

Nonsuch Primary School

This policy is embedded in our school's mission statement of 'Working Together We All Achieve'.



Policy	Curriculum
Date	November 2020
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We serve our community by providing an education of the highest quality. We believe our school should be a place where we all want to be, a place where children and adults feel safe, happy, secure and nurtured.

Our high expectations for learning cultivates character and pride in our identity at Nonsuch Primary School, preparing every child for their future.

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1. Policy Objective

This policy aims to provide all stakeholders with a clear understanding of Nonsuch Primary School's Curriculum for pupils.

2. Rationale

Nonsuch Primary School is committed to providing a world-class education to its pupils. A rich and relevant curriculum is fundamental to this. A curriculum should be designed to maximise pupils' life chances. It should be pupil-centred, using pupils' needs and lived experiences as its starting point. All school policies form a corporate, public, and accountable statement of intent. It is important to create a whole primary approach of which staff, children, parents, governors, and other agencies have a clear understanding. This policy is the formal statement of intent for teaching and learning. The policy also facilitates how we, as a school, meet the requirements of recent Education Acts and National Curriculum requirements.

3. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010 and the National Curriculum programmes of study, which we have chosen to follow.

It also reflects inclusion and equality requirements as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. It refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting children's learning and development set out in the Early Years Foundation Stage (E.Y.F.S.) statutory framework.

Primary schools must also:

- Make provision for a daily act of collective worship (National Curriculum, 2013)
- Teach Religious Education (RE) to pupils (National Curriculum, 2013)

- Make provision for personal, social, health and economic education (PSHE), drawing on good practice (National Curriculum, 2013)

Furthermore, the statutory guidance on Relationships Education, Relationships and Sex Education (R.S.E.) and Health Education states that:

"Relationships Education (is) compulsory for all pupils receiving primary education and...Health Education (is) compulsory in all schools."

(Relationships Education, Relationships and Sex Education (R.S.E.) and Health Education – Statutory Guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers, 2019).

4. Aims

We aim to provide a tailored curriculum to reflect the children who attend Nonsuch Primary. We offer pupils a knowledge-led curriculum driven by a love of reading. This is so that our children can increase knowledge, embed their skills, and therefore deepen their understanding. The programme of study is designed to develop life skills: resilience, independence, challenge, curiosity, reflection, and questioning. We provide our children with an engaging curriculum journey enhanced by a range of knowledge-led educational experiences, which inspire the children to become lifelong independent learners. Our high expectations for learning cultivate character and pride in our identity at Nonsuch Primary School, preparing every child for their future.

Our knowledge-led curriculum is developed with children's experiences, interests and prior knowledge as a priority. We use a range of resources to support the curriculum:

- The Primary National Curriculum
- The Early Years Foundation Stage Framework
- The Birmingham Agreed Syllabus for Religious Education
- Various platforms to adapt to support the Curriculum

5. The Curriculum Vision

The school's vision at Nonsuch Primary is firmly rooted in its mission statement of 'Working Together We All Achieve.' This is underpinned by the three key learning values of Ready, Respectful and Responsible. We believe that every child has the right to be treated with dignity, learn about their innate worth and understand their unique value.

We serve our community by providing an education of the highest quality. We believe our school should be a place where we all want to be, a place where children and adults feel safe, happy, secure, and nurtured.

6. Organisation of the Curriculum

(See E.Y.F.S. policy for the expectations for E.Y.F.S.)

Curriculum Overviews

The curriculum overviews have been carefully designed to map out each year's content in each subject to ensure that the children receive a broad and balanced curriculum.

Progression in skills, knowledge and understanding is also mapped out, so pupils have a broad and balanced curriculum throughout their time at Nonsuch Primary School.

7. Long Term Planning

Subject Overviews and Milestones

The long-term planning has been designed to ensure the curriculum subjects are progressive and accruals skills, knowledge and understanding over time.

Within each subject (including RE and P.S.H.E.), subject champions (supported by the S.L.T.) determine the most logical sequence in which to teach (and where required, revisit) all the National Curriculum Programmes of Study and/or any additional curriculum content that we consider to be relevant to our pupils' multi-cultural context and our locality.

Where a particular concept or schema of learning is a precursor for another, it will be taught first. This detailed analysis of school leaders' sequencing is an ongoing process, involving continual consultation with teachers and pupils

While unnecessary repetition is avoided, where appropriate, provision is made for learning to be consolidated to ensure that knowledge "sticks" (providing the transfer of knowledge to long-term memory)

Subject Champions have designed, delivered and sequenced the children's curriculum to build on prior knowledge. This has been explicitly designed to enhance learner's long-term memory and improve their knowledge in all areas.

8. Medium-Term and Short-Term Planning

Medium-term and short-term planning allow us at Nonsuch to deliver our vision into the classroom.

Medium Term Planning

Year groups are provided with an overview of the milestones to be covered each half term. From this, the class teachers create their medium-term planning. Medium-term plans should be completed promptly before the start of the next half term.

At this stage, teachers are encouraged to consider best practice pedagogy concerning high-quality teaching and learning (see Teaching and Learning Policy).

Every half-term, geography or history should start with a Stunning Starter and finish with a Fabulous Finish. This could be an educational visit, a dress-up day, an invited visitor, or some other memorable learning experience.

It is not necessary to teach every subject every week. Teachers should plan as many or as few learning opportunities as required to ensure coverage of the learning objectives ensuring that the knowledge and skills outcomes are embedded. A class timetable is completed each week, detailing the learning objectives to be covered.

Teachers are encouraged to think creatively to address learning objectives across multiple subjects within phases of linked teaching. The opportunity to make cross-curricular links is evident within the medium-term plan

Teachers should think carefully about the specific skills and knowledge that learners need to accrue within each subject in isolation and ensure that these are delivered. At Nonsuch, we value teacher creativity and autonomy. Accordingly, teachers are free to plot their course through a programme of study where appropriate.

Short Term Planning

As a continued effort to reduce workload, there is no set requirement for short term planning, and it is left to the teacher's discretion. The only exception to this is where there is a cause for concern.

9. Knowledge and Long-Term Memory

'Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned' (Ofsted School Inspection Handbook – Nov 2019).

At Nonsuch Primary School, curriculum design and lesson structure are designed to enable pupils to transfer knowledge from lessons to long-term memory. Teaching practices are deployed to ensure that knowledge is revisited, applied in unfamiliar contexts and thereby retained and extended. This is achieved through:

- Rigorous curriculum content analysis by subject champions enables clear progression mapping and identifies opportunities for knowledge reinforcement, both within and across subjects.
- Rigorous use of assessment practices
- Use of the learning environment
- Timetabled consolidation sessions involving the application of previously taught content
- School-wide initiatives such as inter-class competitions and quizzes (e.g., T.T.R.S.)

- Integrated home learning
- Starting each lesson with a recap of previous learning
- Explicit teaching and recapping on Tier 2 and Tier 3 vocabulary

10. British Values

The Curriculum at Nonsuch Primary School is designed to foster fundamental British Values within pupils and the wider community. Each class has a British Value to focus on each half term. The fundamental British Values are:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance

11. Reading across the Curriculum

(Please also refer to the reading policy)

Nonsuch Primary School places a high value on the role of reading across the curriculum. Core texts are provided and are likely to be a vehicle to learning in multiple subjects. These texts are sequenced to be progressive in their complexity both within and across academic years. Pupils can practise their developing reading skills in all areas of the curriculum during the school day and beyond. A systematic approach is taken to the teaching of phonics and early reading. Further to this, a wide range of whole-school initiatives are deployed to promote reading for pleasure and ensure good progress.

12. Safeguarding and the Curriculum

Our strongly P.S.H.E-focused curriculum is a key element of our safeguarding strategy. We use Jigsaw to deliver this while relating it to our pupil context, emphasising how pupils can

help keep themselves safe and what they should do if they are worried. Please refer to the safeguarding policy for further information.

13. Focus Weeks/ Days

Throughout the year, we hold a series of focus days or weeks; these range from specific curriculum areas, e.g. World Book Day, Art Week, Sports Week, Math's Mornings, Reading Mornings and P.S.H.E days. This approach aims to raise the profile and enthusiasm in the area to provide children with an opportunity to develop new interests.

14. Trips and Visitors

Teachers plan a minimum of one visit/visitor per term with a range of experiences being provided across the year. We are fortunate enough to be located within easy reach of interesting outdoor and indoor interesting educational places to enhance the curriculum and stimulate learning. Teachers must obtain written permission from parents/carers for a child to attend.

15. Aspirations Curriculum

Our Aspirations Curriculum is a unique and innovative programme to support our children to learn about the world of work through first-hand experience and engagement with employers. We want our children to broaden their horizons, understand what they could achieve and raise their aspirations for their future. We want our pupils to have a clear understanding of the link between achieving well at school and getting into a job and career that is not bound by social mobility and gender stereotypes. Through the programme, children will expand their knowledge and understanding of the world of work, the types of jobs, and different career paths. We aim for our Aspirations programme to show that any job role is achievable for anyone of our pupils.

16. Roles and Responsibilities

The Curriculum Lead is the Assistant Headteacher, supported by the Senior Leadership Team.

The Governing Board

The governing board will monitor this policy's effectiveness and hold the headteacher 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, 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 (S.E.N.)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The headteacher 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
- They manage requests to withdraw children from curriculum subjects, where appropriate
- 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 to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with S.E.N.

Additional Staff

At Nonsuch, two assistant headteachers support the headteacher in all elements of the curriculum.

The headteacher and assistant headteachers support a 'Subject Champion.' These Subject Champions are responsible for managing, leading, and promoting their area across the school, helping provide an inclusive, broad and balanced curriculum and ensuring the school is adhering to the policy.

Other staff will ensure that the school curriculum is implemented following this policy.

The Role of the Parents

We believe that parents have a fundamental role to play in helping their children to learn.

We ensure we are informing our parents about children's learning by:

- Holding subject workshops where parents and children can learn together
- Holding parents' information evenings to explain our school strategies
- Sending newsletters to parents regularly to outline the subject's children will be studying
- Regular parent consultation evenings
- Explaining to children how they can best support their child with homework
- Send a report home detailing their child's achievements and outcomes so far, with the next steps are detailed.

17. Continuous Professional Development

In pursuit of the most effective curriculum possible, Nonsuch Primary School deploys and participates in a range of C.P.D. Initiatives. For example:

- The leadership of the curriculum – senior staff engaging in C.P.D. and updates from national and local providers.

- The curriculum's teaching – A multi-way approach is used to develop the skills of staff. Please refer to the Professional Development Policy and the Teaching and Learning Policy for more information.
- Governor Training – provided through the B.D.M.A.T.

18. Quality of Resources

It is necessary to ensure that pupils' resources are conducive to delivering the Nonsuch Curriculum. Resources used are reviewed regularly by subject champions to ensure that they are contemporary, accessible, relevant, representative of our school community, and in good condition.

19. Budgetary Implications

The provision of high-quality experiences, effective resources (including human resources) and C.P.D. have budgetary implications. Subject Champions should direct any requests to the Headteacher. Nonsuch Primary School is committed to using Pupil Premium funding to ensure that disadvantaged pupils benefit from an effective curriculum, diminishing any educational attainment difference between them and their peers.

20. The Role of Assessment

In studying the Nonsuch Curriculum, every pupil is entitled to be assessed and the outcomes analysed to inform teaching and improve learning. Provision for such an assessment is built into the planned curriculum. This includes formative assessment (used for feedback from pupils to adults, from adults to pupils and pupil to pupil, to improve standards as part of day-to-day teaching) and summative assessment (used termly to assign an in-school tracking judgment, for standardisation and gap analysis).

Formative assessment at Nonsuch is characterised by planning that builds on prior assessment. It is completed by effective questioning, dialogue, and observation. Staff respond to their formative assessments by varying the lesson pace or the level of modelling

by teaching a guided group or individual by giving instant feedback to individuals, groups, or the class and adapting resources.

Class teachers and leaders use In-school, summative assessment outcomes to identify gaps and misunderstandings. It is also used to monitor pupil cohorts' performance, identify where recapping or consolidation sessions may be required, and work with teachers to ensure that pupils are supported to achieve good progress and attainment. Pupils are given feedback on how they can address their next steps in learning. Parents are informed about this attainment each term.

21. Monitoring Arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum," which includes the required subjects, through:

- School visits
- Meetings with the School Council, Student Leadership Team and Eco Warriors
- Governor's meeting with Senior Leaders of the school
- Governor's meeting with the B.D.M.A.T. board

S.L.T. and Subject Champions monitor the way their subject is taught throughout the school by completing learning walks, monitoring books and planning and using staff and pupils voice. S.L.T. and Subject Champions also have responsibility for monitoring how resources are stored and managed.

22. Equal Opportunities

The school strives to achieve equality of opportunity for all pupils in access to and progression through the curriculum. Expectations are high for all pupils.

The Curriculum Policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability, is given equal access to all aspects of the curriculum and participates fully in all lessons.

At Nonsuch, we recognise protected characteristics from The Equality Act 2010:

The following characteristics are protected characteristics:

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

23. Inclusion

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

- Pupils with higher prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (E.A.L.)

Teachers will plan lessons so that pupils with S.E.N. and/or disabilities can study every National Curriculum subject, wherever possible, and ensure no pupil achievement barriers.

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 S.E.N. policy and information report.

24. Transition

Nonsuch Primary School recognises the fundamental importance of supporting learners through key moments of transition in their lives. Throughout the Nonsuch Curriculum, provision is made for high-quality transition support. This includes:

- Movement between Key Stages (E.Y.F.S., KS1, KS2, KS3)
- Movement between year groups
- The integration of new starters
- (Where appropriate) familiarisation with new members of staff.

25. Links with other Policies

This policy links to the following policies and procedures:

E.Y.F.S. policy

Assessment policy

S.E.N. policy and information report

Equality information and objectives

Teaching and Learning Policy

Individual subject policies

R.H.E. Policy

Safeguarding Policy

Wellbeing Policy

Before and After School Policy

NQT Policy

For further information, please visit our Policies page on our website:

<https://www.nonsuch.bham.sch.uk/>

This policy will be reviewed every three years by the Wider Curriculum Lead. At every review, the policy will be shared with the full governing board.