

FREELAND CE PRIMARY SCHOOL CURRICULUM POLICY



This policy was agreed by the Governors on:

Date:.....

To be reviewed:

Chair of Governors.....

Head Teacher:

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At Freeland CE Primary School, our Christian vision unites our community in providing an environment where every member is supported to reach their full potential. Inspired by the Parable of the Mustard Seed, we believe that **“from small beginnings come great things”** and encourage our children to **know their roots, branch out and fly high**. We are a community where every child is nurtured, valued, and encouraged to flourish, so that they are ready to soar with confidence. We grow together to learn, love and be loved.

Rooted in our Church of England foundation and in partnership with local churches and the Oxford Diocese, we are a fully inclusive school where all children are welcomed and nurtured. We provide an education of the highest quality within a Christian context, embedding our values in all that we do. We help children understand their place within both the school and the wider world, developing respect for different faiths, cultures and beliefs so they become tolerant, compassionate citizens.

We aim for every child to leave Freeland with integrity, confidence and inspiration for the next stage of their journey. We do this by living our Christian values of **Honesty, Forgiveness, Compassion and Love**, holding high expectations for all, creating rich and memorable learning experiences, keeping children safe, celebrating success, nurturing curiosity and critical thinking, encouraging creativity, and developing understanding of the wider world. Everyone in our community – children, staff, parents, governors and partners – belongs to Freeland for life.

Our curriculum fosters a love of learning, develops lifelong skills and provides meaningful first-hand experiences. It enables children to understand their roots, engage with the world around them, and leave Freeland with ambition, confidence, and a strong sense of belonging. It is designed to reflect our aims and meet the requirements of the National Curriculum and government guidance.

(The Early Years curriculum is detailed in a separate EYFS policy.)

Our Curriculum Design

At Freeland CE Primary School we have worked collaboratively to design a rationale which underpins our Christian vision and values so that we encourage and develop every child to 'know their roots, branch out and fly high'.

Our Curriculum Intent

In Foundation Stage we follow the EYFS statutory framework – see separate EYFS policy.

For Key Stage One and Two we follow the 2014 National Curriculum, teaching all of the curriculum areas which are delivered through either discrete subjects or cross curricular themes or topics. There is clear progression across every subject, building on prior knowledge. We aim for pupils to understand what they are learning and why, and also how they can improve. We have a variety of resources and adapted schemes of work and teachers use these thoughtfully to ensure the learning taking place is progressive and challenging. We use Knowledge Concept Vocabulary Organisers (KCVs) to plan the unit of study, so that clear progression of knowledge is evident including vocabulary. To ensure progression of knowledge and skills in each subject, teachers follow a kinweldge and skills progression document.

Our curriculum is designed to be accessible to all our pupils and adaptations are made for individuals, where necessary. Our topic choices reflect the interests, backgrounds and culture of our children, whilst also aiming to widen their knowledge and to embrace the diversity of the world in which they live.

The varied expertise and experience of class teachers, parents and family members are drawn on to deliver high quality learning experiences for the pupils. Our curriculum is very much designed to develop the whole child and to equip them with the skills, knowledge and attributes which they will need to adapt and thrive in the future.

In all areas of the curriculum we plan for children to:

- Know and understand their roots
- Branch out to the community and the wider world
- Fly high to achieve their personal bests

‘OUR ROOTS’

Christian Foundation and Context

Freeland Schools Trust Deed states that we have been created ‘...for the education of children the inculcation of the doctrine and principles of the Church of England and the teaching of the Church catechism being always a fundamental part of the instruction given in such school...’ Using this knowledge we continue to develop our Christian character in accordance with these principles and strive to be a fully inclusive community where all children are welcomed and nurtured

Freeland School is a small village school with mixed age classes. Within our context we have approximately 20% have a special educational need or disability (SEND); 10% are entitled to PPG funding with 5% Entitled to Free School Meals; 50% of our children are from Freeland Village with others primarily from surrounding villages. We plan our curriculum using a 2 year rolling cycle for EYFS and Key Stage 1 and 4 year rolling cycle for Key Stage 2.

At Freeland CE School our Vision, Values and Aims underpin everything that we do. They are at the heart of the curriculum, extra-curricular activities and the way that we interact with each other.

Our children, staff, parents and governors work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their potential and 'fly high'. We aspire to provide the highest quality of learning and teaching in order that our children will develop the knowledge, skills and attitudes necessary to succeed in our changing society.

We have high standards in all that we do, which are reflected in our Values and Aims.

Values

Ethos and the Life of the School

We encourage learners to be involved in their learning experiences and to participate in decision making across the school. Nurturing our pupils through positive relationships is at the heart of everything we do in our school. We provide experiences to ensure pupils have opportunities to put the school values into action and to develop as responsible citizens e.g. play leaders, Worship Team, School Council, Eco Council. We are an inclusive school who welcome pupils of all faiths, abilities and from different cultures and backgrounds and enjoy celebrating our differences.

Our community and the Wider World

Freeland School forms part of a small rural village; we aim to 'branch out' into the community as much as we can. We work closely with St Mary's Church, the Community of St Clare at St Mary's Convent and Freeland House so that children are aware of the community that they live in.

The curriculum allows our children to learn about the world that they are part of and understand the impact that they have on the world. We do this by celebrating differences, respecting people's faiths and views and give the children an understanding that we are all different, but together we can make a difference and live harmoniously.

The children enjoy visiting the community and welcoming the community into our school. We invite visitors to tell the children about their life, skills or interests. We design an enrichment programme which encourages parents to work with staff and children.

'BRANCH OUT'

Skills for life and Life-Long Learning

Our aim is for the children of Freeland School to leave their primary education with good learning habits, a bank of memories and with a passion for further learning. For children to develop as life-long learners we focus on both personal and learning skills as these skills can be transferable across the whole range of curriculum areas and prepare children for the challenges of life. We aim to spark interest in children throughout the curriculum and extra-curricular subjects so that they are inquisitive, independent and invested learners. We teach our children how to look after themselves and each other through our Jigsaw PSHE teaching and other practical activities e.g. Junior Citizen, teaching First Aid, Cycling Proficiency, E-safety.

We are committed to the well-being and educational development of all learners and ensuring we are supporting all of our children. Where there are barriers to children's learning progress, be that educational or emotional we talk to staff, parents and the children to assess what is getting in the way. We then look for ways to provide additional support through adaptive teaching. Working in partnership with parents and pupils is vital in ensuring we are meeting the needs of all of our pupils and families. We challenge all of our children, parents and staff to reach their full potential so that they can fly high.

Support and Challenge

‘FLY HIGH’

Personal Achievement


Learners are encouraged to share their learning inside and outside of school in a variety of ways, building confidence in their ability to experience success with high aspirations and develop as confident individuals.

Some of the ways we celebrate success are:

- Stay and learns
- Achievements shared in assemblies
- School concerts and Christmas and summer shows
- Articles in the newsletter, local magazine - The Grapevine
- School website
- Dojo Points and Head Teachers Awards
- Meetings with parents
- Notes home to parents.

We aim to raise attainment across the curriculum through challenging, high quality learning and teaching. We are aware of the need to cater for a wide range of abilities in each class and to allow for differing learning styles. To this end we adopt a variety of approaches to ensure our curriculum is interesting, engaging and child centred. For instance, children are involved in individual tasks, group tasks, practical tasks, games and activities which make use of technology. We also engage in outdoor learning, educational visits where appropriate and take opportunities to have visiting speakers in our school to further excite and enthuse our learners. Ensuring our pupils are aware of their locality and community is important to us and where possible we draw on local expertise to enhance learning experiences. At every opportunity we encourage all children to accept a certain amount of responsibility for their own learning as this is an important life skill. All children are expected to achieve their very best, set high, yet realistic targets for themselves and they are supported to work at a level that challenges them.

A range of formative assessment techniques are adopted across the school and summative assessments are paired with professional judgements and learning conversations to gather a picture of the whole child. Moderation of pupil's work at school and MAT level is undertaken regularly to ensure shared standards. Standardised Assessments are used as further evidence of progress at all stages and a wide range of data is used to ensure that progress is being made by individuals and year groups. Learner-Teacher-Parent dialogue is timetabled regularly to share progress and set targets for future learning.



Learning, Teaching and Assessment

OUR CURRICULUM INTENT

For each subject, with the exception of English and Maths, topics are mapped out through KCV's to show progression of skills and knowledge as the children advance through the school.

Each KCV focuses on building upon prior learning and shows clearly the skills and knowledge the children will learn throughout the unit.

The beginning of each KCV identifies which areas of skills or knowledge children have learnt previously. This means teachers can focus solely on the identified key skills and knowledge for that unit. These skills are broken down and made clear to teachers and children, so they know and understand their learning. Throughout their teaching, children will be exposed to a range of vocabulary, and this is broken down into two tiers. Tier 2, which is more commonly used vocabulary and Tier 3 - higher level vocabulary which the children are exposed to.

Teachers explicitly teach the vocabulary so that children can access the learning to the best of their ability. Children are also asked key concept questions at the beginning of a unit so teachers can gauge prior understanding. These questions require higher level thinking skills and a deep understanding of a particular piece of learning. Teachers use these questions as an assessment tool to make regular check ins with children's understanding.

At the end of each term, KCV's that have been taught will be reviewed by the curriculum lead, alongside the subject lead. This is to ensure that the knowledge and skills that are on the KCV are taught to keep prior learning up to date.

A Knowledge-Based Curriculum –

We believe that:

Knowledge needs concepts

Knowledge facts need to be underpinned by concepts and need to be taught explicitly

Knowledge is subject based

Knowledge needs to be situated in and be protected within the discipline

Knowledge needs to be remembered

Knowledge is taught to be remembered, not merely encountered

Knowledge should be sequenced and progressive

Knowledge is sequenced and mapped deliberately and coherently

Knowledge, Concepts and Vocabulary Organisers (KCVs)

Our Curriculum is knowledge-based and includes planning using concepts, vocabulary and sometimes skills for each curriculum area. KCVs outline the main knowledge covered in each curriculum area, so that knowledge is built up across key stages.

KCV Principles

Principles	So that...
KCVs are stuck in children's books at the beginning of each unit. These form the minimum level of knowledge that all children will learn.	Children, teachers and parents are clear about what KCVs are being taught and assessed in each unit.
There is a clear link between the KCV of each unit and the sequence of lessons which intend to facilitate the learning of this content	All lessons are designed to teach and assess the KCVs intended within the unit.
Each unit contains an assessment of the KCV	Teachers know how successful their teaching has been – and what 'gaps' in learning need to be addressed.
Attention is paid to any gaps in learning uncovered by the unit assessment	Any 'gaps' in children's learning are reduced which will help children link future, more complex, knowledge to previous learning.

The curriculum will embed opportunities for pupils' personal development, including mental health awareness, resilience building, and reflection aligned with our Christian values and the school's restorative approaches

Implementation of our Curriculum:

At Freeland Primary School, we follow the Rosenshine Principles in all our lessons. We follow a mastery approach, whereby the teachers ensure that pupils understand the foundations before moving on. At times, this may mean that learning from previous years/units is revisited to ensure that the learning is embedded.

Our aim is that all children move forward at a similar pace; however individualised measures may be put in place to support or challenge pupils to ensure that the curriculum matches their specific needs. Examples of these adaptive teaching strategies include; additional resources, assistive technology, pre-teaching, challenge thinking questions, adult support or planned intervention.

To further support inclusion, curriculum planning will explicitly incorporate cultural diversity and representation within knowledge and texts, reflecting the wider world and preparing pupils as respectful global citizens.

Our lesson design:

Lesson Element	What does this look like?
<p>Retrieval Practice Review of previous learning which supports transference of short term memory to long term memory.</p>	<p>use gap analysis or previous assessment to practice misconceptions or recap on previous learning in preparation for building new knowledge</p>
<p>Guided Practice Introduce learning objective may include:</p> <ul style="list-style-type: none"> ● Journaling in green pen ● Modelled/guided practice ● Partner talk/ oracy <p>so that: children know what they are learning,</p>	<p>Journaling</p> <p>Children are expected to regularly journal throughout a lesson by writing down definitions, reflections on learning (I now know, I have noticed) and notes to help support their retrieval of learning. Teachers will need to scaffold and model this process using the sentence stems. In Year 1 journaling can be evidenced as a whole class on the working walls and when appropriate pupils should move to journaling independently in books. Learning assistants should be used to help capture children's thoughts on post notes or directly into books.</p> <p>Full modelling – the teacher narrates every word and thought process to demonstrate principles of metacognition and reflection.</p> <p>Scaffolded – the teacher may use sentence stems (think cloze procedure) to give a structure to the sentence allowing for some personalisation and early independence.</p> <p>Independent – the teacher should always make clear the expectation around a Learning points.</p> <p>The use of the sentence stems <i>I now know</i> and <i>I have noticed</i> help scaffold the children's reflections.</p> <p>Teachers can give children specific disciplinary vocabulary which must be included in the Learning Objectives, they can give a minimum number of keywords to use or they can give no scaffold but ask the children to ensure they have used words from the relevant Learning Point heading.</p>
<p>Independent practice - Brief explanation of each task 'do it, twist it, deepen it.' -Children choose which task to start with depending on confidence. -Challenge through RPQs throughout the lesson where appropriate. -Children to work independently so that children can practice what they have learnt</p>	<p>do it - frequency task twist it - move to problem solving deepen it - challenge through reasoning</p> <p>Teacher and TA to continually assess the learning around the classroom. Where patterns of misunderstanding are identified, feedback will often be given to the whole class so that teaching time is used efficiently and all pupils benefit.</p>

<p>Live marking Element throughout the lesson for teacher to continually assess children's understanding so that they can identify misconceptions immediately and allow children to gain a better understanding. Can then move children on to next steps and a deeper understanding.</p>	<p>VF stamped in books Stop class and address any common misconceptions. Planned next steps prior to the lesson. Children answer these in green pen</p>
<p>Reflection Self assessment at the end of each lesson for children to consider and mark their confidence so that children develop skills to assess their own learning and teacher assessment. Children to evaluate their own work, creating independent learning</p>	<p>Children to tick the learning objective to review their thinking</p> <ul style="list-style-type: none"> ✓ - indicates that the child has achieved the learning objective ✓✓ - indicates that the child had achieved a deeper understanding of the learning objective . - indicates that the child has not yet reached the learning objective

Impact of our Curriculum:

We believe in preparing our pupils so that they leave our school with a sense of purpose; for themselves, for the locality in which they live but also within the wider world (know your roots, branch out, fly high). This prepares children for life beyond the school gates, where they have the knowledge, confidence and skills to become successful lifelong learners and be ready for the next stage of their education.

At Freeland Primary School, our curriculum outlines a broad range of strategies which, when consistently applied, ensures a high standard of learning and teaching across the school. The full curriculum is mapped out for each subject in its own curriculum handbook. Each subject handbook provides a full overview of each subject, complete with all intended learning and details the progression of skills and knowledge across the school. Subject leaders will receive ongoing professional development and time allocated for curriculum monitoring, including lesson visits, book scrutiny, and pupil interviews, to ensure high-quality delivery and continuous curriculum improvement

In addition to regular termly reviews of KCVs, we will implement systematic tracking of pupil progress across all subjects using formative and summative assessment data. This data will be analysed by subject leads and leadership teams to identify trends, gaps, and inform targeted interventions. Pupil voice and self-assessment will be incorporated to ensure engagement and understanding of progress.

Early Years:

The Early Years Foundation Stage (EYFS) covers the development of children from birth to the end of their Reception Year. The overarching aim of the EYFS is to ensure that children learn, develop and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We follow the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates.

Our Early Years curriculum is designed to recognise children's prior learning, both from their Nursery settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Eynsham Community Primary School, ensuring each individual reaches their full potential from their various starting points. Children learn skills, acquire new knowledge and demonstrate their understanding through the seven areas of learning and development.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

The prime areas are those most essential for a child's healthy development and future learning. As they grow, these skills will support the child as they extend their development in the specific areas. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities.

At Freeland Primary School we value all areas of learning and development equally and understand that they are inter connected.

- We use a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- A carefully planned curriculum helps children work towards the Early Learning Goals throughout EYFS.
- Children take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- Children are encouraged to communicate and talk about their learning, to develop independence and self-management.
- Learning needs are supported with appropriate and accessible indoor and outdoor space and equipment.
- We identify progress and future learning needs of children through observations.

Through play our children develop and explore learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new

activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas, learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

At Freeland Primary School, we recognise that Oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy to support the child's well-being.

Our enabling environments and warm, skillful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that a high level of engagement ensures a high level of attainment.

Our text-led curriculum has been designed to enable our children to develop a rich vocabulary and a love of reading. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school. Children are able to succeed through cooperative and collaborative learning opportunities which equip the children to become ambitious, independent and inquisitive learners.

We will regularly moderate EYFS assessments internally and with local partner settings to ensure consistency and accuracy in judging children's development and readiness for Year 1.

By the end of the reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.