



Finchampstead C of E (Aided) Primary School

This is the day that the Lord has made, let us rejoice and be glad in it

Curriculum Framework Policy

Approved by:	Board of Governors
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Last reviewed:	March 2024
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Next review due by:	March 2026
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Introduction

This document provides a framework on which all policies relating to curriculum at Finchampstead CE (Aided) Primary School are built. It provides the common aspects of all the curriculum policies.

Aims

The school takes great care in defining the curriculum that it delivers to its pupils. The curriculum will:

- be broad, balanced, relevant, and coherent
- be inclusive and available to all pupils
- be differentiated and matched to the needs and abilities of each pupil
- set suitable learning challenges
- give every pupil opportunities to experience success
- respond to a range of pupils' learning needs
- develop the whole child as a valued individual
- reflect the diverse nature of society
- encourage a commitment to life-long learning
- prepare pupils for the opportunities, responsibilities, and experiences of adult life

Equality and Diversity

The school firmly believes that the curriculum it provides must be accessible to every child irrespective of their gender, race, or any disability that they may have. All lessons will be planned to take account of the diverse range of abilities in each class including those pupils with special educational needs and those who are more able. Where appropriate, reasonable adjustments will be made to resources and lesson plans in order to enable vulnerable children to gain full benefit of each lesson.

Teaching and Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Good teaching and learning at Finchampstead CE (Aided) Primary School encompasses the following characteristics:

- Well prepared, creative lessons which form part of an agreed, structured scheme of work building on previous knowledge and making cross-curricular links where appropriate.
- Lessons are suitably differentiated, comprising whole class, group and individual teaching as appropriate to recognise that children learn in different ways.
- Good and imaginative use is made of resources, including new technology, to enhance learning.
- Lessons have achievable but suitably challenging learning objectives which are personalised to the needs of the children.
- Children's achievements are reviewed regularly by both teachers and children, with feedback provided in a positive and effective way
- Children should be taught good habits for lifelong learning so they can be independent and enterprising learners, prepared to take risks in their learning. We believe that these habits are encompassed by the 5 R's for lifelong learning
 - Readiness,

- Resourcefulness,
- Resilience,
- Responsibility
- Reflectiveness.
- A variety of suitable teaching strategies and learning activities should be employed, including evidence in planning that teachers have taken account of children's different learning styles and interests
- The learning environment should be stimulating and interactive.
- All adults involved in the children's learning should be suitably knowledgeable and prepared
- Teachers use a variety of strategies to encourage children's thinking skills
- Homework set is appropriate to the task and suitably differentiated
- Teachers should be sensitive to the needs of their children and build positive relationships
- Teachers should maintain accurate records – according to school documentation – and regularly consult and inform parents
- Formative and Summative Assessment should be used to inform planning and evaluate children's progress, both collectively and individually
- Computing is used whenever appropriate to enhance the teaching and learning across the curriculum.

Planning

Finchampstead School follows the following guidelines to support planning:

- The National Curriculum
- PSHE Association Programme of Study
- White Rose Maths in conjunction with Power Maths
- RE Scheme of Work (Oxford Diocese Agreed Syllabus)

The school will seek to engage other organisations in partnership to further develop the pupils' skills and experience for example, sport coaching.

Long term planning

The subject learning journeys are planned by subject leaders to ensure complete progression across the whole school and follow a two-year rolling programme to allow for mixed year groups; these are published on the relevant subject pages on the school website.

Medium term planning

Plans for every half term or term are planned to be as cross curricular as is appropriate with key concepts helping make connections between subjects for that term. Each term, a topic jigsaw is published to each class page on the website which clearly shows the curriculum coverage in each class for that period. Each term, a weekly overview of teaching objectives for each subject is published to the planning drive to ensure complete coverage for each subject.

Short term planning

Individual lesson planning takes the form of SMART slides or PowerPoints which indicate the key learning questions, and teaching and learning opportunities provided for the children

in each lesson. Lesson resources may be attached to these. Feedback for these lessons take the form of 'live' verbal feedback, self and peer assessment or, if distance feedback is required, completion of a whole class feedback form ready for feeding back to the class in the next lesson and /or to inform future planning

Assessment and Record Keeping

Summative Assessment

Pupils' development will be monitored by observing them as they participate in lessons, by discussing their work with them and through carefully planned tasks.

Achievement of objectives in reading, writing and maths is recorded regularly on Target Tracker to monitor progress and identify gaps in learning. Exception reports will be completed for each foundation subject and science. All information recorded will be used to inform school reports and to ensure that future planning is effective to the needs of the cohort.

Formative Assessment equips children to be lifelong learners. There are 3 basic elements which are embedded in the practice of the school:

- **Sharing learning goals**
 - to increase understanding, children need to be involved in unit coverage planning
 - ensure the learning objective is separated from the lesson context ▪ ensure children know the success criteria of the lesson
- **Effective questioning**
 - Teachers overtly model good questioning to develop thinking skills
 - Children need time to think
 - Having talking partners before responding to a question encourages all children to participate
 - Talking partners need to change regularly to vary experiences
 - Encouraging children's questions furthers their independence as learners
- **Effective feedback, self and peer evaluation (see Feedback Policy)**
 - Feedback needs to be focussed on the learning objective
 - We give specific feedback focusing on success and improvement Curriculum Framework Policy March 2024
 - Improvement suggestions close the gap between current and desired performance
 - Live verbal feedback is more effective than written feedback.
 - Aim for children to constructively evaluate their own work, or that of their peers through peer coaching, against the success criteria.

Monitoring

Governors will meet with school subject leaders twice a year to ensure that this policy is being adhered to across all subjects. Subject leaders will prepare a general written report for their subject to present to FGB once a year following a set format.

Resources

The educational resources that the school has available are selected to provide the best possible value. In order to achieve this value, the appropriate and efficient allocation of resources is essential. The curriculum is allocated a budget each year and resources are purchased to develop and enhance the teaching of specific subjects, depending on level of need. Spending is prioritised through the School Development plan. Teaching staff are responsible for coordinating the use of the resources and for reporting broken or inadequate equipment to the relevant subject leader.

Health and Safety

When a lesson requires the pupils to use any equipment, the responsible teacher will provide them with adequate guidance in how to use that equipment in a safe and appropriate manner. Pupils are required to dress appropriately for certain subjects, for example, suitable footwear for PE. Pupils will be encouraged to adopt a healthy lifestyle through relevant links into the curriculum, for example, through science, PSHE or PE.

Staff Training and Development

For staff to implement this policy effectively, they need to be knowledgeable about the subjects that they teach, and current policy. They also need to regularly update their skills. The headteacher and members of staff need to be given the time and opportunity to attend relevant training and to feedback to others. Teachers are required to attend all school-based INSET (subject to teaching commitment as contracted) which aims to support and develop staff and respond to school needs. Learning support assistants are invited to attend training sessions when appropriate.

The senior teacher will review this policy every two years