

Policy reviewed by Laura Smart
Policy revised: March 2023
Date of next review: March 2025

Crawley Ridge Infant and Junior Schools



Curriculum Policy

Intent

At Crawley Ridge Infant and Junior Schools, we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain and build on essential knowledge, skills and understanding. We intend that all pupils should enjoy their learning and become independent life-long learners. Our curriculum nurtures curious minds, stretches the imagination and provides opportunities for every pupil to discover their particular strengths. We believe that education should take place in a fully inclusive environment with equal opportunities for all and where pupils feel safe to try new things.

Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Promote fundamental British Values
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

Legislation and guidance

This policy broadly reflects the requirements of the [National Curriculum programmes of study](#) and [EYFS Framework](#) whilst recognising the freedoms afforded by the school's academy status.

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](#).

Roles and responsibilities

The Local Academy Board (LAB)

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

The LAB 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Head Teacher

The Head Teacher 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 Local Academy Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Local Academy 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

Staff

The Assistant Head has responsibility for the day to day organisation of the curriculum. They monitor provision; ensuring that all classes are taught the full requirements of the National Curriculum. The Assistant Head oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is consistency across all areas of the curriculum. Their role is to share good practice and ensure that ongoing reflection and pupil needs underpin curriculum development.

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

Subject Leaders

It is the role of each subject leader to keep up to date with developments in their subject at both national and local level. They review the way the subject is taught in the school and plan for improvement. Subject leaders work alongside the Assistant Head to quality assure the sequencing of knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills, such as problem solving and reasoning are developed in all subject areas.

An effective subject leader at Crawley Ridge will:

- Be a champion for their subject across the school. Celebrate and promote their subject with children, teachers, TAs, parents and governors.
- Identify CPD needs (for themselves and others)
- Request, plan and lead staff meeting sessions
- Write and regularly evaluate a subject action plan
- Monitor and reflect upon how their subject's curriculum is being covered using books and pupil conversations.

- Work with the Assistant Head to review the progress of their action plan and identify next steps.
- Audit and order resources as needed. Ensure that resources are well looked after, stored neatly and are accessible.
- Lead/ organise whole school events linked to your subject
- Work with and meet with governors to update, review and share priorities as required.

Organisation and planning

At Crawley Ridge Infant and Junior Schools, the curriculum is broadly taught through a topic-based approach. The ethos is one of hands-on learning and topics are enriched with trips and workshops. These provide a shared experience for a class and lead to high quality writing and topic work. Research shows that developing rich, connected schemas in the minds of our pupils is an effective way to be able to create, develop and embed knowledge. Once one branch of a schema has been forged, it acts as an arm which reaches out as a hook to welcome new knowledge. With this in mind, teachers and leaders have taken the National Curriculum as a basis to create a progression in skills and knowledge for each subject. This forms the core of our curriculum. Teachers are responsible for planning, evaluating and teaching in their classes following the planned progression.

Each curriculum area has a knowledge and skills progression detailing our intent for that subject area. The curriculum has been carefully planned to ensure progression in knowledge and skills across both schools with teachers having an understanding of metacognition and cognitive load in order to plan effectively. Year group teachers use the progression documents to create medium term plans. This planning includes objectives for each lesson, key prior knowledge and vocabulary and any cross-curricular links.

A policy statement for each curriculum area is outlined below.

Early Years Foundation Stage: Our curriculum is based on the Early Years 2012 framework. Learning objectives and continuous provision are based on the seven areas of the curriculum (communication and language, physical development, personal, social and emotional development; literacy, mathematics, understanding the world and expressive arts and design). A variety of child initiated, adult initiated and adult led activities take place. Children will be provided with learning opportunities both inside and in the outdoor areas.

Mathematics: The schools follow the mastery approach to mathematics. It works by building on prior learning in small steps to ensure children have a secure understanding before moving on. Our long-term planning is structured so teachers cover the National Curriculum in blocks. The aim of mathematics teaching is to ensure that children can demonstrate the skills of fluency, reasoning and problem solving at the appropriate level for their age. All our blocks of learning follow the mastery approach of working with concrete and pictorial resources leading to a secure understanding of the abstract. From this point, the children apply their reasoning skills; showing a deep understanding of the block of learning before moving onto the next. The children return to previous learning by applying their skills in problem solving contexts and through retrieval practice.

Each lesson involves a range of activities such as: individual whiteboard tasks, partner work and small group work which encourage the use of specific vocabulary alongside the concrete, pictorial and abstract representations.

Formal written methods for all four operations are taught following the exemplifications in the National Curriculum. However, in order to ensure the children fully understand the concept behind the algorithm, informal methods are taught alongside concrete resources and pictures before moving onto formal methods.

Although mathematics cannot always be taught through topics, links are made wherever possible especially with the use of statistics in Science.

English: At Crawley Ridge Infant and Junior Schools, English is taught through topics and rich texts. We teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and to read and listen so that others can communicate with them. We engender a love of reading and give children an opportunity to read a wide range of traditional and modern literature. Children are taught the key skills of spelling as well as grammar and punctuation in line with the National Curriculum 2014. The Junior school uses a fully cursive handwriting style, which develops from Reception. By the end of Year 4 all children should be using an appropriate ink pen when writing. Children are encouraged to present their work to a variety of audiences in the most appropriate way, including the use of ICT.

Science: In science we aim to initiate and sustain attitudes of wonder and enquiry about the world in which we live. The development of scientific knowledge and understanding through work based on the National Curriculum is at the heart of the children's learning with science investigations completely integrated into the children's activities. Study is through observation and experiment, with the children forming hypotheses, carrying out investigations, measuring, recording, comparing, looking for patterns and analysing data.

There are five types of scientific enquiry:

1. Observation
2. Fair testing
3. Classification
4. Research
5. Pattern seeking

The extensive and beautiful school grounds and pond area at CRJS serve as a constant source of stimulation and interest which can be used by both schools. These areas are increasingly important in developing a real appreciation of the complexity of the environment; in understanding the impact humans can have to change or damage it and in realising the importance of the need to take care of it as a precious resource for all our futures.

By stimulating and encouraging children's interest in science we hope they will learn to question and discuss science-based issues with confidence, as well as have a fuller understanding of how major scientific ideas contribute to technological change and so become informed, responsible and caring citizens of the future.

History: The study of history plays an important part in helping children to understand how the past influences the present and how beliefs and cultures have influenced people's actions. Through this they are able to acquire an understanding of themselves as individuals and as members of society. Our topics have been chosen so the learning best matches the year group and links to our local and wider community. Chronology is a focus throughout both schools.

Geography: Geography is an important tool of learning and communication, involving study of the physical and human processes that shape places throughout the world and the lives of the people who live in them. Through their learning, children are able to develop an understanding of environmental change and the goal of sustainable development. Skills developed through geography help pupils to make sense of their wider world.

In history and geography, children need to be able to research, sift through evidence and put forward a point of view. The schools arrange a number of educational visits, both day (all year groups) and residential (Years 4, 5 and 6), where children have the opportunity to study from first-hand experience, to find evidence, weigh it up and reach their own conclusions which are then communicated to others in a variety of ways. These are important skills to learn for the future.

R.E.: The schools follow the Agreed Surrey Syllabus for R.E. Each year group teaches elements of Christianity and at least one other major world religion. Pupils visit a variety of churches as well as a mosque, a synagogue and a Hindu temple.

P.E.: Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety (KS2), athletics and outdoor adventure activities. At Crawley Ridge Infant and Junior schools, physical education promotes an understanding in children of their bodies in action. Our curriculum ensures pupils are able to think, select and apply skills and it promotes positive attitudes towards healthy lifestyles. Through a holistic approach to sport and healthy lifestyles, our curriculum enables children to make informed choices about physical activity throughout their lives.

Music: Music supports the ethos of our schools. All the children who come to Crawley Ridge are offered high level musical opportunities including composition, appreciation of music and performance and production of music. The children learn to play a range of musical instruments, including: recorder, glockenspiel, African drums, keyboard and the ukulele. Opportunities for the whole school to participate in singing together are built into our assemblies and celebration events.

PSHE: Through all subjects of the curriculum we help children to manage difficulties, challenges and fears. Children learn about developing a healthy lifestyle and they are encouraged to share responsibility with others and to take responsibility for their actions. Opportunities are also given for the children to develop relationships and respect

differences, to share feelings and to negotiate and reflect. Sex and relationships are taught through the science and the Personal Social & Health curricula. See separate SRE policy.

Computing: At Crawley Ridge Infant and Junior Schools, our aim is to create motivated lifelong learners using computing to support and enhance teaching and learning. We aim to provide pupils with the skills that they need to benefit from new technologies whilst knowing how to keep safe online, at school and at home (refer to our Online Safety Policy for more information).

Our school laptops are fully integrated into the curriculum. We have a selection of laptops and teacher iPads for use around the school in other curriculum areas. All classrooms have interactive whiteboards to facilitate children's learning.

Computing comprises of three areas (detail on these can be found in the National Curriculum 2014):

- Computer science
- Information communication technology
- Digital literacy

Art and Design: Children need to develop the ability to observe the world and respond to it expressively and creatively. Children in our schools are taught to record through sketching from direct observation; to consider and reflect on the world about them. They develop their work into a variety of media including: pastels, collage, watercolour, clay and printing. Their achievements are often outstanding and we value and cherish the opportunities that we are able to give. At Crawley Ridge Infant and Junior Schools we are very fortunate to have grounds and gardens that can inspire us and can even become part of our art.

Design Technology: At our schools, design-based tasks enable children to observe a process at first hand. Children learn to think and design creatively and have opportunities to be inventive in creating practical solutions to a given problem. They develop practical skills in areas such as mechanisms, textiles, structures, cooking and nutrition as well as electrical systems. Constant modifications and improvements are often made as the children plan and evaluate their progress in attempting to solve problems and in creating end products. Our kitchen provides exciting opportunities for food preparation which is linked to our ongoing commitment to developing healthy lifestyles.

Spiritual, Moral, Social & Cultural Curriculum: SMSC is taught through all aspects of school life.

Teachers have access to a range of schemes of learning in order to support the planning across the curriculum.

Inclusion

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

- Higher skilled 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, at their stage of learning, 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.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- accompanying senior & middle leaders on learning walks

- observing book scrutinies
- reviewing policies
- questioning the Head Teacher's report
- interviews with children

Senior & middle leaders monitor the way their subject is taught throughout the school by:

- learning walks
- planning scrutinies
- conversations with staff
- book scrutinies
- relevant assessments

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed at least every 3 years by the Curriculum Leader.

Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives
- RSE policy
- Teaching & Learning Policy