



# Trinity First School

**Living together in a caring community  
Learning together to gain knowledge and grow in  
wisdom**

**Being together with dignity  
Believing in each other to inspire hope  
Flourishing Together**

## Curriculum Policy 2021

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## **CURRICULUM POLICY**

At Trinity First School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years Framework in Reception. We hope that through our rigorous, well planned curriculum combined with high quality teaching our children feel well supported to be well rounded, kind young people who have a genuine thirst for learning.

### **Introduction**

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

It includes the 'hidden curriculum', or what the children learn from the way they are treated and are expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and good attitudes to learning, in order that they achieve their true potential.

### **Values**

At Trinity First School we strive to make our children passionate about learning and make their learning as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at Trinity First School to have a spacious learning environment which includes a Forest School area, a trim trail, an outdoor EYFS area, gardening beds, pond and running track to not only build children's core strength, stamina, balance, flexibility, coordination and muscle strength but also boost positive mental attitudes. This environment is respected and used by all in school 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.

At Trinity First School our values of Kindness, Respect, Curiosity, Teamwork and Resilience permeate all areas of school life and are celebrated and rewarded on a daily basis through our use of the Class Dojo reward scheme.

### **Organisation and Planning**

At Trinity First School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years Framework in Reception. Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children.

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests.

In KS1 our curriculum is planned on a two year cycle with an emphasis on half term topics e.g. Rumbling Rio, cross curricular links and learning supported by quality texts and other quality experiences.

In KS2, we also follow a two year cycle of planned teaching and learning. The children's learning will interweave based on a cross-curricular approach for most subjects. However, children will become more aware of the distinct subjects such as Science, Geography, History etc. In making these links more clearly, children's learning will be committed to their long term memory more easily.

Through this cross-curricular approach, each subject's learning journey is carefully planned from the EYFS up to Year 4. All teachers are responsible for planning, evaluating and teaching in their classes. Subject leaders use the clear expectations of The National Curriculum to form the medium term plans from which the teachers produce knowledge organisers to identify key concepts, knowledge and vocabulary to be taught in a specific subject. The more detailed half termly planning will focus on the teaching and learning processes. Class teachers meet regularly to ensure continuity of provision in terms of expectations and outcomes across their year group.

### **Learning Environment**

Our learning environments are used to celebrate children's work and as a teaching tool. As a school, we keep them organised and make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. Displays around school are also used to promote the school's values of Kindness, Respect, Curiosity, Teamwork and Resilience.

### **Assessment, Recording, Monitoring and Evaluation**

Short and medium term assessment such as Puma and Pira Tests are the responsibility of the class teacher. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning. Formative assessments take many different forms and are reflected in the pupil's books in the marking and provision of constructive feedback. A more detailed assessment takes place in the class teacher's marking journal for literacy and numeracy. All feedback should be constructive and cause minimal anxiety for the children.

(See Marking and Feedback Policy 2018)

### **The roles of the Subject Leaders and Curriculum Leader**

It is the role of each subject leader and the curriculum 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. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- support staff development and improve the quality of teaching and learning over time
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny
- monitor and evaluate teacher's planning and teaching
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject
- map coverage of the curriculum to long term plans

- engage with subject associations and disseminate information to staff as 'mini' CPD.

The curriculum leader, 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, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum.

### **Risk Assessment**

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. Where water is involved in a risk assessment (for example fieldwork as a part of geography) the LA will be notified and permission sought as part of the risk assessment.

### **Inclusion and Differentiation**

In order to provide all pupils with relevant and appropriate work at each stage:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities.

Our curriculum is inclusive and promotes a growth mind set in all our children linking back to our school values of Kindness, Respect, Curiosity, Teamwork and Resilience. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

### **Theme-led Curriculum**

Across the school, we deliver many of the curriculum areas through topics: this being where two or more subjects contribute equally to exploring a theme or topic, e.g. **Extreme Earth** which includes elements of Geography and Science in year 3

- Learning activities are planned around the distinctive needs of our children at Trinity First School
- learning is enquiry-based to promote curiosity
- outcomes raise standards
- basic skills are embedded in children's learning
- learning is meaningful and set it in context
- writing is purposeful
- positive learning behaviours are taught
- learning is underpinned the latest thinking about quality learning and brain-based learning

### **Curriculum communication to parents**

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents make an appointment to meet with their children's teachers and discuss their progress.

School website and year group pages inform parents what has been happening in the wider curriculum.

The school's Twitter, Facebook and Class Dojo Stories informs parents instantly of whole school or enhanced activities which are taking place.

Teachers are of course also available at the start and end of each day for any necessary communications. Teachers regularly use Class Dojo to communicate with parents and the school office is another port of call. Parentmail or texts may be sent out providing details of specific events or inviting parents into school.

### **Home Learning**

Home learning plays an important role in an overall curriculum provision and the support of our parent body is vital in this process. However, we are also acutely aware of the time pressures facing parents and have sought to set appropriate homework for different aged children.

**Reception** – Children are expected to read every day supporting the reading scheme R.W.Inc.

**Year 1 & 2** – Children are expected to read at home at least 5 times each week. Children will also have weekly spellings to learn and maths games or activities to share with an adult at home.

**Year 3 & 4** – Children are expected to read at home at least 5 times each week. Children will also have weekly spellings to learn and maths activities generally designed to support the development of mental maths skills and to help them learn their times tables.

Home reading is greatly valued and regularly rewarded. Reading certificates are presented at the weekly Stars Assembly, when children have read 25 times to an adult outside of school.

Finally, children in Year 3 and Year 4 will have opportunities to complete themed homework. They will be able to choose from a number of options on the homework menu. E.g. create a collage, paint a picture, write a diary extract etc.

### **Enhanced Provision**

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc.). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

### **Resources**

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

### **Accountability and responsibility**

Our governing body is responsible for monitoring the way the school curriculum is implemented. They review curriculum development via the Headteacher reports, reports from subject leaders, curriculum governors monitor school priorities through interviewing staff and pupils about quality of teaching and learning.