



# Delves Lane Primary School

## Curriculum Policy

**Approved by:** DLPS  
Governing Board

**Date:** December 2021

**Next review due by:**  
December 2022

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## DLPS Curriculum Aims

- As a rights respecting school, we believe that every child is entitled to the very best education (Article 28).
- At DLPS, we whole-heartedly believe that reading is of vital importance to all children. It is our moral duty to ensure that all of the children in our care are taught how to read and how to understand what they have read and link it to their own lives and experiences.
- We will provide a broad and balanced education for all our pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- At DLPS, we will enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- We will support pupils' spiritual, moral, social and cultural development
- At DLPS, we will support pupils' physical development and responsibility for their own health, and enable them to be active
- We will promote a positive attitude towards learning
- At DLPS, we will ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- We will equip pupils with the knowledge and cultural capital they need to succeed in life
- At DLPS, we will promote the learning and development of our youngest children in Nursery and Reception and ensure they are ready for Key Stage 1

## Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

## Roles and Responsibilities

- 1 The Governing Board
- 2 The Headteacher
- 3 Curriculum Leader
- 4 Phase and Subject Leaders

### 1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### 2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3 Curriculum Leader

Our Curriculum leader for Key Stage 1 and 2 Foundation Subjects is responsible for the intent, implementation and impact of the foundation curriculum at Delves Lane Primary School, in partnership with the Headteacher. The curriculum leader is responsible for ensuring quality and raised standards in the foundation subjects by:

- Playing an active role in the development of all foundation curriculum areas, supporting subject leaders appropriately
- Acting as a model and consultant to colleagues on resources, educational visits, curriculum changes, and outstanding classroom practice
- Monitoring and evaluating pupils' work, pupils' views on the foundation subjects, displays and teacher's planning
- Supporting subject leaders in auditing, ordering and replacing resources
- Discuss the implementation of the policy with the Head Teacher and governors
- Monitoring the general curriculum as a whole, assessing its impact in school and taking appropriate action to improve outcomes for children, in partnership with the Headteacher
- Liaise with other subject leaders to ensure that their subjects are well managed

### 4 Phase and Subject Leaders

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Staff that have responsibility for areas of phased of the curriculum at Delves Lane Primary School:

- Mr A McMeiken – Curriculum Leader for Foundation Subjects
- Mrs A Randell – EYFS (Early Years Foundation Stage) Leader
- Miss H Webb - English
- Miss V Kelly – Mathematics
- Miss E Jones - Science
- Mrs A Schenker – RE
- Mrs L Stevens – Art
- Mr N Jones – Computing
- Miss G Forbes – Design and Technology
- Miss A Smith & Mrs A Sterling (Lingotots) – MFL in KS2
- Mr A McMeiken – History & Geography
- Miss K Hedge – Music
- Mr C Turnbull – PE
- Mrs M Donnelly – PSHE and RSE
- Miss H Kirkbride – Staff Wellbeing
- Mrs L Crompton – Pupil Wellbeing
- Mrs B Woods – Senior Mental Health Lead and Headteacher

## Curriculum Intent (What children will know)

As a rights respecting school, we believe that every child is entitled to the very best education (**Article 28**). At Delves Lane Primary School, we believe in providing a broad and balanced curriculum which is firmly rooted in rich learning experiences and enrichment. By taking this approach, we allow our children to develop knowledge, skills and talents in all areas; providing children with the tools necessary for life in modern Britain and enabling them to reach their full potential (**Article 29**). The Local area and children's own community, its heritage and traditions are an integral part of the curriculum we offer.

We are determined, that at the core of our offer that all children will be able to read and we view reading as a 'golden thread' which is woven throughout the entirety of the curriculum as is it a necessary skill required to access materials in all subjects. Because of this, we prioritise the teaching and learning of reading and phonics, particularly with younger children as this will allow them to achieve their full potential. As children move into and through Key Stage 2, this reading ethos continues and children are given the opportunity to use and apply their reading skills in a broad range of contexts across all areas of the National Curriculum. For further information on the teaching and phonics, please see the reading and phonics section of our school website.

## Curriculum Design

At Delves Lane Primary School, we have designed our curriculum with the intent that all children must have the knowledge and skills to become successful adults in terms of being able to gain employment, live healthy lifestyles, be moral citizens and to take opportunities to have high aspirations.

These themes are central to our vision:

### ***Developing Enthusiastic Learners, Valuing Everyone's Success (DELVES)***

In recognition of the context of the start points of many of our children, we have a strong focus on the teaching and learning of the prime areas of personal and social education, communication and language and physical development for our very youngest learners in Nursery.

We are determined for our children to read so that they can access an engaging curriculum. We also focus on Maths and English as lack of skills in these areas can impact on future life chances and career choices for our pupils. We make appropriate efforts to enable children to use and apply their reading, writing and maths skills in a broad range of contexts across the curriculum.

We are determined that our children will be able to access their choice of careers and personal interests in the future. We also want to ensure that they gain knowledge and skills across all subjects. We have designed our curriculum to cover not only the statutory aspects of the National Curriculum but to take account of our local area of Delves Lane and Consett. This includes a focus on local history, including the Consett Steel Works.

## Breadth and balance

The curriculum at Delves Lane Primary is designed to provide a broad and balanced education that meets the needs of all children. We start by making sure that, in their early years, children are given every opportunity to acquire the basic skills needed before they move on to an engaging curriculum.

We provide opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning.

The curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.

Our key aim is that when children leave us to move on to secondary school, they are:

- Self – Confident
- Confident readers
- Have positive attitudes to learning
- Resilient learners
- Increasingly independent
- Aware of how to be healthy (physically and mentally)
- Secure in basic skills
- Recognise that there are opportunities beyond Delves Lane

- Aspirational, they need to work hard and aim high
- Demonstrating a strong sense of moral purpose and respect for others
- Given a coherently planned and sequenced academic curriculum which enables children to achieve in all areas.

Our Curriculum maps show an overview of the EYFS framework and the Curriculum offer for children in Years 1 to 6. It incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school.

In our Long-Term Curriculum maps, we have provided an overview of each year groups curriculum with direct reference to the new National Curriculum as well as an overview of each subject and the line of progression within.

In Key Stage 1 children follow National Curriculum guidelines. We ensure our children acquire basic skills, particularly reading to a high standard, so that they are able to move into Key Stage 2 and have the tools to access a rich curriculum.

In Key Stage 2 using the National Curriculum, we have developed a broad and engaging curriculum which focuses on developing knowledge and skills within each individual subject area. Each subject is given individual time so that children can learn many skills and have a broad and balanced curriculum. It also allows children the opportunity to develop talents in a wide variety of skills and disciplines in all subject areas.

## **Personal, social, moral and spiritual development**

In addition to a rich, broad and balanced curriculum, we also plan for 'Enrichment Days' which link explicitly to children's social, moral and spiritual development and are as follows:

- ✓ Healthy Day
- ✓ Interfaith & Diversity Day
- ✓ World Book Day
- ✓ Science Week
- ✓ Anti-Bullying Day
- ✓ Transition Week
- ✓ Enterprise days/ fairs
- ✓ Safety day
- ✓ UNICEF children's day
- ✓ World book day
- ✓ Welcome Back Week

We are a UNICEF Rights Respecting School and as such give children the opportunity to explore global issues within their curriculum. Using the Convention on the Rights of the Child, we encourage personal respect and respect for others, wherever they live in the world. Through our selected curriculum topics, we help the children to think deeply and critically about what is equitable and just, and what will minimize harm to our planet. Exploring such global citizenship themes, enables our children to grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions. This approach to the curriculum and learning we feel gives us a broad and balanced curriculum which allows children to have a voice in what and how they learn whilst also equipping them with the necessary skills they need in order to be effective learners.

## **Reading**

The ability to read is fundamental to children's opportunities in life, and is central to developing knowledge and understanding within a broad and balanced curriculum. Our approach to the teaching of reading encourages children to use a variety of strategies in their pursuit of meaning.

The importance of laying firm foundations in this crucial area of the curriculum should not be underestimated. We aim for a consistent, whole school approach to the teaching of reading where every child perceives themselves to be a reader. We believe that reading is a 'golden thread' which should be woven throughout all subject areas, allowing children to develop and practice their reading skills in a broad range of contexts. As a result, we have implemented a range of measures which allow children to do this. As a school we have daily phonics and guided reading sessions (which cover a range of topics, both fiction and non-fiction), daily accelerated reading sessions which allow children to practice reading skills independently, daily D.E.A.R (drop everything and read) sessions in which teachers read high-quality texts aloud and at pace to children, as well as reading materials used in the afternoon for children to access in relation to the wider curriculum. We believe that by allowing children to access reading consistently this way will provide them with the key needed to unlock their learning.

## Curriculum Implementation (What children will do)

In order to implement our curriculum intent for the wider curriculum, we have used units taken from Planbee, the Local authority, NCCE (National Centre for Computing Education), Lingotots, Charanga (Music) and Jigsaw (Personal, Social, Health Education and Relationships and Sex Education) as a basis for planning. We have taken this approach because:

- Units chosen allow us to ensure that children receive a broad and balanced curriculum, covering all aspects of the national curriculum to a high standard and therefore, allowing all children to develop their talents across all programmes of study.
- Units provide teachers with a detailed planning framework and resources to accompany these plans.
- Units are carefully planned to promote progression within a unit
- Units can be sequenced appropriately to allow for excellent progression year-on-year and across key stages

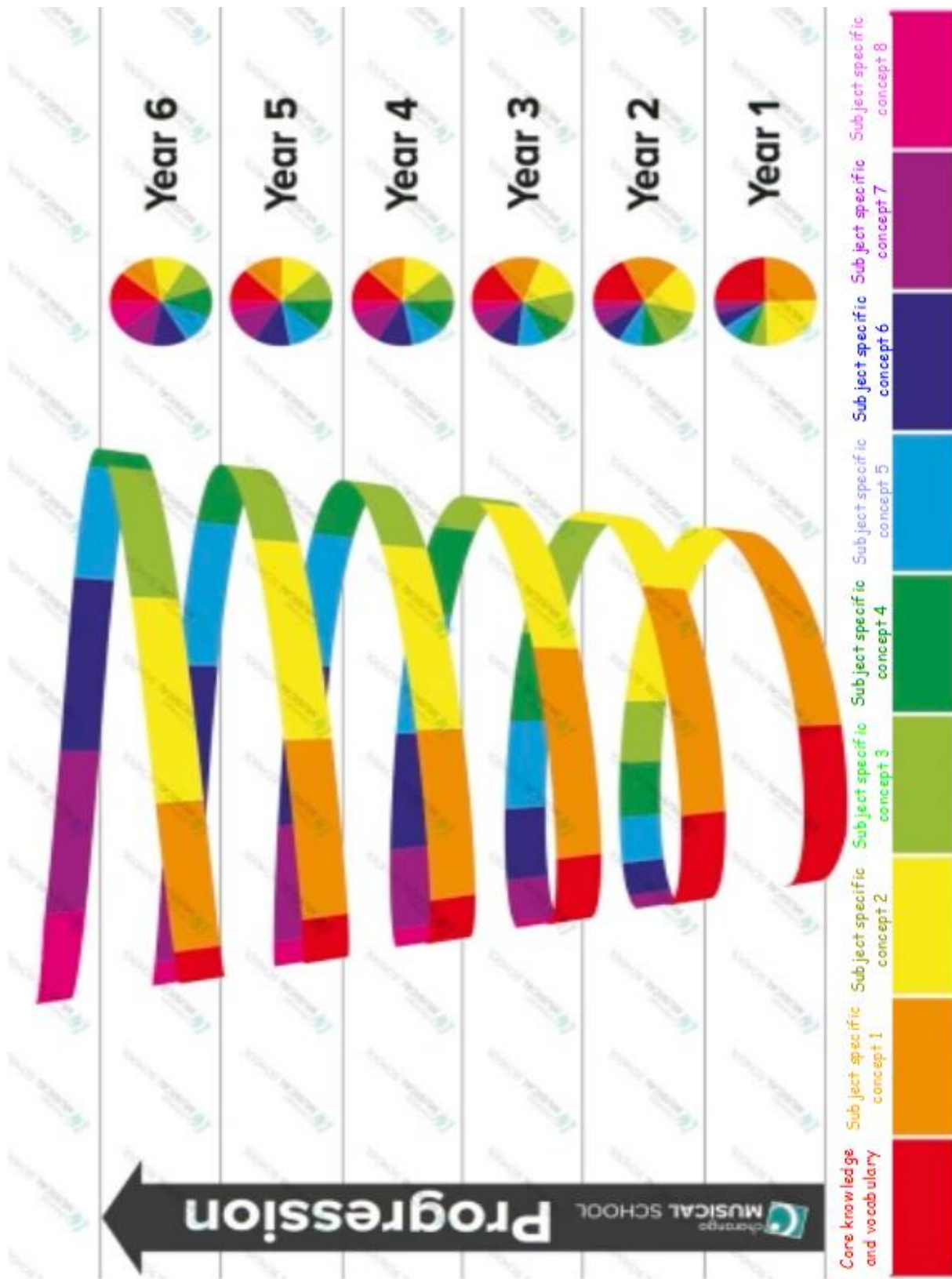
## Sequencing

Units have been carefully chosen to allow children to progress appropriately within each subject area as they move through the school. The curriculum has been designed this way to allow for what we call a 'spiral curriculum'. Arranging the curriculum this way enables us to revisit core concepts, skills and vocabulary multiple times across the school therefore allowing children to retain these by committing them to long-term memory.

In addition, learning in foundation subjects is sequenced so that children can use, apply and build upon learning that has taken place within core subjects. For example, year three learn to represent data using bar charts so in years 3 and 4, bar charts will be used to represent data in geography and science.

For more detailed information regarding sequencing within each subject, see individual subject policies.

See the model below which shows how knowledge and concepts are introduced in lower year groups and is then revisited and built upon as children move through the school:



Adapted from Charanga music spiral curriculum model (2020)



In relation to spaced learning and interleaving of related content, units have been chosen which allow children to be introduced to learning then revisit it in later units - even within different subjects. For example, Year 5 will complete a Geography unit about Africa. This unit will then be followed in Year 6 by a History unit on Benin: West African civilization. The Year 5 Geography unit serves to contextualise the unit which follows on Benin. Children in year 1 will complete a Design & Technology unit on Fire engines, in which they will look at how fire engines have changed over time. This knowledge will then be revisited and built upon in year 2 when children will learn about the Great Fire of London; with a focus on why it spread so far and so quickly. At Delves Lane, we also provide enrichment opportunities for our pupils as outlined in the intent section of this policy.

## Retaining knowledge

To promote retention of key knowledge and vocabulary, we build in a retrieval practice activity to begin each lesson across the curriculum. This is a short activity (5 minutes maximum) which focused on encouraging children to recall knowledge. This supports the transition of knowledge from short-term memory into long-term memory. In Geography, this may be a quick quiz, a vocabulary to definition match, a jigsaw map or labelling activity. In Maths, this may be a set of mixed topic questions focused on arithmetic. In Literacy, this takes the form of a mixed topic grammar question.

For further information regarding individual subjects, see individual subject policies.

## Resources

The Planbee units chosen provide a planning framework and a full set of relevant high-quality resources for teachers to use. This has proven to give our teachers time to focus on developing the quality of lessons breadth of provision, as opposed to spending a great deal of time planning, giving our pupils an extremely rich curriculum.

Resources available include:

- Medium term planning framework
- Individual detailed lesson plans with differentiation and an alternative practical activity
- Detailed lesson presentation slides which make excellent use of subject-specific vocabulary.
- All differentiated lesson activities as described in the detailed lesson plans.

In addition to using planbee as a curriculum offer for some of our foundation subjects, we have chosen to use units taken from the NCCE in order to teach computing, Lingotots (taught by a language specialist) to teach French, the Locally Agreed syllabus to teach RE, Charanga to teach music and JIGSAW to teach PHSE. We have chosen these resources to give our children a high-quality education in all subject areas as well as supporting our teachers to deliver an outstanding curriculum.

Teachers at our school are expected to use these resources as a framework, into which, we supplement a range of high quality-resources from other providers such as: Mozaik3D, BBC Teach, Museum Alive, The National Archives, and a range of other places as well as practical, manipulative resources. We believe that by doing this, we are providing children with the strongest curriculum offer available.

## Inclusion and diversity

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Throughout the teaching of or curriculum, children are encouraged, where possible and appropriate, to talk and work in mixed ability pairs or groups as this enables all children to participate in lessons and promotes the inclusion of children with special educational needs and disabilities (SEND), children who come from disadvantaged backgrounds and children who come from a family where English is an additional language (EAL). We also encourage teachers to provide children with 'early access' to any texts that they may need

to access, via pre-teaching, as this will allow them to participate in lessons which involve reading without relying on peers or the teacher to support them in accessing texts.

Where lessons would prove to be too difficult for children to access, teachers are encouraged to give additional support to scaffold the work appropriately to enable all children to access the learning. This may be through the use of a range of resources resources, additional support from a teacher or peer, or practical alternative activities.

## **Educational visits**

In addition to the learning that takes place inside the classroom, teachers are encouraged to organise educational visits, when appropriate, in order to enhance the provision that the children within our school receive. Visits should be chosen carefully in order to enhance the provision offered in school and deepen knowledge as well as provide rich learning experiences for children.

## **How our work is recorded and presented**

We believe that it is essential that children understand what each subject area means and the types of learning that take place within each. To ensure this, we provide children with an exercise book for each separate subject. Each book has an insert inside the front cover which defines the subject, explains why it is important, explains the type of learning that takes places within each subject and explains what children need to do to get better at that subject as well as examples of career paths or future careers that can be achieved from studying that particular subject at a higher level. This latter point helps to underpin our whole-school driver of 'aspiration'.

Taking this approach, we believe, will allow children to better understand each individual subject area, will make assessment by teachers more straightforward and will allow subject leaders to properly monitor teaching and learning within their subject.

Where lessons are more practical and there is no work recorded in a book, teachers should take photographs and this learning will be evidenced by a page in their class 'floorbook'.

## **Remote education in the wider curriculum**

Should a class and/ or bubble need to close due to Covid-19 or should a child need to isolate due displaying symptoms synonymous with Covid-19, children will revert to our home learning offer.

This offer will be delivered via google classrooms which is accessible to all children within the school.

In relation to the wider curriculum, children will be provided with home learning activities linked to their current studied units.

The majority of teaching resources provided for each unit come in the form of PDFs. Because of this, they can be uploaded directly to google classroom and access by children independently. Activities can also be provided this way and children can be directed towards the correct activity. Where learning is not accessible for children independently, teachers are encouraged to use Loom to record videos using their resources, this allows teachers to provide high-quality explanations alongside the visual model provided by the resources.

Should teacher's wish to provide home learning activities for more practical subjects, e.g. Art, they should either provide a more theory-based lesson or ensure that children have the required art materials at home so that children can access the lesson. Children will be provided with basic materials before they isolate as per our remote education policy.

## **Impact**

As a school, we assess the impact of our curriculum in a number of ways.

This may be done through:

- Marking and giving feedback on pupils' work (Oral feedback in the lesson is promoted at DLPS, and it has the biggest impact on children's progress)
- Annual assessments
- Scrutiny of pupil's books
- Lesson observations
- Learning walk
- Pupil discussions
- Subject leader's actions of red, amber green (RAG) rating following monitoring

## **Marking and Feedback**

At Delves Lane Primary School we believe that, whilst marking is an important element of the teaching and learning process, it is feedback that has a real impact upon learning and allows children to accelerate their progress. Because of this, we have devised a marking policy that allows teachers to focus their thinking, not on what children have achieved or not achieved, but what we are going to do next to address any misconceptions that have arisen or to extend learning appropriately. For additional information on marking and feedback, please see our marking and feedback policy which is available on our school website.

## **Assessment**

Children's attainment in foundation subjects will be assessed annually using assessment boards and assessment reporting templates adapted by the curriculum leader. This information will then be made available to the individual subject leaders for analysis and review. This assessment information will also be shared annually, via children's end of year reports. In relation to science, assessment will be more robust and we will track pupils understanding individually using formative assessment methods as outlined in the science policy

## **Monitoring and review**

Following the subject leader's assessment of the impact of the curriculum, an action plan with specific targets will be developed with a view to enhancing the provision further. The subject leader will then liaise with the Head Teacher, Deputy Head, Curriculum leader and other staff members in order to ensure that these action plan targets are met.

This policy will be reviewed every year by the Headteacher and the Curriculum Leader. At every review, the policy will be shared with the full governing board.

## **Links with other policies**

This policy links to the following policies and procedures:

- Early Years Foundation Stage policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Subject Policies
- Remote Education Policy