



Goodmayes Primary School

Curriculum Policy

1. Introduction

1.1

At Goodmayes primary school, our curriculum is based on the September 2014 National Curriculum for Key Stage 1&2 and the Early Years Statutory framework 2021 in Reception. The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the pastoral care and behaviours to develop children as responsible citizens. We aim to teach children how to grow into positive, independent people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. At Goodmayes Primary School we strive to ensure our children enjoy their learning and make it as much fun, meaningful and representative as possible.

2. Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique. Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value a curriculum that changes the study of “other” cultures to “our” cultures. Our curriculum aims to provide children with a range of perspectives and experiences and an understanding of the interdependence of the global community.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of the community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.
- We value independent learning as a life skill and our curriculum reflects and provides opportunities for this.

3. Aims

3.1 The aims of our Curriculum Policy are as follows:



- To enable all children to learn and develop their skills to the best of their ability.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To enable children to be creative and to develop their own thinking.
- To teach children about their developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage and the influence of other cultures on Britain's history.
- To celebrate a rich diversity of cultural experience.
- To promote a sense of community and belonging.
- To enable children to be positive citizens in society.
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.
- To teach children to have an awareness of their own spiritual development and to understand right from wrong.
- To help children understand the importance of truth and fairness so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others.

4. Creative Approach

- 4.1** At Goodmayes, we have designed a curriculum that supports children's natural curiosity and stimulates their creativity. Through this approach, children are given an opportunity to work in depth, giving pupils the time they need to reflect, consolidate and transfer their learning. This means that they make connections between various aspects of their learning and are able to draw upon and apply their knowledge, skills and understanding in a range of meaningful contexts.
- 4.2** To ensure that the curriculum reflects our values and aims and the local context of the school, we have identified what we believe to be the essential drivers of our Goodmayes Curriculum. These are: reading across the curriculum, oracy and environment.
- 4.3** In order to develop a curriculum which fully engages the learners, we involved the pupils in the process by collecting their ideas and interests. We used this information to develop exciting topics which stimulate a creative and fun approach to learning. Each Topic has been carefully chosen to link a range of subjects together whilst making sure that there is coherence and full coverage of all aspects of the National Curriculum and the Early Years Foundations Stage Framework and there is planned progression in all curriculum areas. We review our curriculum planning to ensure it is relevant and meaningful to provide stimulating learning experiences.

5. Mastery

Our curriculum is broad and balanced, focusing on depth of learning and mastery of content. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. This enables teachers to remain with subjects or topics for longer ensuring pupils have mastered the content before moving into new material. Some children may take longer and need more help, but with the exception of a minority of pupils with specific identified learning needs, all will get there in the end.



6. Learning Behaviours

At Goodmayes, one of our school aims is to develop a learning culture in which we help children to develop the habits and behaviours to become better learners. We call these our 'Learning Behaviours'. They are:

Reflectiveness (Wise Woodpecker)
Resilient (Resilient Raccoon)
Imaginative (Imaginative Iguana)
Explorative (Exploring Elephant)

7. Planning and Organisation

7.1 Long-term plans take the form of a curriculum maps, created by individual subject leaders. This sets out the subjects and topics that will be covered over the whole school year for each year group. This takes into account statutory coverage of National Curriculum objectives and ensures that there is planned progression in all curriculum areas.

7.2 Short term planning takes place on a weekly basis and is based on an on-going evaluation of Assessment for Learning outcomes (See Assessment Policy). These plans set out exactly what work is to be done each day. These will include clear learning objectives derived from the curriculum maps, descriptions of the activity, quality and range of work expected and how the work will be differentiated for the range of learners in that class. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working.

8. The Early Years Foundation Stage

8.1 The curriculum that we teach in the FS classes meets the requirements set out in the EYFS document. Our curriculum planning focuses on the development of children's skills and experiences as set out in this document.

8.2 Our school fully supports the principle that young children learn through play and by engaging in well planned structured activities. Teaching builds on children's individual experiences. We aspire to build positive partnerships with families and pre-school providers in the area.

8.3 When children enter the Nursery and Reception classes, the teacher carries out a baseline assessment to ascertain their current stage of attainment. This assessment forms an important part of the curriculum planning for each child. Children's progress is assessed and recorded using "Development Matters" throughout the year and the identification of their next steps feeds into the further curriculum planning.

9. The Role of Subject Leaders

9.1 The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support staff development and improve the quality of teaching and learning over time
- Monitor pupil progress across the school in that subject area by working alongside colleagues through book monitoring, lesson observations and drop-ins.



- Provide efficient resource management for the subject;
- Keep self and others up to date with developments in their subject by relevant reading, CPD and policy development and updates.
- Map coverage of the National Curriculum in to curriculum maps for each year group.
- Deliver CPD sessions for teaching and support staffs to upskill teachers in their subject area

10. Curriculum Communication with Parents

10.1 Curriculum communication with our parents' about how their children are performing and what they are experiencing in school is important to us and we do this in a number of ways:

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation day where parents' make an appointment to meet with their children's teachers and discuss their progress.
- School website informs parents what is/has been happening in the curriculum and the wider life of the school through curriculum maps and knowledge organisers.
- Homework books and homework set via J2E provide weekly information about what the children are learning in class.
- Termly newsletters provide curriculum information for each phase.
- Yearly curriculum meetings in September to introduce parents to the content of their child's new curriculum and ideas of how to support their children's learning at home.

11. Monitoring and review

11.1 The Assistant Headteacher is responsible for the whole school organisation of the curriculum and supports the subject leaders to monitor statutory coverage of National Curriculum objectives and planned progression in all curriculum areas. This includes regular monitoring of curriculum maps plans to ensure that they reflect the objectives set out in the National Curriculum and follow the ethos set in this policy.

11.2 Subject leaders monitor the way their subject is taught throughout the school. They examine short term planning and books and ensure that appropriate teaching strategies are used. They also have responsibility for monitoring the way in which resources are stored and managed.

11.3 The class teachers are responsible for the day to day organisation of the curriculum. They are responsible for ensuring that their medium and short term plans reflect the learning needs of all their pupils.

12. Pupils with Special Educational Needs or Disability

12.1 The class teacher is responsible for ensuring that work is suitably differentiated to ensure that all pupils make expected progress. Pupils who have been identified as having *Special Educational Needs or Disability* may require further support or intervention. This will be organised in liaison with the SENCO and, in some cases, may necessitate support from external agencies. (See SEND Policy)



13. Pupils with English as an Additional Language

13.1 Teachers use various methods to help children who are learning English as an additional language to access the curriculum:

- Using a range of concrete and visual resources to support their learning;
- Giving them appropriate opportunities for talking, and using talk to support learning;
- Encouraging them to relate one language to another;
- Providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- Planning paired and group work, drama, role play and using talk to scaffold writing;
- Using the home or first language where appropriate.

14. Policy review

14.1 We are aware of the need to monitor the school's Curriculum Policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier if necessary.

Policy Review Date: *Autumn term 2024*