



# The CARE Federation



## Curriculum Policy

Agreed by Governing Body: Autumn 2024

To be reviewed: Autumn 2025

Group Responsible: Full Governors

## Rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The CARE Federation. This policy promotes best practice and establishes consistency in teaching and learning across the federation. We ensure that all children have a broad, balanced and relevant education with a curriculum that celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values and the UN Rights of the Child. This provides equality of opportunity for all, alongside varied and enriching learning experiences that lead to a consistently high level of pupil attitude and achievement.

## Legal framework

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

- The Education Act 2002
- The 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 (2023) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following federation policies:

- Individual subject policies
- EYFS policy
- Feedback, marking and assessment policy
- SEND policy
- Relationship and behaviour policy



## The Vision and Values of The CARE Federation



Our **community** supports our children to accept new challenges and be resilient in the face of adversity; to have humour, a willingness to laugh and be graceful in difficult situations.

We will open doors to opportunity and eyes to possibility – unlocking curious minds with knowledge that will allow our children to achieve **excellence** and realise their ambitions.

We proudly insist upon **respect** for all as we walk with every child to seize their best **adventure**. We do this because we **CARE**.

## Our Curriculum Intentions

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our federation curriculum is underpinned by our core values.

Our curriculum is designed to develop lifelong learners through the following:

- The outcomes of the Early Years Foundation Stage (EYFS) and National Curriculum are upheld as a minimum entitlement for all of our children. To know more and remember more children must be inspired and engaged in purposeful, relevant experiences.
- We provide an enhanced and enriched curriculum that opens doors of opportunity to every learner. In practice, this means termly, real-life visits and visitors and regular in-school sessions in areas such as road safety, outdoor adventurous learning or sign language. A growing range of after school clubs further compliments our offer. Cooking and sports clubs are regular and many are provided free or for a minimum cost. These opportunities support the development of a rich, broad vocabulary for all of our children based on real experiences that embed understanding and ignite curiosity across subjects; they allow us to recognise and celebrate children's strengths in all fields possible; they allow us to use all resources available to value how children learn best both within and outside of the classroom and they allow us to nurture learners that respect their own and others' rights; that are mentally, physically and academically confident and capable to continue their next phase of learning.
- We are an inclusive federation. We value the way in which all children are unique; developing individual strengths and supporting individual challenges. We treat children with fairness and honesty. We aim to enable each person to be successful and provide equal opportunities for all children in our school. Our curriculum promotes respect for the views of each individual child and is tailored to support their learning, social and emotional needs. Every child is championed and celebrated.
- Through a growth mindset approach, we create learning experiences that provide children with the opportunity to grasp an understanding of self-belief, where they rely on their own effort and ability to achieve. We actively encourage children to reflect upon their own self-worth in order to confidently take on challenges independently.
- We value development of the whole child, within and outside of the classroom. Through planning and facilitating regular educational visits, visitors and events and through our commitment to outdoor learning and curriculum enhancements, our curriculum is designed to inspire and engage learners. Links between individual subjects and real-life experiences are explicit making learning purposeful and meaningful.

## Aims

The aims of The CARE Federation curriculum are:

- To uphold the outcomes of the EYFS and National Curriculum as a minimum entitlement for all of our children
- To deliver a curriculum that goes beyond the National Curriculum in terms of breadth of opportunities; where talents and strengths can be discovered and nurtured alongside the development of crucial, non-academic life skills.
- To enable all children to learn and develop their skills to the best of their ability.
- To support the development of a rich, broad vocabulary for all of our children based on real experiences that embed understanding and ignite curiosity across subjects.

- To use available resources to value how children learn both within and outside the classroom.
- To promote a positive, responsible and enthusiastic attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be inquisitive and reflective.
- To develop pupil's resilience, confidence and independence, in a happy and safe learning environment, in order to give children the skills to cope with life.
- To deliver a curriculum that encourages respect for our school, our community and our world, enabling our children to be positive citizens in society.
- To enable children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.
- To ensure that each child's education has continuity, progression and consolidation.
- To nurture learners that respect their own and others' rights; that are mentally, physically and academically confident and capable to continue their next phase of learning
- To encourage self-discipline based on the understanding of right and wrong and the recognition of the needs of others within the community.
- To foster appropriate tolerance, respect of difference and of each other whilst promoting a sense of community through the celebration of our school's diversity.

## **Our Curriculum Implementation**

Coverage of the whole school curriculum has been carefully mapped to ensure that progression across year groups and across subjects is sequenced toward clear end points. Learning that takes place in the home and community, as well as that from nursery and at the high school, is appropriately recognised. Links are made that provide relevant, holistic accounts of the child's educational journey.

Our curriculum is planned to be inspiring, consistent, coherent and progressive, covering all aspects of the EYFS and National Curriculum for Key Stage 1 and Key Stage 2 so our children can thrive and flourish to an excellent standard. Our carefully planned, sequential and rigorously designed curriculum ensures that children develop the knowledge, skills and understanding that they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively and independently. We also plan our curriculum across the federation taking into consideration the nursery and feeder high schools' curriculums. As a federation we use a 'I do, We do, You do' approach to strengthen our commitment to Rosenshine's principles.

EYFS: We adhere to the four guiding principles of the EYFS: Unique child; Positive relationships; Enabling environments and Learning and development, through the seven areas of learning and the characteristics of effective learning. All areas of learning and development are important and inter-connected in EYFS, this drives our approach to teaching and learning. We use the Statutory framework for the EYFS (2024) and Development Matters (2023) to inform planning and provide opportunities to plan from children's interests and incorporate next steps in their learning.

KS1 and 2: The National Curriculum is used to inform a clear diet of discrete subject teaching with clear and comprehensive progression throughout. The curriculum promotes academic learning as well as personal growth and development. It includes a range of enhanced opportunities which further enrich the holistic development of each child. It also

includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

As part of our commitment to holistic learning that goes beyond the classroom for both EYFS and key stage 1 and 2; events, visits or visitors will be included as enhancements for many aspects of the curriculum. At the beginning of a period of learning, enhancement will serve to further enthuse and inspire the children, giving rise to questions that may lead future learning. These enhancements will support the children's developing understanding. Where the enhancement is planned for the end of the period of learning, it will be used to consolidate or celebrate the learning that has taken place.

### Opportunities for learning

We encourage children to take responsibility for their own learning. To be involved as far as possible in reviewing the way they learn, how they learn, what helps them learn and what makes it difficult for them to learn. We offer a wide range of resources and scaffolding for learning. We also recognise children learn best in different ways and provide a range of stimuli and opportunities for pupils to demonstrate their understanding. These include:

- Investigation and problem solving;
- Research and finding out;
- Group work & pair work (talk-partners);
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Use of technology (including Interactive Whiteboards);
- Fieldwork, outdoor learning and visits to places of educational interest;
- Creative activities;
- Watching different media and responding to musical or recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

### Organisation of teaching

The CARE Federation plans the curriculum on a two-year cycle due to having some mixed-aged classes.

Skills and progression learning maps: Each subject leader plans a clear, sequential map of learning outcomes for teachers to follow in each year group, covering the course of a child's whole primary education. This includes subject specific vocabulary.

Termly subject timetables: Each 'block' of learning, within each subject, is organised into an annual plan, broken up into terms, ensuring that each subject is covered with sufficient time. Each block is usually approximately 6 hours of lessons. For English and Maths this is daily. Links are made to the enhanced curriculum.

Medium term plans: Each subject is taught in a block of lessons. For English and Maths this may be over 2 or 3 weeks all the way through the year. For Science and foundation subjects it varies but on the whole each subject has approximately 6 hours per term. Within our medium term plans, we consider the previous learning of the pupils, and for the foundation subjects the pupils are given the opportunity to show what they already know and can complete a task that shows off their learnt new knowledge and skills at the end of a 'block'. This also highlights cross curriculum writing.

Short term planning: Teachers plan how to teach and adapt lessons based on their formative assessment of children's progress and understanding during a 'block' of lessons.

This planning includes key questions and vocabulary aims. This planning is flexible and personal to each teacher.

Working walls and display: In each classroom there is a working wall for English and Maths to display up to date and relevant support for children, these are informal and changed frequently to match current learning. Other displays support further aspects of the curriculum, being changed termly or more regularly as appropriate. 'Progression' displays for all subjects are in communal areas of the school.

<b>Subject</b>	<b>Methodology</b>
Phonics	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>• In EYFS and KS1, every child takes part in a daily phonics session.</li> <li>• We follow one program (Little Wandle) this provides the teaching sequence, supported by actions and ditties.</li> <li>• Keep up sessions are also provided in the afternoons to ensure that no child is left behind.</li> <li>• This program continues into Year 3 for any pupils that need to secure and consolidate any phonic sounds.</li> <li>• Year 2 pupils follow the Little Wandle Spelling program daily.</li> </ul> <hr/> <p>Sparhawk</p> <ul style="list-style-type: none"> <li>• In EYFS and KS1, every child takes part in a daily phonics session.</li> <li>• We follow one program (Supersonic Phonic Friends) this provides the teaching sequence, supported by actions and ditties.</li> <li>• Keep up sessions are also provided in the afternoons to ensure that no child is left behind.</li> <li>• Spellings are linked to the sounds taught that week in phonics but also incorporate both high frequency and common exception words.</li> </ul>
Reading	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>• We have a clear, consistent approach to reading.</li> <li>• In EYFS and Year 1 children begin their reading experience by reading fully decodable books, linked to the phonic phase that they are working within. Children read to an adult 3 times per week as part of a small group. Comprehension is taught through class readers and sharing texts.</li> <li>• Small group guided reading is taught everyday in key stage 1 and 2. Sometimes teachers may choose to use whole class guided reading.</li> <li>• From Year 2, the pupils use Accelerated Reader at least 2 times per week. After completing an Accelerated Reader text pupils complete a quiz to test how secure their comprehension of the text is.</li> <li>• Some targeted pupils have additional reading sessions with an adult.</li> </ul> <hr/> <p>Sparhawk</p> <ul style="list-style-type: none"> <li>• We have a clear, consistent approach to reading.</li> <li>• In EYFS and Year 1 children begin their reading experience by reading fully decodable books, linked to the phonic phase that they are working within. This then follows on into year 2 where children aim to become 'free readers'. Children read to an adult 3 times per week in Reception and everyday in KS1 on a one to one basis. Comprehension is taught through daily guided reading sessions and sharing texts.</li> </ul>



	<ul style="list-style-type: none"> <li>• The lowest 20% of children are listened to read additionally during the week.</li> <li>• A large number of reading volunteers come in weekly to listen to children read. These volunteers have had training from our English lead.</li> </ul>
Writing	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>• We have a clear, consistent approach to writing.</li> <li>• All classes follow the Write Stuff approach by Jane Considine. This involves daily writing lessons following an initiate, model and enable structure, which allows children to engage with the lesson through suggesting ideas of their own, watching a teacher model good examples and then using this knowledge to write independently. This is repeated three times during a lesson to promote sentence building to a high level.</li> <li>• These lessons are supported by experience lessons which provide the children with real-life, hands-on activities to enable them to immerse themselves in a text or idea.</li> <li>• A range of text types are used to ensure that pupils have an understanding of fiction, non-fiction and poetry.</li> <li>• Teachers plan in regular opportunities for pupils to independently apply their knowledge to short burst or longer writing tasks.</li> <li>• EYFS begin using this programme during the Spring term of Reception.</li> </ul> <p>Sparhawk</p> <ul style="list-style-type: none"> <li>• We have a clear, consistent approach to writing.</li> <li>• All classes follow a long term plan mapped out with specific genres which link under the purposes to entertain, to inform, to persuade and to discuss.</li> <li>• A sentence system has been progressively mapped out from Reception to Year 2 to ensure consistency and a robust procedure whereby children understand how a sentence is constructed but also how sentences can be adapted for different purposes.</li> <li>• All sequences begin with an inspiring example of ‘What a good one looks like’ (WAGOLL), a clear grammar focus is then identified and children learn the elements to make the genre successful. Work builds up throughout the week to contribute to a sustained piece of writing.</li> <li>• Every lesson has an element of writing – all lessons begin with a dictation sentence. A shared write then models and enables the structure for children to write independently with.</li> <li>• These lessons are supported by experience lessons which provide the children with real-life, hands-on activities to enable them to immerse themselves in a text or idea.</li> <li>• A range of text types are used to ensure that pupils have an understanding of fiction, non-fiction and poetry.</li> <li>• Teachers plan in regular opportunities for pupils to independently apply their knowledge to short burst or longer writing tasks.</li> <li>• EYFS begin guided writing from Autumn 2.</li> </ul>

<p>Maths</p>	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>• We have a clear, consistent approach to Maths.</li> <li>• All classes follow the White Rose approach and framework. This promotes high-quality problem-solving activities where children are encouraged to apply their skills, develop perseverance, make connections and seek solutions. Adult modelling is crucial to this approach, in order that children develop the confidence to try things on their own. Paired and group work is also important to encourage the sharing of thoughts and ideas.</li> <li>• All lessons include a short focus on fluency for revision and review, to deepen children’s knowledge and develop their quick application of skills.</li> <li>• Lessons are planned by teachers with an emphasis on practical, hands on approaches that use concrete, pictorial and representational sequencing using a range of manipulatives.</li> <li>• Great importance is placed on the spoken language used in lessons. Children are supported through hearing quality and varied Maths vocabulary from adults, they are then encouraged to use this vocabulary for themselves.</li> <li>• In EYFS, KS1, Years 4 and 5 pupils take part in the Mastering Number programme, a 20 minute structured, fluency session at least 4 times per week. Year 3 are completing the Year 2 programme in 2024/25 as part of the introduction of this scheme in 2023/24.</li> <li>• Year 6 complete daily fluency sessions following a clear programme of knowledge of skills.</li> </ul>
	<p>Sparhawk</p> <ul style="list-style-type: none"> <li>• We have a clear, consistent approach to Maths.</li> <li>• All classes follow the White Rose approach and framework. This promotes high-quality problem-solving activities where children are encouraged to apply their skills, develop perseverance, make connections and seek solutions. Adult modelling is crucial to this approach, in order that children develop the confidence to try things on their own. Paired and group work is also important to encourage the sharing of thoughts and ideas.</li> <li>• All lessons include a short focus on fluency for revision and review, to deepen children’s knowledge and develop their quick application of skills.</li> <li>• Lessons are planned by teachers with an emphasis on practical, hands on approaches that use concrete, pictorial and representational sequencing using a range of manipulatives.</li> <li>• Great importance is placed on the spoken language used in lessons. Children are supported through hearing quality and varied Maths vocabulary from adults, they are then encouraged to use this vocabulary for themselves.</li> <li>• In EYFS and KS1 pupils take part in the Mastering Number programme, a 20 minute structured, fluency session at least 4 times per week.</li> </ul>
<p>Science</p>	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>• Taught as a discrete subject in 12 blocks of lessons over an academic year.</li> <li>• Children work scientifically by asking questions, making observations and using equipment to investigate findings and perform simple tests.</li> <li>• We aim to link Maths and English skills and make science practical.</li> <li>• We use the outdoors to experience learning about animals and their habitats, seasonal changes and plants and living and non-living things.</li> </ul>



	<p>Sparhawk</p> <ul style="list-style-type: none"> <li>• Taught as a discrete subject weekly over the academic year.</li> <li>• Children work scientifically by asking questions, making observations and using equipment to investigate findings and perform simple tests.</li> <li>• White Rose Science is used as a tool to ensure vocabulary is progressive and all possible misconceptions are addressed.</li> <li>• The Ogden Trust is also used as a basis to further inform teaching and learning.</li> <li>• We aim to link Maths and English skills and make science practical.</li> <li>• We use the outdoors to experience learning about animals and their habitats, seasonal changes and plants and living and non-living things.</li> </ul>
Computing	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>• Taught as a discrete subject in 6 blocks of lessons over an academic year, 1 of which is a cross curriculum word processing block.</li> <li>• Computing lessons are planned using the National Curriculum to equip pupils with the key skills, required to enable them to access and use technology safely and confidently.</li> <li>• Pupils have access to a range of technology, such as laptops, Chromebooks, PCs, iPads, programming resources and voice recorders.</li> <li>• Pupils learn about keeping safe online through half-termly assemblies led by the school's e-safety champions.</li> </ul> <p>Sparhawk</p> <ul style="list-style-type: none"> <li>• Taught as a discrete subject once a week over the academic year.</li> <li>• Computing lessons are planned using Teach Computing in KS1 and Barefoot in EYFS. This allows children to be equipped with the key skills, required to enable them to access and use technology safely and confidently.</li> <li>• Pupils have access to a range of technology, such as laptops, Chromebooks, PCs, iPads, programming resources and voice recorders.</li> <li>• Pupils learn about keeping safe online through integrated lessons and regular reminders about how to keep safe online in assemblies.</li> </ul>
Humanities	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>• This includes Geography and History.</li> <li>• Taught as discrete subjects in 6 blocks of lessons in each subject over an academic year.</li> <li>• Concepts are used to interweave ideas and consolidate learning from previous lessons or units of learning.</li> <li>• Children are encouraged to take part in both adult-led tasks and independent work. This allows teaching of new skills and also promotes independent research and thinking.</li> </ul> <p>Sparhawk</p> <ul style="list-style-type: none"> <li>• This includes Geography and History.</li> <li>• Taught as discrete subjects weekly over an academic year. Within a term one half term focuses on Geography and the other on History.</li> <li>• The key concepts of monarchy, equality, peace and conflict are used to interweave ideas and consolidate learning from previous lessons or units of learning in History. Geography also has key concepts mapped out across the year. Topics have been planned to ensure prior learning has been covered within year before. Progression runs both horizontally and vertically.</li> <li>• Medium term plans begin with a 'big question' to lead children's enquiries. Prior knowledge, key knowledge, disciplinary skills, sources (History) key vocabulary and trips/visitors/experiences are then planned for.</li> <li>• Children are encouraged to take part in both adult-led tasks and independent work. This allows teaching of new skills and also promotes independent</li> </ul>

	<p>research and thinking.</p>
<p>The Arts</p>	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>• This includes Art and Design and Design and Technology.</li> <li>• Taught as discrete subjects in 3 blocks of lessons in each subject over an academic year.</li> <li>• DT covers a range of skills including structures, moving parts and textiles.</li> <li>• Food technology is taught once per term as a discrete lesson but is also interwoven into other subject areas.</li> <li>• Art covers a range of skills including sculpture and drawing and painting using different media.</li> <li>• Pupils are encouraged to draft and redraft ideas.</li> </ul> <hr/> <p>Sparhawk</p> <ul style="list-style-type: none"> <li>• This includes Art and Design and Design and Technology.</li> <li>• Taught as discrete subjects weekly over the academic year. Art and Design is covered one half term and Design and Technology the other.</li> <li>• DT covers a range of skills including structures, moving parts and textiles.</li> <li>• Food technology is taught once per term as a discrete lesson but is also interwoven into other subject areas.</li> <li>• Art covers a range of skills including sculpture and drawing and painting using different media – The Suffolk Art Scheme is used as a guide to ensure progression runs not only horizontally across the year but vertically from EYFS to Year 2.</li> <li>• Pupils are encouraged to draft and redraft ideas.</li> </ul>
<p>Physical Education</p>	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>• In EYFS, opportunities are provided to ensure all children engage in range of physical activities for up to 3 hours per day in the classroom or in the reception garden. In November each year they begin to take part in 1 structured PE lesson closely linked to the EYFS curriculum. This may include activity linked to music, story, rhyme or song, as well as developing confidence, social skills and strength using a range of small and large equipment.</li> <li>• In key stage 1 and 2 there is 2 hours of physical exercise per week.</li> <li>• In key stage 1 and 2 there are 2 structured sessions of PE each week.</li> <li>• Opportunities to develop physical skills are provided across other areas of the curriculum.</li> <li>• In key stage 1 and 2 there is 10 minutes of physical exercise per day, for example 'daily move', high activity game, a dance tutorial or Joe Wicks.</li> </ul> <hr/> <p>Sparhawk</p> <ul style="list-style-type: none"> <li>• In Nursery children take part in daily physical activities for up to 3 hours per day in the classroom or in the outdoor area. Children have access to bikes and scooters and a range of climbing equipment. Children also have physical brain breaks daily to help support coordination and gross motor development.</li> <li>• In Reception, opportunities are provided to ensure all children engage in range of physical activities for up to 3 hours per day in the classroom or in the reception outdoor area. From September children take part in a weekly 'Moving and Grooving' session which includes activities linked to the EYFS curriculum. Children then transition to following the Get Set for PE curriculum from Spring 1.</li> <li>• In key stage 1 there is 2 hours of physical exercise per week – this follows the Get Set for PE curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>All year groups also participate in the Daily Mile and other physical movement breaks. Sensory circuits are also used to support any child who benefits from them.</li> </ul>
Music	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>Throughout the federation the 'Sing Up' music scheme is used.</li> <li>Use of Charanga is also available.</li> <li>Taught as a discrete subject fortnightly throughout the year or weekly in a shorter session.</li> <li>Used across the curriculum as appropriate.</li> <li>Staff recognise that musical memory supports learning and enjoyment in all learning, across all subjects.</li> <li>Weekly singing practise takes place as part of an assembly or within classrooms.</li> </ul>
	<p>Sparhawk</p> <ul style="list-style-type: none"> <li>Throughout the federation the 'Sing Up' music scheme is used.</li> <li>Use of Charanga is also available.</li> <li>Taught as a discrete subject weekly throughout the year.</li> <li>Used across the curriculum as appropriate.</li> <li>Staff recognise that musical memory supports learning and enjoyment in all learning, across all subjects.</li> <li>Weekly singing practise takes place as part of an assembly.</li> </ul>
Modern Foreign Languages	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>Taught as a discrete subject weekly on a two year rolling programme including: French and Spanish.</li> <li>Use of Language Angels available.</li> <li>Language skills and awareness are further broadened through cultural days across the year.</li> <li>Pupils well prepared for high school: Spanish is the transition language for Sprowston High School and French is the transition language for Broadland High School.</li> </ul>
	<p>Sparhawk</p> <ul style="list-style-type: none"> <li>Language skills and awareness are introduced through cultural days across the year and relevant opportunities such as answering the register in different languages</li> </ul>
RE	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>Planned to support pupil's understanding of religious and cultural similarities and differences.</li> <li>In key stage 1, 7 RE specific days are planned and taught over the academic year. EYFS take part in these days but content is adapted to meet their age, stage and own curriculum.</li> <li>In key stage 2, 9 RE specific days are planned and taught over the academic year.</li> <li>A long-term plan is in place incorporating a range of festival/celebration days.</li> </ul>
	<p>Sparhawk</p> <ul style="list-style-type: none"> <li>Taught as a discrete subject weekly using a personalised version of the Norfolk Agreed RE syllabus.</li> <li>Planned to support pupil's understanding of religious and cultural similarities and differences.</li> </ul>

	<ul style="list-style-type: none"> <li>• Visitors from other religions are invited in to ensure real accounts are experienced by the children.</li> <li>• A local reverend takes an assembly monthly.</li> <li>• A long term plan ensures children experience a range of other religions. Festival and celebration days are also planned in to ensure year groups focus on different experiences.</li> </ul>
PSHE/RSE	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>• Taught as a discrete subject fortnightly throughout the year or weekly in a shorter session.</li> <li>• Some aspects are taught across the day in response to children’s needs.</li> <li>• Use of the Norfolk RSHE curriculum.</li> <li>• Embedded through federation values, SMILE curriculum, Philosophy, Child Whispering Ready, Respectful, Safe and behaviour values.</li> <li>• Further links provided through Pupil Councils and UN Rights of the Child, NSPCC sessions across the federation.</li> </ul>
	<p>Sparhawk</p> <ul style="list-style-type: none"> <li>• Taught as a discrete subject weekly throughout the academic year.</li> <li>• Some aspects are taught across the day in response to children’s needs.</li> <li>• Follow the scheme Jigsaw which is also interwoven into assemblies.</li> <li>• Embedded through federation values, Philosophy, Child Whispering Ready, Respectful, Safe and behaviour values.</li> <li>• Further links provided through Pupil Councils and UN Rights of the Child, NSPCC sessions across the federation.</li> </ul>
Enhancement including outdoor adventurous learning	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>• At Spixworth Infant School one afternoon per week is dedicated to enhancement. Children participate in 2 different skill-building activities per term, including outdoor adventurous learning, that go beyond the National Curriculum for their age group.</li> <li>• At Woodland View Junior School, enhancement activities are used as a hook to engage and motivate pupils with a theme or they can be one-off events over a half term. Lower Key Stage 2 also have regular, dedicated outdoor adventurous learning sessions.</li> </ul>
	<p>Sparhawk</p> <ul style="list-style-type: none"> <li>• At Sparhawk all year groups complete a set number of experiences from our Sparhawk 50 Experiences. EYFS have 10 to complete and these range from jumping in puddles to watching live entertainment. Both Nursery and Reception complete these experiences throughout their learning during the week. KS1 have one afternoon a week dedicated to enhancement – this is known as Sparhawk Family Time and always starts with Philosophy and then one activity from the experiences is focussed on.</li> </ul>
Pupil learning policy	<p>Spixworth and Woodland View</p> <ul style="list-style-type: none"> <li>• Children are placed into groups, called Learning Circles. Year 2 and Year 6 pupils lead these small, consistent, mixed aged Learning Circles.</li> <li>• Each term, pupils take part in lessons linked to the pupil learning policy within their Learning Circle.</li> <li>• There are 2 or 3 lessons in a dedicated week each half term.</li> </ul>
	<p>Sparhawk</p> <ul style="list-style-type: none"> <li>• As part of the skills curriculum we have seven gems which represent the skills of presentation, oracy, physical, thinking, understanding me,</li> </ul>

teamwork, problem solving. These gems are in every class and referred to daily. Children identify and model behaviours which show these skills and then are rewarded by having the gem on their table.

### How we record our curriculum

The following table stipulates how each class must record the different areas of our learning. This is important to create consistency in expectation as well as inform the school monitoring process.

<b>Spixworth and Woodland View</b>			
<b>Subject</b>	<b>Key Stage 2</b>	<b>Key stage 1</b>	<b>EYFS</b>
English	Books – lined to allow for chotting. Lines continue to decrease as appropriate.  Guided Reading book	Books – lined and plain to allow for chotting. 15 mm lines moving to 10mm lines.  Handwriting and phonics/spelling jotters – 12mm lined.	Adult Led Experiences Book Tapestry Half lined, half blank book in January for Write Stuff  Phonics jotters
Maths	Books – squared. Sizing appropriate to development.	Books – squared 15mm squares moving onto 10mm squares Tapestry	Adult Led Experiences Book Tapestry
Curriculum Theme	Individual books for Science, History, Geography, Art/DT, RE, PSHE, Music and MFL.	Individual books for Science, History, Art/DT Geography, RE, PSHE Tapestry	Tapestry (where appropriate)
Learning Journeys	Homework is through individual websites and Google Classroom.	Tapestry (online) Optional homework is through individual websites.	Tapestry (online) Optional homework is through individual websites.

<b>Sparhawk</b>		
<b>Subject</b>	<b>Key stage 1</b>	<b>EYFS</b>
English	Books – lined and plain to allow for chotting. 15 mm lines moving to 10mm lines.  Handwriting and phonics/spelling jotters – 12mm lined	Adult Led Experiences Book Tapestry Half lined, half blank book in January for Write Stuff  Phonics jotters
Maths	Books – plain Tapestry	Adult Led Experiences Book Tapestry
Curriculum Theme	Individual books for Science, History, Art/DT Geography, RE, PSHE Tapestry	Tapestry (where appropriate)
Learning	Tapestry (online)	Tapestry (online)

Journeys	Optional homework is through individual websites and suggested on newsletters.	Optional homework is through individual websites and suggested on newsletters.
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## **Our Curriculum Impact**

Our curriculum is designed to make a positive difference to children's outcomes and futures. The impact of our curriculum is measured using a range of formal and informal approaches. Impact measures are chosen to be useful, effective and efficient in order to improve teaching and learning.

- Daily outcomes in English and Maths inform next step planning.
- In the moment, assessment for learning is embedded during teaching and learning, allowing staff to work closely with the pupils to offer immediate feedback and to address misconceptions.
- Flexible grouping enables gaps to be closed rapidly.
- Phonics and Reading are monitored daily with clear goals established for half termly and yearly progress.
- In-class interventions are responsive to need; precision teaching is used to close gaps. Keep up and Catch up used to support those pupils that need further tuition.
- Assessed Tapestry observations across the curriculum track progress and enable home/school support.
- Regular Pupil Progress meetings ensure every child's progress is prioritised.
- 4 times annually pupil/parent/teacher meetings set and review targets collaboratively supporting both academic and non-academic success.
- On entry to Year 3 all pupils complete a diagnostic assessment in Maths to enable gaps to be identified and actions taken immediately.
- Pupils from Year 2 upwards complete termly summative assessment tests in reading, writing, spelling, punctuation and grammar and Maths.
- Year 6 take 'mock' SATs tests twice per year to enable proactive monitoring of progress and achievement.
- Termly teacher data sharing allows middle and senior leaders to track individual, group, class and year group progress and celebrate and challenge learning and teaching.
- Termly subject leader and SEND summary reports identify strengths, areas for improvement and impact of work undertaken.
- Termly governor monitoring provides support and challenge to leaders at all levels.

## **Supporting Transition**

A thorough transition programme exists for each key transition period:

Transition into school (Nursery to Reception):

- Key person/Teacher meetings
- Pre-school visits by class teachers
- Visits to school with and without families or key people over the Summer term
- Phased entry over first week in September
- Home visits

Transition within school (Reception to Year 1 and Year 1 to Year 2):

- Teacher/new Teacher meetings
- Vertically grouped activities across the year
- Year group and key stage activities across the year



- Visits to new classes in the Summer term

Transition to Junior school (Year 2 to Year 3):

- Teacher/new Teacher meetings
- Buddy reading system between Year 2 and Year 3 throughout the year
- Subject based visits to and from Junior school across the year
- Buddy visits for individual children in the Summer term
- Visits to new classes in the Summer term
- Shared 'best work' examples for Year 3 teachers

Transition from Junior School to High School (Year 6 to Year 7)

- Visits from former pupils
- Visits to WVJS school from high school staff
- Transition visits to the high schools
- Teacher to teacher - SEN - DSL meetings
- Additional transition visits for pupils with SEN or pastoral need

### Published data

The overall record of our curriculum impact can be seen through our consistently strong published data set. School results for Good Level of Development at the end of EYFS, Phonic Screening in Year 1 and Reading, Writing, Maths and Science at the end of Key Stages 2 can be seen on the Outcomes section of website.

## **Roles and responsibilities**

### **The Role of the Governing Body and Executive Head teacher**

The role of the governing board is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

### **The Role of the Head of School and Curriculum leader**

The role of the Head of School and Curriculum leader is to

- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the school, ensuring any difficulties are addressed and mitigated as soon as possible.
- Make any necessary adjustments to the curriculum when required.
- Updating and maintaining this policy.

### **The Role of the Class Teacher**

The role of the class teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.

- Know children as individuals, tailoring to reach to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area (except Early Career Teachers).
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.
- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs.

### **The Role of the Subject Leader**

The role of the subject leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

### **The Role of the SENCO**

The role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

### **Reporting and assessment**

- Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.

- Results of informal assessments will be recorded and reported back to subject leaders and the SLT.
- Assessment data will help to inform pupil progress meetings and identify next steps.
- Pupils will also complete national assessments. The results of these assessments will be reported back to the SLT and parents, where appropriate.
- Assessment of pupils with EAL will take into account the pupil's 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.
- Formative assessment is embedded throughout our curriculum on a day-to-day basis during teaching and learning and allows the teaching staff to work closely with the pupils to assess attainment and plan for the next steps in learning.
- Summative assessment provides staff with assessment of learning and summarises what a pupil has achieved at the end of a period of time, relevant to learning aims built around national standards. It summarises attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders.

See Appendix 1 for outline of possible assessment methods.

### **Equal opportunities**

- There are nine protected characteristics outlined within the Equality Act 2010, these are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- The Federation does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.
- The Federation will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.
- The federation will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

### **Supporting pupils with SEND**

- Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the federation's SEND Policy.
- Pupils with SEND will work with TAs and their teacher regularly to ensure they do not fall behind their peers.
- Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

### **Monitoring and review**

- This policy is reviewed annually by the Curriculum leader, SLT and the governing board.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

## Appendix 1 – Assessment Methods

<b>Formative</b> (assessment <b>FOR</b> learning)	<b>Summative</b> (assessment <b>OF</b> learning)
<p><b>Diagnostic pre-lesson preparation:</b> Using experience from previously teaching the lesson along with a knowledge of pupil's prior learning, planning is adapted to ensure that the lesson content is appropriate to provide enough support, consolidation and challenge dependent on pupil need.</p>	<p><b>Non-statutory tasks and tests:</b> These can include those that are published tests and ones that we make ourselves. We administer them termly. This enables us to keep track of children's progress and to set targets for improvement.</p>
<p><b>Clear objectives and key assessment questions:</b> Matched to learning content. Often pupils are assessed on understanding at the end of the lesson using a variety of methods.</p>	<p><b>Statutory tasks and tests:</b> These are externally produced and are taken at the end of the Key Stages 2 (Years 6). They enable us to compare pupils' and the school's performance against local and national benchmarks. We use this information to set targets for improvement. EYFS is assessed against the Early Learning Goals (ELGs), Year 1 take part in phonics screening, Year 4 take part in an online multiplication times tables check.</p>
<p><b>Self-Assessment:</b> Pupils judge their own progress, typically at the end of a lesson or a unit of work. This can be done in a variety of ways such as boarding and landing cards, three stars and a wish, traffic light systems, post-it notes, thumbs up, KWL.</p>	<p><b>Pupil Reports:</b> These are written by class teachers and summarise attainment with each subject for parents.</p>
<p><b>Peer-Assessment:</b> Pupils judge another pupil's progress, typically at the end of a lesson or a unit of work. This can be done in a variety of ways such as boarding and landing cards, three stars and a wish, traffic light systems, post-it notes, thumbs up, KWL.</p>	<p><b>Pre and post assessments:</b> Given at the start and end of a unit of work to assess pupil's understanding of the key objectives/questions.</p>
<p><b>Feedback and Marking:</b> Regular teacher review of pupil's books (or specific pieces of assessed work within) and students acting on the feedback they receive takes place in line with the feedback, marking and assessment policy.</p>	<p><b>Assessments informing teaching:</b> We use information collected from assessments to allow us to plan lessons based on detailed knowledge of each pupil. For example, termly analysis of GAPS tests</p>
<p><b>Lesson Evaluation:</b> We make a note of those individual children who do not achieve at the expected level for the lesson and use this information when planning for the teaching of next lesson and curriculum development for the future.</p>	<p><b>Teacher Assessment:</b> Each subject has its own system for assessment. For example: Writing grids to be used alongside the WAGOLL, Quizzes for AR along with data, GAPS tests (spelling, grammar and punctuation), practise SATs papers, Pre/post assessment questions for foundation subjects and Science. Teacher assessment is also used.</p>
<p><b>Assess, Plan, Do, Review sheets for SEN pupils:</b> The class teacher may well implement an Assess, Plan, Do, Review schedule with smaller specific targets based on pupil need. These targets may be based on personal, social, emotional development as well as behaviour.</p>	<p><b>School Tracking:</b> All data is input by teachers directly into Pupil Asset using their range of assessments to decide whether the children are at, below or above Expected Standard. The school has an annual cycle of assessment, recording and reporting. Four times per year, we provide a short written report to parents summarising children's attainment and progress, as well as an end of year report. For children with SEND (involved with the Assess, Plan, Do and Review cycle) communication with parents is more frequent. Over the year, children's attainment in all subjects is systematically monitored at the end of each term for reading, grammar, writing and maths. We have a separate tracker for tracking foundation subject achievements. This data also provides information for curriculum leaders to set targets for whole school improvement.</p>

## Appendix 2 – Sample Annual Assessment cycle

