

Fourlanesend Community Primary School Curriculum, Teaching and Learning Policy 2021/22

This policy is not a cut and paste document, it has been written following extensive work with teachers in staff meetings throughout the Autumn Term of shared with stakeholders and includes their thoughts and ideas. 2019. It was updated last year to reflect changes and remote learning. This version for 2021/22 has been updated using the DfE guidance 'Teaching a broad and balanced curriculum for education recovery'.

Purpose

We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations, preparing them for life in modern Britain. We will challenge and support our pupils to do their very best by providing an extensive range of learning experiences beyond the statutory requirement.

FLE Long term goal -

- **Intent** – To provide our pupils with the necessary skills and attributes to enable them to be successful throughout their life.
- **Implementation** – Throughout the whole school day – through lessons, values, assemblies, community engagement, trips, playtimes, school environment, visitors.
- **Impact** – Children leave prepared for the next stage but continue to employ what they have been taught there and beyond.

The FLE Curriculum – (Underpinned by our values)

Our curriculum has been designed by our staff for our children and feedback from our governors.

- **Scope/Design** – Our curriculum meets the requirements of the National Curriculum, evolving to meet our changing society - local and worldwide, being child-based, assessment-based and research-based. Our topics change over time to meet the specific needs of all our learners while ensuring clear subject specific threads run through the subject curriculum using repeated themes and concepts.
- **Components** - Whole school planning identifies key concepts, vocabulary and language for each subject undertaken identifying what we want the children to know; how this varies across the year groups and builds coherently. The content is organised so that it enables children to understand more complex ideas. As part of education recovery plan based on (Teaching a broad and balanced curriculum for education recovery – July 2021) teachers not only check prior knowledge needed but also

identify gaps and teaching content children may have missed that is essential before delivering new curriculum content (see highlighted curriculum sheets).

- **Sequencing** – Just as our FLE curriculum is planned with clear end points so are sequences of lessons. This can be evidenced in planning and photobooks which are then used to support children remembering what they have learnt and used as prior knowledge aids before new curriculum content is delivered. A part of our FLE curriculum design we ensured that sequencing is within topics and within the year (as best we can with mixed age classes).
- **Rigour:**
 - Depth** – Questions, connecting within and between subjects while also contextualizing to the real world.
 - Skills** – Answering the question ‘why’.
 - Knowledge** – Subject-specific linked directly to curriculum but not isolated – whole school topic, vocabulary and language in each subject. The above is evidenced in our knowledge maps.
- **Memory** – In lessons through making links to prior teaching in that subject and others and direct questioning e.g. how will you remember that
Outside of lessons – additional opportunities to meet learning that has been taught, sharing of previous photobooks (weekly)
- **Key Concepts** – Taken from NC with additional SMSC, PSHE, Modern Britain, Equality of opportunities.

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability;
- To promote a positive attitude towards learning (pro-active learning), so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the basic skills of English, maths and computing;
- To enable children to be creative and to develop their own thinking;
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand Britain’s cultural heritage;
- To enable children to be positive citizens in a local, national and global society;
- The yearly content will be monitored to ensure it fulfils all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;

- The curriculum is variable from year to year, dependent on the needs/post covid gaps of the children and community; additionally it is flexible to allow for new initiatives and current issues.
- Although it is variable we also take into account prior learning and sequence of content necessary for children to make progress
- To support children knowing more and remember more this is aided as the curriculum is sequenced within lessons' within topics, within years and phases to support children's acquisition of skills and knowledge. Thus ensuring knowledge is transferrable both between contexts and subsequent learning. This builds a deeper understanding and capacity for skilful performance.
- We are a small school, with children in mixed-age classes therefore we have a flexible approach to meet the needs of all learners, but also meet the requirements of the National Curriculum.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Our Furlanesend approach and provision

Intent:

We have identified barriers to learning and addressed these through the construction of our ambitious curriculum and daily provision.

- *For example a policy focused on enriching vocabulary which includes both spoken English and widening day to day vocabulary through excellent literature and an explicit focus on children's subject specific vocabulary.*
- *The FLE curriculum takes account of the children's experiences and cultural capital, which is in fact more diverse than it would initially appear. Our unique location and the people it attracts, is central to our FLE curriculum (local context).*
- *Staff take every opportunity to enrich the children's general knowledge using local and national events; items the children bring into school or out of school involvement in other projects. The FLE curriculum makes good use of our location to create as much firsthand knowledge as possible.*
- *To ensure that children have a range of diverse experiences (and based on our barriers to learning) we also provide a range of trips, experiences and visitors.*
- *Our curriculum ensures that cultural literacy and British Values are built in so that they are developed.*
- *Following lockdown, identify children's gaps, misconceptions and insecure knowledge so that effective support can be put in place.*

The FLE curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- *As a staff, the teachers mapped all of the national curriculum objectives including key knowledge for each subject in a rolling cycle between 2 and 4 years.*
- *At Foulness we have mixed age classes. All teachers are clear about the expectations for every year in each subject and this is evidenced through our long term plans and intent planning sheets.*
- *The FLE curriculum takes full account of the national curriculum, our unique local context and the interests of the children. It provides enough flexibility for us to take full advantage of impromptu events and learning opportunities.*
- *Teachers have been involved with the evolution of the FLE curriculum.*
- *All teachers are able to explain the process used for planning and how learning is built upon as children move through the school. How learning is sequenced in lesson, within topics and across years.*
- *Intent planning sheets (mid-term) devised by the teachers at FLE ensure that learning is sequenced and is built on previous learning. The intent planning sheets link reading, writing and mathematical opportunities to other subjects.*
- *Reading is regarded as a central feature within subjects (identified, where applicable on our intent planning sheets) and quality texts are used that link the subject specific learning to the book.*
- *Planning demonstrates that learning is scaffolded so that children have a coherent pathway of learning that takes them from their own concrete experiences to the acquisition of knowledge and understanding of time and place beyond their local context.*
- *Long term planning is completed collaboratively to ensure a sequential knowledge and skills progression across school - medium term plans are our intent sheets and these are monitored termly in staff meetings to enable professional dialogue, consistency across school and enable any amendments to be completed.*
- *Children's prior knowledge is gained from a variety of different means appropriate to the subject being studied as well as teachers being aware of the curriculum overviews and what the children should have already studied and having end of year meetings to support transition. Due to lockdowns children have had different experiences of home learning and teachers recognise that in 2021/22 in some subjects (mathematics, language and phonics) gaps in knowledge are likely to present serious difficulties in mastering the next stage of what they need to know. Identifying gaps and teaching content pupils may have missed is essential. In other subjects adjustments have been planned; questioning and discussion will reveal gaps, misconceptions and insecure knowledge so that effective support can be put in place.*

- *Supporting children making links to their learning is key to them acquiring a deep understanding of our British heritage and for them to recognise things are as they are. Our curriculum therefore includes key events and people and how this has shaped the world and how the core values within a democratic and multicultural British society have developed and why these values are important. For example British Black History focusing on the slave trade during the industrial revolution up to the Windrush scandal, see photobooks.*
- *Remembering – see section on memory page 2*

The FLE curriculum has the same ambitions for all; it meets the needs of all learners including those with SEND.

- *All children irrespective of attainment, background or needs are provided with guidance and are encouraged to have self-belief – confidence and self-respect.*
- *The FLE curriculum is planned so that every child can achieve and is ambitious for their future – providing the knowledge and cultural capital they need to succeed in life.*
- *Our pupil premium funding grant is used to effectively support disadvantaged children and have a positive impact on all children. Details of how we spend this money and how it is monitored can be seen on our pupil premium expenditure report.*
- *The curriculum design ensures that where key knowledge has been mastered there are planned opportunities for learning to be deepened through transference and application in other subject domains – for all children. This is evidenced in Intent planners.*

Learners study the full curriculum

- *There is no narrowing of the curriculum to prepare for testing this is an ethos that FLE has held for years as it is our genuine belief that it has no impact on results and is detrimental to the children.*
- *As a school we provide opportunities to maximise children's reading, writing and mathematical knowledge through non-core subjects and quality literature.*
- *The FLE curriculum is continuously enriched through a range of well-planned, appropriate, exciting and enjoyable first hand learning experiences and opportunity, including, visits, visitors and community events. The flexibility within the curriculum allows for impromptu learning opportunities too – which are often child led and the most memorable. We enhance the curriculum with opportunities from regional to international For example: We have been engaged with the Kerdroya project, building a Cornish hedge Labyrinth; we were part of an international campaign highlighting single-use plastic by Comic Relief; we took part in a space*

station information seminar and workshop which heightened aspirations and Western Power workshop.

- *The FLE curriculum is designed to engage all learners and is therefore not set in stone, but adapted to meet the needs of each cohort. The aim is that children are stimulated, engaged and excited about their learning and demonstrate a genuine enthusiasm for their learning.*
- *The FLE curriculum is designed to be taught in mixed age and mixed ability classes.*

Implementation:

Our curriculum is designed to enthuse and motivate not only the children but the staff team too.

Curriculum delivery

The FLE curriculum was devised by the staff identifying subject specific themes and end points; the learning intention/components for each age group was then set out in a progressive and chronological/sequential manner. The opportunities to link subject domains together were thought through. Gifts and talents are recognised and celebrated - these are linked to a subject, plans are then adapted to ensure challenge and enable them to practice specific skills working; with parents as a vital part of the process.

The ethos within school is one of support –we are all learners. The structure of the performance management and the arrangement of monitoring and staff meetings is based on mentoring and coaching model, encouraging professional dialogue within a positive climate. The impact of this on the FLE curriculum is that the team work together to implement the curriculum they have all been involved in devising.

Lesson sequences derived from prior learning and the FLE curriculum are used as an outline and daily planning is based on the assessment of the previous lesson. Both pre-teach (for children identified before lessons) and catch up (any child whatever attainment group who have failed to grasp a concept within the lesson that they need for the next lesson) is used to support children to ensure that they are succeeding and well-motivated (believing they can succeed).

As we are a small school we do not use subject leaders for most subjects. Staff meeting time is organised to cover our monitoring of the SDP and CPD for the staff as a team. Reading is prioritised across school and is everyone's responsibility. Local and national, even international developments in reading are brought to this forum and discussed. Any trials of ideas and research or amendments to current practice are agreed and minuted. There is an ethos within the school that everyone is a reader and enjoys books, this is evidenced

through conversations with children across school. Our aim is to create lifelong readers. Across school, book presentations are a feature to encourage others to read. Our FLE Book Quest, which has been in place for many years and developed within this time, ensures that children across school read a range of books from different genres (including non-fiction) and are rewarded for it. For a small school we have a broad range of books and classes are given a budget to buy books to meet the children's interests. We have members of the community that come and read with our children in every class across school. Many bring books they pick up from community sales etc. We teach children that all books are valuable 'you can't judge a book by its cover' so for example an old hard back copy of 'Black Beauty' has the same story and enjoyment in it as a copy printed today. Our library contains a mixed collection and it is part of our ethos that all books are treated with respect (school value). There is a broad range of non-fiction books in our school library and they are selected by children to read for enjoyment and used to support research in class. We have displays on books in the school library and this is a termly focus e.g. Fabulous Females. Please see our reading policy for details on how we teach reading and how early interventions are used.

Teaching (pedagogy) – contribution to teaching the curriculum as intended

The teaching of the FLE curriculum is based upon deep subject knowledge that translates complex concepts into a series of coherent steps for the learner – as seen in 'intent' planning - and then visible in the children's books, the daily plans and in conversations with children. End points of the learning sequence clearly make up an essential part of our 'intent' planner and therefore are confidently used by staff as a main focus that their lessons are built from. Children's books demonstrate the learning sequence and how learning has been scaffolded. The impact of this is that children make good progress towards the age expectations - this is evident in non-core subjects as well as core subjects.

Teachers present subject matter clearly, promoting appropriate discussion about what they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing this they respond and adapt their teaching as necessary. We have a system called 'Beneficial Blunders', this is used in every class, based on the philosophy that we all make mistakes, they are part of our learning and can help support others. Children and teachers recognize when this happens and it is displayed in the classroom positively on the Beneficial Blunder wall. Teachers skillfully challenge the most able children and engage them in additional tasks to further their knowledge. Where there are barriers to learning teachers break down objectives to support children's progression so they are able to achieve them. On display in all classrooms we have our knowledge organisers including our end points. These are kept on display and recalled by children to support long-term memory and knowledge acquisition. See memory section. They are also used when skills and knowledge previously learnt are being built on so that children can identify the links and learning is meaningful not isolated.

Research has been used over many years at Fournalanesend to support staff development and areas highlighted for improvement. The impact of these has been positive and measurable. Fournalanesend usually uses Education Endowment Foundation reports and projects. As from September 2019 part of the teacher's performance management is to carry out a researched based project which supports our school development plan. This is cascaded across school and measured for impact.

Classroom environments are thoughtfully set up ensuring they match the needs of all children and the curriculum. Teachers make it clear to children what skills and knowledge they need for life. At Fournalanesend we call these our 'Forever Facts'. You can see this on our displays, in our planning and the term is shared with our children and used by our children. A variety of different reflect techniques are used to encourage deeper thinking and allow children to develop their own ideas. Our locality and context underpins our curriculum, in every classroom there is a map of our locality that is at a level for children to touch. These are used as a resource to support our curriculum and develop the children's geographical and historical knowledge and understanding of our unique location.

The ABC model for questioning is used across school to encourage child led discussions and debate A is a thumbs up for agreeing; B is fists building and is used when a child has another idea that will build on the suggestion and C is a fist thrust forward for challenge, when the child has an idea that challenges what has been said. This is used alongside the traditional hands up question and answer model. Presentations by children are used to embed knowledge and understanding. Children's questions can be seen on displays and are part of the school ethos and celebrated by using house points, certificates and praise as we celebrate other successes in school. Meta cognitive principles are understood by all teachers and are evident in planning, lessons (questions asked by children, teachers and TA's) For example: How did you remember that? Children sharing strategies to support others and staff planning and sharing with children different strategies to remember, this will often link to 'Forever Facts'. Because of the way the curriculum is mapped out for pupils, links are made across all subjects – e.g the opportunities to link mathematical concepts across other subjects is embedded into the curriculum (on our intent planning) and links between English and non-core subjects are strong and are embedded into our curriculum (on our intent planning).

Culture

Teachers maximise opportunities for children to learn collaboratively and have high expectations of how children work together which is underpinned by our FLE school values, which is our ethos of working together as critical friends (Respect and Responsibility, Kindness), children's reflections on learning and how they have learnt (Enthusiasm for Learning) and presenting learning to others

(Confidence). Staff at Fournalenesend have high expectations of children and what they produce and achieve on a daily basis. Again this is linked to our schools values (Enthusiasm for Learning). We also have strategies such as Zero Tolerance in each class, this clearly sets our expectation of what we expect the children to achieve daily – these are linked to age related expectations and individual achievement for every children. Clear success criteria is always shared so the children understand exactly what is expected from them. If a child does not produce work that meets this standard (we know they can do better), the work is reproduced to the standard we expect. Peer and self-assessment is used as an effective tool to support this learning and deepen understanding.

Assessment (formative and summative)

The school has a bespoke data management system which is set up to meet the needs of the school. This tracks formative and summative assessment. Our system is altered and built on as needed to meet the needs of the staff and support the tracking of progress across the school for all groups. However, this is just one form of tracking progress, 'book looks' by all teachers, feedback from any interventions and TA feedback, lesson study with a focus on disadvantaged children, weekly checks in staff meetings on our disadvantaged children also make up an important part of how we assess progress and are discussed at pupil progress meetings termly. In 2021/22 we recognise more than ever that focused assessments which target specific component of knowledge or skills are vital in identifying gaps, misconceptions and insecure knowledge so that effective support can be put in place.

The school has a system that was developed in 2018 for measuring and monitoring pupil progress in all foundation subjects in relation to age-related expectations and deeper learning.

Impact:

Systems

The school has a well evolved (over the last 10 years) system of reflective practice in all areas, leading to continual improvement. This system involves all staff and governor contributions at all levels. This is evidenced over time in the changes made to the curriculum and strategies used to achieve and support pupil progress across school – monitoring of the impact of the design and delivery on pupils' outcomes (all subjects) and pupil attitudes, behaviours and well-being. The staff and governors have a very positive approach towards school improvement as it impacts on improving standards; this is firmly embedded in the ethos of the school. Adjustments are made to the curriculum design to meet the needs of individuals, groups and cohorts (gender, disadvantaged, SEN, higher attaining etc) to support progress and attainment across all subjects.

The advantage of being a small school is that it is easy for us to support effective transition between FS to Y1 and KS1 to KS2. As all the planning for topics and all

subject evaluations are done collaboratively as a staff team thus supporting and mentoring less experienced staff, teachers are aware of what has been taught, what children can do and what skills and knowledge they need to build on so that children know more, remember more and can do more. We have a good relationship with our feeder school, Torpoint Community College and therefore we can ensure effective transition for our children and enhanced transitions to support particular needs. We pass on what the children have covered at Furlanesend.

Details of reading and phonics can be found in our reading and phonics policy. This policy is reviewed regularly and amendments made to meet the needs of the children. The phonics check is used to aid greater understanding about the standards in reading. Later it is used as a teaching analysis assessment system to check progress through the school.

Monitoring

Termly by teachers through cohort tracker and achievement in each foundation subject – covering how our curriculum links to progress and how the deeper body of knowledge is gained. Through book looks, planning and lesson study.

We believe that if our curriculum is successful, our results will be good (NOT JUST SATS – individual, national assessment, SMSC, the child as a whole).

Relationship to other policies

The school policy on the curriculum embraces policies and procedures for assessment, charging, collective worship, equal opportunities/equality, health and safety, SMSC, homework, performance management, wellbeing, special educational needs, relationships and sex education, remote learning, pupil premium expenditure, covid expenditure, services premium expenditure reading and phonics and behaviour for learning,

Role of parents

Parents are responsible for ensuring that their children attend school regularly and punctually.

Parents are responsible for ensuring that their children are properly equipped and appropriately dressed for the school working day.

As children will spend more hours out of school than in school, parents have a fundamental role to play in helping their children learn.

The school supports parents through:-

- setting regular homework tasks and information about homework expectations;
- information about programs of learning for the school year;

- induction and transition meetings;
- a progress consultation evening;
- written reports;
- meetings and discussions arising from either a teacher's or parent's concerns;
- providing opportunities for children to attend after school clubs on site or elsewhere in the locality;
- newsletters;
- Parent Teacher Association;
- School website.
- Providing remote learning and support in line with our remote learning policy

Principles

Our curriculum is underpinned by our school values;

- Respect and Responsibility
- Enthusiasm for Learning
- Confidence
- Honesty
- Kindness

We believe these values permeate learning for life, and when coupled with a broad and balanced curriculum will prepare the children for whatever they aspire to achieve.

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual, moral, social and cultural development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

**Approved by Staff and
Governors**

Review Date: September 2021

To be reviewed again: Autumn 2022