

Green Meadow Independent Primary School



Curriculum Policy

Policy approved August 2024
Next review date for policy –August 2026

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Intent

At Green Meadow Independent Primary School, we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

Curriculum Aims:

- 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 and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote fundamental British values.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide children with an inspiring and enquiry based curriculum to promote creativity and a thirst for learning.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

Quality First Teaching

At Green Meadow, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing children's progress

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with sharp objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.
- The curriculum has been reviewed with, senior leaders and teachers.

Legislation and guidance

This policy reflects the requirements for schools to provide a broad and balanced curriculum as per the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

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

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.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

All staff

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

Organisation and Planning

Staff in year groups, and leaders, have created a cross curricular approach to learning with a focus on Reading and Writing, using Twinkl as a stimulus for topics. Teachers use these plans as smaller units – medium term and then weekly plans where the specific needs of the learners are addressed.

Medium term plans are used to ensure coverage of the foundation subjects. Weekly planning uses the learning objectives, skills and knowledge from the medium term planning for each session. The weekly plan identifies key resources, questions, and differentiation based on prior learning and promoting challenge.

Teaching is carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school.

Leaders quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed. Middle leaders ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible.

Learning environment

Organisation of the classroom/learning environment is adapted to the children's learning needs;

- The use of learning resources and ICT is developed to allow children to work independently and successfully;
- Effective use of other spaces is made: 'the outdoor classroom', Computer suite, hall space;
- Displays are used to celebrate children's work, support learning (Learning Walls) and the knowledge the pupils have gained.

Inclusion

Teachers set high expectations for all pupils. They 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 SEND
- Pupils with English as an additional language (EAL)

Teachers 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 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 language, and to support pupils' access in all subjects.

Intervention

Individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need
- Detailed plans are put into place
- All interventions are time bonded and data driven

Interventions are evaluated and relevant adjustments are made;

- Pupil Progress/ Year group meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Monitoring arrangements

Leaders monitor whether the school is ensuring teaching of a "broad and balanced curriculum" which includes the required subjects, through:

Learning walks

Lesson observations

- Staff meetings to discuss curriculum Monitoring planning
- Pupil progress Team teaching Book Scrutiny Pupil voice
- CPD/ Staff updates
- Leaders also have responsibility for monitoring the way in which resources are stored and managed.

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. They ensure that skills and knowledge are identified in planning, suiting the needs of all children and developmental feedback is provided in line with the school's marking policy.

The leadership team feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

This policy will be reviewed every year by the Management team.

[Links with other policies](#)

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment Policy
- Equality Policy
- Marking Policy
- Behaviour Policy

Implementation

Through clear strategic planning, our curriculum provides not only memorable experiences but is rich in opportunities from which the children can learn and develop transferrable skills. The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting 'Journey of Discovery' with cross curricular links within the topics chosen. In order to ensure that progression and balance is maintained, the programmes of study are made up of medium term plans which clearly highlight the learning objectives and assessment opportunities. Weekly planning is differentiated to the needs of each class, linking to prior learning, resourced and includes questioning prompts to promote challenge as well as to scaffold. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point. Quality first teaching is provided to ensure that accelerated progress is promoted in each lesson. Our marking policy is implemented consistently and provides opportunities for children to reflect on their learning and think carefully about their feedback.

Our Early Years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Core Subjects

English

At Green Meadow, we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing and listening skills to enable children to become confident and successful in their literacy.

Reading

Intent: Our Reading curriculum will instil a personal love of reading for all children. Children will become fluent and confident readers whilst engaging with a stimulating range of texts from a variety of genres in both fiction and non-fiction. Through this curriculum, children will develop and nurture the essential skills of word reading and comprehension

We believe in developing a reading culture throughout the school by encouraging high-level, independent readers who show an awareness of the skills required for reading. This is achieved through a newly designed curriculum that focuses on the VIPERS skills (vocabulary, inference, prediction, explanation, retrieval and sequence/summary). All children also have access to our well stocked library that is warm, welcoming and a enjoyable experience for all. High priority is given to teaching reading in explicit lessons up to three times a week. The children read with an adult three times per week, during these sessions the children are exposed to the word reading and comprehension skills necessary for a well-rounded and independent reader. Reading comprehension sessions are also embedded within our literacy units taught in each year group. Our method of teaching reading ensures all children are able to develop their verbal reading skills and their comprehension and understanding needed for high level questioning. Pupils start to read following our banded reading scheme and move through the colours, completing reading

assessments when the teacher deems them ready to move on a stage. They complete a reading assessment with a teacher or teaching assistant to check comprehension and understanding. Children are able to read appropriate books from school or home. Children are expected to undertake reading as part of their weekly homework and all pupils should be reading at least 3 times a week. In Key Stage One, children should be supported with their daily reading by an adult. This may become less frequent in Key Stage Two as they choose to read more independently, however, adults should still actively track their children's reading at home and record any comments or discussion in their reading records. This is a vital role for parents to play in improving their child's reading. Children are also actively encouraged to join a local library themselves out of school.

Assessment: Teachers actively and regularly track children's word reading in Key Stage 1, by listening to the children read 3 times per week. In Key Stage 2, this is completed within reading lessons as the children read out loud to the class and also individually with an adult. In addition to this, all children in years 1-6 are formally assessed on their comprehension skills every term.

Writing

Intent: Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in topics, talk and preparation for writing is essential to the writing development process. We teach writing through teacher led class composition, guided writing with small groups, independent writing and in the EYFS, providing many opportunities for child-initiated developmental writing.

Grammar and punctuation are explicitly taught, and children develop a good understanding of how to use these correctly. Writing is always for a purpose, often linked to class topics and teachers are encouraged to make full use of the school environment to provide opportunities for stimulating writing ideas. Writing is promoted across all areas of the curriculum and classrooms and corridors are vocabulary-rich environments. In order to promote writing to all pupils, planning is closely linked to the topics taught that term which will stimulate the children's interests and immerse them in the theme for the term. Children develop an understanding of the requirements of each text type and have good examples to follow before being asked to produce their own. Pupils are given opportunities to write at length and a piece of work may take several days to complete as they go through the writing, editing and publishing process.

Assessment: Teachers guide pupils in their writing through careful individualised marking, positive reinforcement is used as well as next steps to help children improve. Work is assessed using marking expectations grids for each year group.

[Spelling, Punctuation and Grammar \(including phonics\)](#)

In Early Years Foundation Stage (EYFS) and Year 1 children will follow the Systematic Synthetic Phonics programme, 'Twinkl Phonics' on a daily basis. This follows a lesson structure which embeds previous learning, providing opportunities for the pupils to practise their learning in addition to teaching the next step. Phonics is taught explicitly in the EYFS and Year 1.

Children in Year 1 participate in a statutory National Phonics Screening Check. Those identified as needing additional support will continue to be taught phonics until they are secure with this. Children's phonological awareness and spelling strategies are regularly assessed and this informs teaching.

In Key Stage 2 children are given greater responsibility for developing their own spelling in addition to the school spelling scheme. Word banks related to topics and the end of phase spelling lists are often used. Children in KS2 focus on learning the spelling patterns and words from the National Primary Curriculum. They have discrete spelling teaching at least twice a week and homework based on these patterns. Children are taught to employ their knowledge of sounds, patterns and to

Look for links in words to find effective methods for their own use and we understand that no one method will work for all.

Grammar and punctuation are taught explicitly as well as forming part of each lesson and identified in marking, with children in KS2 completing regular spelling, punctuation and grammar tests in preparation for the end of KS2 assessments.

Assessment: The children are formally tested on spelling punctuation and grammar in both Key Stage One and Key Stage Two in their end of Key Stage SATs tests. In all year groups, the children will have termly assessments to monitor their progression across the year and to identify targets and gaps in their learning which need addressing. Every week, children will have a spelling test working on the spelling words for their phase. These spelling patterns will support them with the SATs spelling tests.

Handwriting

Handwriting and letter formation is taught explicitly throughout the school. In Key stage1 children begin to use a script that will enable them to join through forming each letter with a lead-out ready to join to the next letter. Early intervention and regular handwriting lessons in the Foundation Stage and KS1 aim to ensure all pupils are writing in the appropriate style by the time they reach Year4 and at this point, children may be introduced to writing in pen. Good presentation is emphasised at all times and through all forms of writing. Pencil grips and writing boards are available for use by pupils that require them. The school has high expectations of handwriting and presentation of work and children are held to account for ensuring their work is always of an appropriate standard.

Speaking and listening

Children are provided with many opportunities to develop their speaking and listening skills through drama, discussions and paired work. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a regular basis and speaking and listening opportunities are planned for and exploited across the curriculum.

Maths

Intent: Our Maths curriculum is creative and engaging and embraces the Mastery approach to teaching mathematics. All children have access to this curriculum and make progress in lessons. We incorporate sustained levels of challenge through varied and high quality activities with a focus on fluency, reasoning and problem-solving. Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete fashion, before establishing ways of pictorially and formally representing their understanding. They need to be able to make rich connections across the areas of maths and use their knowledge in other subjects. Maths is the foundation for understanding the world and we want our children to know the purpose behind their learning and to apply their knowledge to their everyday lives.

Mathematics is a body of knowledge which provides a way of viewing and making sense of the world. It can be used to analyse and communicate information and ideas and to tackle a range of

practical tasks and real life problems. Maths is a proficiency which involves confidence and competence with numbers and measures.

At Green Meadow Independent Primary School, we use White Rose Maths from EYFS to Year 6. White Rose is a whole class programme designed to spark curiosity and excitement and to help nurture confidence in Maths.

Through Maths lessons it is our aim:

- To develop enjoyment of mathematics and a confident approach.
- To experience a sense of achievement regardless of age or ability.
- To develop mathematical understanding and skills through a practical approach, enabling children to apply their knowledge to everyday situations and problems.
- To develop the children's abilities to use mathematical language to talk about their methods and explain their reasoning.
- To ensure that all children understand the number system and can use a variety of computational strategies: oral, mental and written.
- To develop children's abilities to approach mathematical problems and puzzles in a systematic way.
- To match learning experiences to the abilities and needs of the children.
- To maintain a framework of learning throughout the school through which continuity and progression can be ensured.
- To understand and appreciate pattern and relationship in mathematics.
- To achieve mastery in maths.

Assessment: Children in Reception are assessed through their day-to-day activities and observations. Marking and verbal feedback are used to provide feedback and support daily. White Rose assessment tests are used to help aid teacher judgements. These formative and summative assessments help support and identify certain areas of maths that teachers need to revisit for their class/year group.

Science

Intent: In Science, we intend to inspire pupils with a curiosity and fascination about the world around them. We will develop their scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. We will develop their scientific language, enabling children to talk about their methods and explain their findings and conclusions. The curriculum will motivate them to become effective communicators of scientific ideas, facts and data whilst enhancing their practical skills of scientific enquiry.

- To stimulate and excite children's curiosity about phenomena and events in the world around them.
- To ensure that basic concepts and techniques are established thoroughly as a foundation for further learning.

- To develop scientific language, enabling children to talk about their methods and explain their reasoning.
- Stimulate enquiry into the nature of our environment and our place within it with a view to developing increasing environmental awareness resulting in young people with respect for our planet.
- To develop the confidence to apply what they have learned to a variety of situations and to realise the cross curricular links that are possible within the subject of science.
- To develop a set of attitudes which will promote scientific ways of thinking, including open mindedness, perseverance, objectivity and recognition of the importance of teamwork.
- To enhance pupils' practical skills involving: meticulous observation, accurate and appropriate measuring, the making and testing of hypotheses, the design of fair and controlled investigations, the drawing of meaningful conclusions through critical reasoning and the evaluation of evidence.
- To become effective communicators of scientific ideas, facts and data.

Assessment: At the start of each new topic KWL's are shared to establish prior knowledge, once the topic has been built upon children undertake an end of unit assessment to demonstrate their learning and progression.

Foundation Subjects

Computing

Intent: In Computing we intend to teach the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. We will build on this knowledge and understanding so that pupils use information technology to create programs, systems and a range of content. We will focus on being safe whilst working in a digital environment and understand the digital footprint we leave. The curriculum will develop pupil's digital literacy so that they are able to use, and express themselves at a level suitable for the future workplace and as active participants in a digital world.

We are using Twinkl scheme for Years 1 – 6 which ensures a thorough coverage of the National Curriculum objectives as well as clear progression between year groups. The Early Years Foundations Stage focus on developing key computing skills as well as an understanding of online safety. Each year group will be given an understanding of how computer systems work, an understanding of what data is and how it is used, given the chance to develop their programming skills and given the opportunity to create digital media.

We aim to:

- Ensure all children know how to be safe when using computing technologies and what to do if an incident occurs.
- Ensure that all pupils have ready access to computing equipment in the classroom and throughout the school.
- Enable pupils to build on their previous computing experiences.
- Teach pupils life skills and make them independent learners.

- Develop pupils' skill and confidence in their understanding and use of Computing
- Develop pupils' application of their skills.
- computing to support and improve learning and teaching across the curriculum.
- Teach pupils how to use computing equipment in the most effective way.
- Enable pupils to plan and assess their use of computing across the curriculum.
- provide pupils with stimulating and challenging work using computing.
- Improve pupils' knowledge and understanding of the many uses of computing in modern society.
- Celebrate pupils' success in the use of Computing.

The key areas developed in Computing are:

- Computer science;
- Information technology;
- Digital literacy.

Assessment: Teachers assess the children's computing skills and understanding from the tasks that they complete during lessons. Ongoing assessment is employed in each lesson where the teacher observes the children's keyboard and mouse skills, their ability to use a search engine effectively and their knowledge of how to stay safe on the internet.

PSHE

Intent: Our PSHE curriculum will encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. We believe that children are all individuals and this will be promoted through discussion and encouragement of tolerance.

We aim to provide pupils at Green Meadow Independent Primary School with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

All children learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The Twinkl programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose.
- Value self and others.
- Form relationships.
- Make and act on informed decisions.
- Communicate effectively.
- Work with others.
- Respond to challenge.
- Be an active partner in their own learning.
- Be active citizens within the local community.
- Explore issues related to living in a democratic society.
- Show respect for all people whatever their faith, belief or culture.
- Become healthy and fulfilled individuals.

Assessment: Teachers assess their classes PSHE skills through discussion based feedback and tasks they complete during the lessons. Additionally, teachers consistently consolidate the learning from PSHE through all areas of the curriculum and evidence is apparent in the children's language, attitudes, values and behaviour.

Humanities Curriculum

Geography

Intent: In Geography, we intend to inspire pupils with a curiosity and fascination about the world and its people. Pupils will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We intend to develop children's competency in the geographical skills through the use of fieldwork, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

- Inspire in pupils, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Develop a growing knowledge about the world to deepen their understanding of the processes that give rise to the key physical and human geographical features of the world.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Develop their knowledge of the location of places of global significance, their defining physical and human characteristics and how they relate to one another.

Develop the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, globes and aerial photographs.
- Communicate geographical information in a variety of ways, including through maps and writing at length.