledge: from the previous lesson or previous unit. Techniques: Show-me boards, Flashback 4, Quizzing.
 Read it ourselves	Introduce new vocabulary (with supporting image) Read the curriculum – get children to close read new knowledge (as you would in reading lessons) before explaining it to them.
 I do...	Explain the key concept/ idea and model with examples. Techniques: Thinking aloud, steps to success.
 We do...	Complete an aspect of the learning task together to ensure the children understand what is being asked of them and your expectations.
 You do...	Children complete a learning task. <i>This should be tightly linked to the WALT, <u>not</u> a general task which isn't a tight fit.</i>

	<p>Finish by checking children's understanding.</p> <p>Techniques: Quizzing, Think-pair-share, 'Tell me more?', 'and you know that because?'</p>
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Active Participation is a fundamental component of all learning, we use the following strategies to facilitate this:

	<p>Give me 5</p> <p>This is the signal for <u>all</u> children to come to attention: (1) Hands still, (2) Feet still, (3) Mouths closed, (4) Eyes looking at adult & (5) Ears listening.</p> <p>EXPECT THIS ALMOST INSTANTANEOUSLY.</p>
	<p>Show-me Whiteboard routines (see class posters)</p>
	<p>Cold Calling:</p> <div data-bbox="459 1025 1252 1211">  <div> <p>ASK THE CLASS THE QUESTION</p> <p>GIVE THINKING TIME</p> <p>SELECT SOMEONE TO RESPOND</p> <p>RESPOND TO ANSWERS</p> <p>SELECT ANOTHER STUDENT AND RESPOND AGAIN</p> </div> </div>
	<p>Choral reading, pausing for class response of next word & Close reading.</p>
	<p>Give explicit time limit for completing section of a task.</p>

8. Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

9. Reporting and assessment

Informal assessments are carried out termly to measure pupil progress. The results of the assessments are used to inform future planning and target setting. Results of informal assessments are recorded and reported back to the headteacher, pupils and pupils' parents.

Pupils complete national assessments. The results of these assessments are reported back to the headteacher, pupils and their parents.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment Policy.

10. Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum celebrates diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school has due regard for the Equality, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

11. Supporting pupils with SEND

Pupils with SEND receive the additional support they require both academically and personally, in line with the school's SEND Policy.

Pupils with SEND are not discriminated against in any way and they have full access to the curriculum.

Emersons Green provides an inclusive education for pupils with SEND needs. All staff ensure:

- Positive relationships are established to ensure active participation in lessons and well-being of pupils.
- Assessment is regular and timely to ensure next steps for pupils are identified. These next steps are regularly shared with parents. SEND pupils next steps are identified and planning documents reflect this.
- Teachers use the following teaching strategies to be able to respond to all pupils' needs:

Flexible groupings
Explicit instructions
Pre/post teaching
Use of technology
Use of resources e.g. manipulatives, visuals etc.
Scaffolding

- Interventions (small group and 1:1) are carefully planned for following pupil progress meetings. Interventions have clear entry and exit criteria. Staff must ensure that they know and understand entry and exit criteria and link learning from interventions to classroom teaching and learning.
- Teaching Assistants are carefully deployed to ensure pupils receive high quality support.

The progress of pupils with SEND is monitored by teachers and reported to the SENCO. The SENCO works closely with teachers to help them break down barriers pupils with SEND may have to education.

12. Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities may occur outside school hours and can include overnight stays in the UK.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

13. Monitoring and review

This policy is reviewed every three years by the headteacher wider leadership team. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.