Cranbrook
Primary School

Our Children Today,
Our Future Tomorrow

Curriculum Policy

Approved on: 29th December 2021

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INTRODUCTION

'Every child has the right to an education' – Article 28 of the UNICEF Convention on Rights of the child.

At Cranbrook Primary School (CPS) we strongly believe all children have the right to access a broad and balanced curriculum. It is also 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 and provide them with core values and essential knowledge and 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 15.1%. The percentage of SEN pupils is currently 12.9% but rising, whilst those with EHCPs are currently at 4.3%, higher than the National figure at 2.1% and the Redbridge figure at 3.4%. Our baseline outcomes demonstrate attainment on entry into EYFS is below National with speaking and listening, fine and gross motor skills, personal, social and emotional development being key priorities.

We consider the diversity of our intake to be a positive factor that allows us to celebrate the heritage and cultural capital of our pupils and allows us to reinforce the similarities that we all share as 21st century citizens. We use differences as teaching points, valuing the enrichment that this brings, as well as the lessons we can learn from considering different perspectives.

We want **all** our children to grow up healthy, mentally, emotionally and physically. We want them to be respectful, responsible and tolerant with awareness of our local and global communities, whilst maintaining their own beliefs and faith with pride. We are aware that whilst the large majority of our parents and carers value education, many measure it only by academic success and do not promote the foundation subjects. Therefore, we have a duty to ensure that our curriculum offers our children the breadth they would otherwise not experience, which will enable them to consider a wider range of options for their future aspirations and career choices, whilst also developing their cultural capital.

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 a listening and telling school.

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 and confident adults.

We take our responsibility to address the contextual safeguarding issues prevalent in our local and wider communities very seriously by working in close partnership with parents, carers and multi-agencies to achieve positive outcomes for our children.

OUR SCHOOL VALUES

Since the return to onsite education, we have been carefully monitoring the behaviour and attitudes of our pupils, as well as the impact of the pandemic. Analysis has shown that we needed to review our school values with staff and pupils, as children have suffered severe losses as a direct result of not socialising with others. Their behaviours and responses to others have been affected, as well as their learning in the wider sense. Following many discussions and debates, we have adopted the following values, as they best fit the attributes we want to develop.

EQUALITY

Each individual or group of people are given the same resources or opportunities. Giving people what they need in order to make things fair and just

The right of every individual to equal treatment and opportunities, regardless of factors like gender, race and social position.

Ensuring that every individual has an equal opportunity to make the most of their lives and talents

RESPECT

The ability to recognise and appreciate the rights, beliefs, practices, and differences of other people.

Allowing yourself and others to do and be their best.

Showing respect is when you care how your actions impact others.

RESILIENCE

The ability to withstand adversity and bounce back from difficult life events.

The ability to bounce back after challenges and tough times.

KINDNESS

The quality of being friendly, generous, and considerate.

Listening, feeling, and understanding others' needs and trying to help meet those needs.

Acts of generosity, consideration, or concern for others, without expecting praise or reward

Saying or doing something positive for someone.

These values are displayed throughout the school in every room and regularly referred to in learning across the curriculum. By doing this we aim to embed an ethos and culture that values individuality, tolerance, compassion and encourages our pupils and staff to aim high for themselves and each other. We want to challenge discrimination and ensure equity for all to address social disadvantage and injustice.

We have chosen these specific values because they capture qualities that we want our children to adopt and display, and because they are closely linked to our school vision and mission statement. We believe they will enable our children to draw on them as they develop and mature in life, so that they become respectful and responsible citizens.

VISION STATEMENT

Equity for all to address social disadvantage and injustice.

MISSION STATEMENT

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong learning, to achieve academic and personal success.

CURRICULUM DRIVERS

Knowing our school context, we have identified our curriculum drivers which underpin our teaching across the curriculum and prepare our children so that they can make the most of the opportunities they have. They were chosen through consultation with staff, and reflect our school context and the needs of our pupils. They link closely to our school values. We believe they will equip our pupils with the necessary life skills for their future success.

We want our children to be:

Motivated to

Widen their Horizons

Aspirational

Ambitious

Curriculum enrichment to develop cultural capital

Growth mind-set

Compensating for gaps in experience

Respectful and Responsible Global Citizens

Deconstruction of racism

Equality and respect

British values

Global & local community issues

Shared values

Social injustice

Critical thinkers

Confident Communicators

Articulate speakers with good listening and social skills

Passionate readers and learners

High level vocabulary

Resilient and resourceful

Pupil voice

CURRICULUM INTENT

We offer:

- A carefully planned progression of the national curriculum programmes of study that develop essential skills and knowledge through a thematic approach
- Lesson delivery underpinned by pedagogy that brings about change to **long term memory** through sequenced lessons that incorporate revisiting prior learning, so that pupils use and apply their knowledge and skills to make connections and **think critically**
- Frequent and varied speaking and listening opportunities to become **confident communicators**
- A range of high quality texts and enriching experiences that reflect the backgrounds of our pupils and develop a passion for reading and learning, increasing children's repertoire of language and stimulating their imagination

- Enriching experiences that value their heritage and develop their **cultural capital** to **widen their future options and aspirations**
- Thought provoking discussions on current affairs that develop the knowledge and understanding to become **respectful, responsible global citizens,** who challenge social disadvantage and injustice

As a staff team, we are on an exciting journey to **'decolonise'** our curriculum and contribute towards **deconstructing 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 and focus on 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. We want them to question the discrimination they witness and reflect on their own unconscious bias, so that they contribute to a healthier and more harmonious society.

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.

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. Teachers also need to ensure that children know where they are in their learning journey through use of discussions, feedback and targets.

Each term, learning is centred on themes, which have a Geography or History 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 meaningful links cannot 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.

How the knowledge categories support *The Essential Curriculum for Geography:*

The subjects that are planned through the Chris Quigley approach include History, Science, Geography, Art and Design, Design and Technology.

The other subjects are planned using the following documents:

- Reading- Phonics is planned through a personalised approach using Essential Letters and Sounds resources. The Collins scheme is used to support reading fluency across the school
- Writing- Talk for Writing
- Maths-White Rose with a pilot scheme of Maths Mastery in KS1
- Computing- Switched on Computing
- Music- Music Express
- RE- Redbridge syllabus
- PSHE- PSHE Association
- PE- LCP
- MFL-French – we have developed our own approach, using key documents

Our curriculum design is based on the following principles:

Reading

Reading is a key life skill and 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 and guide 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 accessing all other curriculum areas and gives children increasing knowledge of the wider world, and stimulates their imagination, as well as develops their repertoire of language.

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 using a timeline
- Use of a 'Big Question' in Geography and History themes *(e.g. Is conflict ever the answer?)*; learning in each lesson is cumulative and geared towards applying knowledge to answer the Big Question at the end of the unit
- 'Low stakes' end of unit assessments
- Referencing the 'big ideas' (**threshold concepts**) in lessons

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. They also do this by focusing on current affairs. 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 a 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.

Pedagogy A carefully considered pedagogy is essential in enabling children to learn more effectively and can help them develop high-order thinking skills.

Teaching strategies and methods:

- exciting, enthusiastic and relevant to all children
- make links to previous learning and make connections
- differentiated, inclusive and vigilant of vulnerable children
- children engaged not just occupied. Children can discuss their own learning and purpose e.g. build, challenge and adapt their ideas in relation to others
- interactive and involves everyone
- cater to different learning styles
- rich in speaking and listening and also questioning, which demands higher order thinking
- adults modelling/sharing examples of success so children know how they can be successful
- manage children's misconceptions and help them learn from them through reflection, self-assessment and discussions

- help children identify mistakes and then provide opportunities to correct them

- provide time and focus to work in depth and to think
- opportunities that allow children to show progress (e.g. apply and extend knowledge and skills) towards the learning objective

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 for pupils with SEND and EAL

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.

We teach children metacognitive strategies, including how to plan, monitor and evaluate their own learning to develop resilient and independent learners to achieve success.

IMPACT

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).

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

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 leaning. Subject leaders are an advocate for their subject, ensuring that they are always up to date with developments and best practice.

Senior Leadership team	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. Monitoring the curriculum provision includes assessment, analysis of data and identification of underachieving groups of pupils.
Governing Body	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. 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.