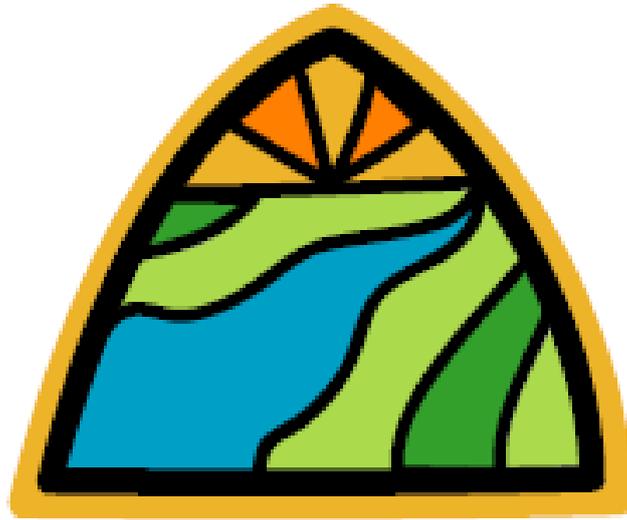


Curriculum Policy

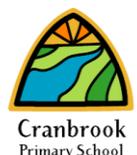


**Cranbrook
Primary School**

*Our Children Today,
Our Future Tomorrow*

Approved on:

Review Date: Autumn 2023



**Cranbrook
Primary School**

INTRODUCTION

At Cranbrook Primary School (CPS), in designing our curriculum, we believe it is crucial for all of us to be aware of the needs of our school community, so that the teaching and learning opportunities offered to our pupils during their time here are relevant to their needs and provide them with essential life skills for their future lives beyond CPS.

SCHOOL CONTEXT

Cranbrook Primary School is a four form entry school where the intake is very culturally and ethnically diverse, with the large majority of pupils of a Pakistani Muslim background. There are over 40 home languages with EAL at 82.9%, which is significantly above National at 20.9% and Redbridge at 64.3%. The percentage of Pupil Premium is 13.5% which is close to the Redbridge percentage at 12.5%. The percentage of SEN pupils is 12.9% with the Redbridge figure being 11.8%, whilst those with EHCPs are currently at 4.3%, higher than the National figure at 2.1% and the Redbridge figure at 3.4%. Attainment on entry into EYFS is below National with speaking and listening, as well as fine and gross motor skills being a key priority.

We consider the diversity of our intake to be a positive factor that allows us to celebrate the heritage of our pupils and allows us to reinforce the similarities that we all share as 21st century citizens, and use the differences as teaching points, valuing the enrichment that this brings.

We want all our children to grow up healthy, mentally, emotionally and physically. We want them to be respectful and tolerant with awareness of our local and global communities, whilst maintaining their own beliefs and faith with pride.

As a staff team, we want to work with all stakeholders to ensure that our children are safe at school, at home, online and in their local and wider environment. If they feel unsafe in any context, we want them to have a voice and know how they can seek help and support.

We are committed to working with our parents and carers to ensure that our children share positive and healthy relationships with others both at school, at home and the wider community, so that they are equipped to make healthy choices in the future as successful adults.

We also believe we have a duty to address the contextual safeguarding issues prevalent in our local and wider communities by working in close partnership with parents, carers and multi-agencies.

OUR SCHOOL VALUES

RESPECT

COURAGE

EXCELLENCE

DETERMINATION

FRIENDSHIPS,

EQUALITY

INSPIRATION

These values are displayed throughout the school in every room and regularly referred to in discussion with our pupils. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

CURRICULUM INTENT

At CPS we aim to provide our children with an engaging, exciting and empowering curriculum that equips them to become lifelong learners.

During their time here we want to offer our children:

- Frequent and varied opportunities to become **confident communicators**
- Enriching experiences that develop their **cultural capital**
- The knowledge and understanding to become **responsible global citizens**
- Lessons that bring about a change to **long term memory**, so that they can use their knowledge and skills to make connections and **think critically** to make healthy choices and problem solve
- Opportunities to become inquisitive and **passionate** about their learning
- The knowledge, skills and opportunities to **widen their horizons**, so that they are ready for the next stage in their learning and have aspiration for themselves

As a staff team, we are on an exciting journey to '**decolonise**' our curriculum and **deconstruct systemic racism** by critically interrogating the actions of our predecessors, and how the past has shaped the events and challenges faced by people abroad and in the UK. Through our curriculum we celebrate perspectives throughout world history, particularly in relation to ethnic groups within our school community. We want all children to know, feel and believe that their heritage is equally valued and that they have the right to achieve success in life.

Our curriculum aims to address the various losses that our children have suffered due to COVID. These are addressed in all subject areas through a variety of strategic approaches. In addition to this, additional interventions have been put in place to support identified children with their learning and SEMH needs.

CURRICULUM DRIVERS

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world. They were chosen through consultation with staff, and reflect our school context and the needs and interests of the pupils at Cranbrook Primary School.

Widening Horizons

Aspirations
Ambition
Curriculum enrichment
Cultural capital

Global Identity and Responsibility

Race and equity
British values
Global, local community issues
Decolonisation of learning

Confident Communicators

Articulate speakers
Passionate readers
Social skills
High level vocabulary

IMPLEMENTATION

Our curriculum is based on the National Curriculum programmes of study for all subjects and Development Matters in EYFS. In addition, we have used the Chris Quigley document 'Essential skills' to support our planning and have personalised it to fit in with our context including links to relevant themes.

The focus is to support teacher subject knowledge and ensure there is a clear sequence of learning across the school that builds knowledge and skills in a progressive approach with identified **end points** (milestones) to reach, whilst allowing teachers the flexibility to be creative in their approach and respond to the needs and interests of their children. Children are made aware of the current position in the learning journey, at the start of each lesson.

Each term, learning is centred on themes, which have a Geography, History or Science Focus (see Appendix 1). This is to foster engagement in learning and provides an opportunity to make links and apply knowledge between curriculum areas. Where no meaningful link can be made, that subject is taught discreetly.

The Beginning, Advancing, Deep approach from 'Essential Skills' is used for differentiation. Lessons are planned to ensure there is depth and challenge for pupils to reach their full potential, taking account of their starting points - but also to cater to the needs of those that require additional support through personalised learning.

Our curriculum design is based on the following principles:

Long-term memory

Learning is most effective with spaced repetition. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength. A spiral curriculum supports our pupils with their long term memory.

To encourage retrieval, **threshold concepts** and **knowledge categories** are highlighted at the beginning of a new unit of work and each lesson, to assess knowledge of prior learning and to set up the application of knowledge and skills to new contexts.

Other strategies to encourage memory retention include:

- Memory tasks at the beginning of each lesson
- Teaching history through themes - returning to multiple time periods, to aid chronology
- Use of a 'Big Question' in Geography and History themes (eg. *Is conflict ever the answer?*); learning in each lesson is cumulative and geared towards applying knowledge to answer the Question at the end of the unit
- 'Low stakes' end of unit assessments
- Referencing the 'big ideas' (**threshold concepts**) in lessons

Reading

Reading is at the heart of our teaching. Our culture of reading starts with high quality, structured, systematic phonics teaching in the Foundation Stage and Key Stage 1 with links made throughout KS2. A Guided Reading approach has been adopted for EYFS, Y1, Y2 to explore a dialogic approach, whilst KS2 use a whole class reading approach to unpick VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising) questions from quality texts and extracts.

All classes promote a love of reading through 'Dear Time' (Drop Everything and Read), Classic Texts and ebooks for home learning through the use of bug club. Teachers promote the reading of books by authors from different ethnic groups and featuring Black, Asian and European characters that reflect the realities of pupils in our school, as well as developing their own knowledge of quality literature. We recognise that the ability to read fluently, and for enjoyment, is the key to access all other curriculum areas and gives children increasing knowledge of the wider world.

Vocabulary

Teaching ambitious and challenging vocabulary linked to the different areas of the curriculum is a priority in developing the children's spoken and written language. A limited and essential number of 'Super6' vocabulary is taught in each lesson. These words are displayed on working walls and on 'tier pyramids' to encourage retention and recall. Through the use of tier 2 ambitious vocabulary

and tier 3 technical vocabulary, children are equipped to debate, discuss and articulate their thoughts and opinions with clarity, preparing them for their future successes.

Personalisation

Teaching is personalised taking account of each individual's needs, and provides the necessary scaffolding so that progress is made to at least the expected level. Children with special educational needs (SEN) and disabilities are not labelled and support is given according to their individual needs, with a focus on enabling the child to become independent in their learning and personal life. Children with English as an additional language (EAL) are assessed on entry and support is tailored to their needs, with a focus on speaking and listening during the early acquisition phase. All children remain in class during core lessons, tailored interventions are provided, to reduce gaps for identified pupils.

Vulnerable Pupils

All staff have an acute awareness of who their vulnerable pupils are. These children are monitored and tracked through the use of pupil progress meetings, CP meetings, SEND progress meetings and Pupil Premium workbooks. We use CPOMS as a mechanism to ensure that rapid responses are given to any concerns that a staff member may have about a child. For as much as possible we aim to ensure that these children remain in class with their peers and access the same curriculum. At times they receive personalised sessions according to their needs.

Assessment

At Cranbrook, we aim to be reflective practitioners, striving to ensure we deliver a broad and balanced curriculum and ensure that all identified gaps are addressed. All subjects across the curriculum are assessed, the assessments take different forms, such as quizzes, POP (proof of progress) tasks, progression grids, mind maps and the use of more standardised materials in English and maths. These formats were devised in consultation with all teaching staff. Once the data from these assessments are collated, we use the information given to inform our memory tasks, ensuring that all identified gaps are addressed. (See the assessment policy for further information on this.)

Subject specific intent

Each subject has a specific intent, all teaching staff are made aware of the aims of these through CPD sessions. Subject intents are devised by

considering the needs of our children, staff and external local and global factors that impact upon us. (Please see subject specific intents for detailed explanations of these.)

Decolonisation of learning

Many of our children are from families and backgrounds with a direct experience of colonialism and the inequity it has caused in the past and up to the present day. Children learn about the past experiences of those affected by migration in history and geography themes in Year 5, and by slavery in in Year 6 history. Across the curriculum and in Philosophy for Children (P4C), children explore issues such oppression, racism, exploitation and equity.

As choices can be made in our teaching of the history and geography national curriculum, we are focusing on areas linked to our children's heritage including the Islamic civilisation, the Indian subcontinent and the continent of Africa. In addition, the children's backgrounds are represented and celebrated across the curriculum, through a range of resources, materials and links, so that Black, Asian and European pupils recognise and relate to their own heritage.

Cultural capital

To provide our pupils with the opportunity to succeed not only in statutory curricular subjects, but to participate in and engage positively with a range of artistic, musical, sporting and cultural opportunities. We aim to give all of our children, particularly the most disadvantaged, the knowledge, experiences and 'cultural capital' necessary to become educated citizens and to succeed in life. Opportunities to enhance cultural capital include Stunning Start, Marvellous Middle, Fantastic Finish days, role play, visitors and educational visits.

Learning environment

Research indicates that children are more focused and remember more in classrooms that are less heavily decorated. Care is taken to restrict colours in each classroom, reduce hanging items and restrict displays to designated boards. Working walls are used for each subject, to support the current learning journey.

IMPACT

Our ambition for our curriculum is success for all with high achievement, regardless of their starting point.

This achievement is represented by:

1. High Standards and Progress

- Pupils consistently attain and make progress higher than national expectations.
- High standards are modelled through teaching and learning opportunities
- Assessment is used in creative ways to ensure that children are knowing more, remembering more and progressing more

2. Developing well-rounded individuals / Personal Development

- Pupils have high aspirations, are curious and independent young people, with a passion for learning
- Children embody our school values, British values and challenge racism and other forms of discrimination
- They are critical thinkers who understand different perspectives - including those affected by colonialism, past and present
- Pupils have a self-awareness and are equipped with the knowledge to manage risks in the outside environment
- They are prepared for their next stage of learning with strong communication and interpersonal skills
- Children have a sense of responsibility for their community and environment at both a local and global level

MONITORING THE CURRICULUM

Effective monitoring of the curriculum is crucial to the success of our pupils at Cranbrook Primary School. Using a range of evidence from day to day learning and teaching, and summative assessments, provides an overview of our pupil's progress. This information is gathered to inform planning so that all children's needs are met and they attain as highly as possible.

Monitoring the curriculum is the responsibility of all our staff which is outlined below.

Key Person	Key roles and responsibilities
Class teachers	Class teachers use the national curriculum and Chris Quigley materials to plan and implement exciting, memorable and engaging lessons. This is to ensure that the quality of teaching and learning within all subjects is high. A wide range of assessment strategies are embedded so that standards of attainment and progress remain high. A range of resources (including the outdoor learning environment and ICT) and teaching styles are effectively implemented to meet the needs of all learners. Class teachers work with subject leaders to continually develop and improve their practice.
The Subject Leader	Subject leaders develop and maintain a subject curriculum that meets the requirements of the national curriculum and is supplemented by Chris Quigley materials - in line with the school's vision, values and curriculum intent. Progression documents are created for their subject so that learning new skills is sequenced effectively (long term overviews) and support the retention of knowledge and skills. A monitoring cycle is in place (planning, books, observations, learning walks and pupil surveys) to ensure that standards of teaching and learning are high. Outcomes are tracked and monitored to ensure that children are achieving well and making good progress from their starting points. Termly curriculum reports are completed and reviewed by SLT. Identified aspects of teachers' practice that requires developing is supported by the subject leaders and SLT. Staff insets include diving deep into subjects to develop subject knowledge, planning, teaching and assessment. Learning experiences beyond the classroom include planning trips and visitors to enhance memorable learning. Subject leaders are an advocate for their subject, ensuring that they are always up to date with developments and best practice.

<p>Senior Leadership team</p>	<p>Senior leadership provide a strategic lead and direction for the school's curriculum, maintaining the school's vision, values and intent. A whole school curriculum that appropriately covers all elements of the national curriculum, ensuring clear skills of progression across the school is monitored by SLT. Strategic lead and direction for all subject leaders is provided through regular meetings, feedback on termly reports and joint monitoring including diving deep into the curriculum. CPD opportunities are planned for all subject leaders to develop subject knowledge and pedagogy.</p> <p>Monitoring the curriculum provision includes assessment, analysis of data and identification of underachieving groups of pupils.</p>
<p>Governing Body</p>	<p>The governing body monitor the way the curriculum is implemented throughout the school. The Head teacher produces termly reports to assist the governors in its monitoring duties. The effectiveness of the curriculum is monitored within the curriculum and standards committee meetings, which is then fed back to the full governing body.</p> <p>Revised curriculum policies and new initiatives are also discussed and ratified, where appropriate, within the curriculum and standards committee. Named governors for areas of learning liaise with the subject leaders and monitors their area closely, looking at the impact on learning, attainment and achievement.</p>