



The Federation of North and South
Cowton Community Primary School and
Melsonby Methodist Primary School



Curriculum Policy

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Nominated Member of Leadership Staff Responsible for the policy:	Helen Robinson (Headteacher)
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Aspire, Inspire and Enquire

Our vision is to ensure that all children succeed in reaching their full potential. Through a rich curriculum, children's curiosity will be nurtured, their knowledge deepened and their horizons broadened. Empowering children to have their voices heard and change the world for the better is key to all we do.

Curriculum Intent

Our Curriculum includes and builds upon the existing National Curriculum and maximises cross curricular opportunities and the fluent use of English and Maths to enhance progress for everyone.

When our children start school in Reception, their attainment is broadly in line with the national average; we are unwavering in our drive to ensure that they develop and master the key skills of reading, mathematics and writing. This allows them to access a full curriculum which offers appropriate challenge for all.

Reading is prioritised in our curriculum, as without reading, pupils are at a disadvantage when accessing other subject areas. Learners in our school are taught the basic reading skills quickly, and our love of reading permeates our curriculum and school.

In our schools, learning evolves within a 'Growth Mindset' culture whereby we believe that the ability to think can be taught and that failure, practice and effort are crucial elements of the learning process. Resilience and independence are essential characteristics that we teach our children to support them in developing their growth mindset.

Our Curriculum is designed to narrow the gap for any disadvantaged children through our commitment to ensuring reading is prioritised and the wider experiences we offer children to further develop their cultural capital.

We provide high-quality learning through skilled explanation and modelling by teachers who have strong subject and curriculum knowledge that focuses on building opportunities for children to deepen their understanding and the ability to recall what they have learnt in a meaningful way.

As a Federation of very small schools, with mixed Key Stage classes, we give children the opportunity to revisit content through a purposefully sequenced curriculum, so that new information will form rich schemata through which children are able to make better sense of new material and build a deeper understanding. Our Curriculum is designed to develop both fluency and mastery; supporting children to recall key knowledge and concepts with accuracy and speed as well as supporting a deeper understanding of knowledge through reasoning and justification. We see language, vocabulary and meaning as key to understanding and therefore are committed to broadening vocabulary and developing conceptual understanding through a progression framework that embeds knowledge.

'Knowing things helps us to know more things, knowing things helps us to connect with previous knowledge and to make connections' E.D Hirsch

The Curriculum across our Federation is built upon our individual school values that:

- Promote personal development
- Support skills of collaboration and teamwork
- Support equality of opportunity

- Develop spiritual, moral, social, intellectual and physical growth
- Celebrate the contributions of a diverse range of people, cultures and heritages
- Develop an understanding of our relationship with the environment

Implementation

Through collaboration, we use research, self-evaluation, data and CPD to build quality and success for all. The pedagogical approaches we select are based on our growing understanding of the way the brain develops and grows and the insights that cognitive science offers us into the most effective ways to support memory. For example, regular retrieval practice is built into our curriculum to support children to secure and embed key facts and develop automaticity, freeing up their working memory for new learning to occur.

High quality texts are purposefully selected and placed at the core of the curriculum so that children build up sustained relationships with texts overtime. Reading across the curriculum is planned for and texts are selected to deepen understanding around key concepts and knowledge.

The Learning environment both physical and emotional is designed purposefully to support a culture of high expectations in all that we do and to promote learning as a creative and engaging endeavour.

We know that all children have a deep desire to learn and may need varying degrees of structured support, we pitch learning to be aspirational and scaffold learners to ensure they all access the full curriculum entitlement.

Our curriculum is designed by our Subject Leaders who map progression of knowledge and skills for English, Maths, Science, Computing and Foundation Subjects across Key Stage One and Key Stage Two. Our teachers use the Progression Frameworks to inform expectations, set challenge and ensure that gaps in learning are closed. Teaching sequences are precisely planned to enable knowledge to be revisited and built upon. Questioning, quizzing and assessment are used routinely to assess key milestones and learners are further supported through precision teaching or interventions if these have not been met.

Assessment for learning is used routinely in the classrooms to inform teaching sessions and sequences with both knowledge acquisition and application being well balanced. The curriculum is planned and taught rigorously, supporting children to deepen their understanding of key skills and knowledge so that they can be recalled and applied in varied contexts. Learning intentions are broken down into precise learning that is clearly modelled and scaffolded, supporting children to transition from novice to expert. Classes are given opportunities to revise, practise and apply key skills and knowledge overtime. Through responsive assessment, misconceptions are used routinely as starting points for learning ensuring that barriers are addressed at the point of learning and ensuring gaps in learning do not widen.

Our Impact

Both national end of key stage data and internal data from progress reviews, ambition setting, and data reported termly to our Governing body are used to support solutions and to hold schools to account.

Internal data is robustly moderated using our Progression Frameworks. Our Federation works closely with the Swaledale Alliance and other Local Authority schools to moderate and secure judgements and areas for development evaluating data, lesson delivery and design, curriculum, coverage, expectations and learning outcomes in books, displays and assessments.

We evaluate the impact of our curriculum robustly using both hard and soft indicators. Pupil, parent and staff questionnaires. Pupil workshops, parents evenings and the Federation council are used in our evaluation of what works well as well as areas for development

Subject leaders for English, Maths and Early Years Foundation Stage evaluate outcomes, share practice and work together collaboratively to develop effective practice.