



# Curriculum Policy 2023-2024

## Curriculum Statement

Sutton Green Primary is committed to meeting the requirements of the primary National Curriculum with a broad and balanced approach.

Our exciting, tailored and progressive curriculum provides challenge, enrichment and inspiration. It is taught with the consideration of the needs of all learners. All teachers have received training in key areas of curriculum change and are strong in each subject area. Our subject leaders ensure excellence through regular monitoring, collaboration, CPD and support.

Our curriculum includes supporting children to develop life skills such as empathy, consideration, determination and resilience. We achieve this through our behaviour culture of being **READY, RESPECTFUL** and **SAFE**.

To enable our curriculum to be effective, we foster adult-pupil relationships through nurture, consistency and a trauma-informed approach.

We assess pupils in a variety of ways so that our curriculum meets their needs. This occurs through a balance of formative methods ( e.g marking and feedback) and summative methods ( e.g. regular testing and gap analysis).

## Curriculum intent

Here at Sutton Green Primary School, it is our mission to offer a broad and balanced , enriching curriculum to all children. We believe a child's education should be fun, exciting, challenging and varied. We strive to provide this with passion and rigor. We offer high quality teaching to facilitate this outstanding curriculum. We ensure this through effective CPD, rigorous supportive monitoring and workload awareness.

## Aims

- Engage children through interesting topics and hands-on activities.
- Make meaningful links between subjects.
- Develop children's skills, knowledge and understanding of a range of themes and concepts.
- Make effective connections to the real world.
- Help children to think creatively and solve problems.
- Develop children's capacities to work independently and collaboratively.
- Enable children to make choices about their learning.
- Take account of children's interests and fascinations.

## Our approach:

- develops children to the best of their abilities
- helps children to find their passions and interests
- facilitates children's acquisition of knowledge, skills and understanding
- helps children to develop intellectually, emotionally, socially, physically and morally
- assists children in becoming independent, responsible, useful, confident and considerate members of the community
- promotes a positive attitude towards learning, so children enjoy coming to school
- helps children to acquire a solid basis for lifelong learning
- creates and maintains an exciting and stimulating learning environment
- ensures that each child's education has continuity and progression
- enables children to contribute positively within a culturally diverse society

## Curriculum Implementation

We provide a broad and balanced curriculum that has been developed to meet the needs of all children. Whilst *The National Curriculum* remains the backbone of our offer, we use research-based, tried and tested schemes to support the teaching of the statutory curriculum. See below for our current supporting schemes. These are, of course, planned and tailored to each class and individual's needs.

<b>Subject</b>	<b>Supported Schemes</b>	<b>Subject</b>	<b>Supported Schemes</b>	<b>Subject</b>	<b>Supported Schemes</b>
<b>Music</b>	Charanga	<b>Maths</b>	White Rose Maths Doodle Maths	<b>MFL</b>	Language Angels
<b>Geography</b>	Geography Association  Various sources	<b>Reading</b>	Pathways to Read Cracking Comprehension	<b>PE</b>	Complete PE
<b>History</b>	History Association  Various sources	<b>Writing</b>	Pathways to Write Read Write Inc	<b>Computing</b>	Kapow
<b>Science</b>	Various sources	<b>Phonics</b>	Read Write Inc	<b>PSHE</b>	The PSHE Association  No Outsiders
<b>Art</b>	Kapow	<b>DT</b>	Kapow	<b>RE</b>	Cheshire West and Chester (CWAC) Council Agreed Syllabus for Religious Education

Other areas of our curriculum include: self-regulation and mindfulness along with Ready Respectful Safe activities to continually educate children for appropriate behaviour and regulation.

Regular assemblies focus on British Values, No Outsiders and Ready Respectful Safe alongside national events and celebrations.

All elements of our curriculum and culture enhance and develop the personal development of each child.

## Spiritual, Moral, Social and Cultural (SMSC) Development

SMSC is the overarching umbrella that encompasses personal development across the whole curriculum.

We continually evaluate the effectiveness of our provision for pupils' spiritual, moral, social and cultural education. This broad concept can be seen across the breadth of school experiences.

We always consider the spiritual, moral, social and cultural development of pupils at Sutton Green, and evaluate the extent to which our education provision meets different pupils' needs.

The fabric of our curriculum continually educates and encourages children to consider the kind of people they aspire to be and the kind of world they aspire to create.

*More detailed information can be found on the subject specific information on our website via the 'Curriculum' tab.*

## Core Subject coverage

### English

#### *Writing*

We follow a Mastery approach to the teaching and learning of English through the programme *Pathways to Write*. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the *Pathways to Write* approach and this builds on the work we do in school to provide our children with a rich and varied vocabulary.

#### *Reading*

In addition to the early reading provision of Read Write Inc phonics in EYFS and KS1 (see Early Reading below), we also follow a Mastery approach to Reading through the programme *Pathways to Read*. Units of work are delivered using high quality texts and children are given varied opportunities for reading. Skills are built up through repetition within the units, and children apply these skills in the reading activities provided.

We deliver one whole class shared reading lesson per week from years 2-6 with bespoke grouped reading for every pupil at least once a week. In our shared and grouped reads, there is a clear teaching focus with the opportunity to master key reading skills in each session. There are follow on reading tasks to enable pupils to evidence the skills they have mastered independently.

### Mathematics

Our implementation within mathematics is to create fun, captivating, and inclusive maths lessons that ensure children are progressing and getting full coverage of The National Curriculum. We follow The White Rose Schemes EYFS to Year 6. White Rose Maths encourages a Concrete-Pictorial-Abstract approach to learning, it is inspired and informed by robust, world-class research and global maths experts. We supplement this with NCTEM and other resources and guidance. This allows us to adapt our lessons to give the necessary support and challenge to all students ensuring all children get the same opportunities in maths.

To allow children to access their prior knowledge and build on their retrieval practice we use White Rose Flashback Four's that encourage children to recall what they have previously learnt and how it may aid them in the coming lessons. In our starter activities, we often have a mathematical problem to solve based on both current and previous learning that allows children to build up stronger connections and put into practice their metacognition skills, allowing children to take control of their own learning.

To support children with learning their times tables, we use Times Table Rockstars. This resource allows children to learn their times tables but also gives them the self confidence, recognition and motivation to improve on their retrieval knowledge of times tables. It also allows children in LKS2 to prepare for the MTC without creating any maths anxiety.

### Science

High-quality Science lessons at Sutton Green encourage our children to gain scientific skills through our interactive and knowledge-rich learning projects. These skills can be found on our skills progression map.

The school and classroom environments encourage our pupils to engage, develop, innovate and express themselves through their own unique stage of development and learning. Teaching ensures that pupils gain knowledge and skills, appropriate for their age, and have high expectations to challenge all of our pupils to be proud of their work.

We are committed to providing exciting, hands-on and practical experiences to promote curiosity and a love for enquiry and knowledge.

## **Retrieval**

Retrieval Practice within Science lessons aims to encourage the children to engage with and use new skills and knowledge. Teachers provide meaningful and varied ways of approaching retrieval to enable children to recap and further embed their learning. Alongside interactive quizzes and games, working walls are used in each year group to display topic-specific vocabulary, Scientific Skills and Key Scientists.

## **Working Scientifically**

Through designing tests, carrying out investigations and collecting data, children develop logical thinking and the importance of a methodical approach. Pupils are encouraged to recognise the power of rational explanation using the correct scientific vocabulary and will draw conclusions based on outcomes. Testing theories and hypotheses promotes the development of critical thinking skills, enabling children to make links between ideas. Children are also encouraged to reflect on the reliability of data, thinking about what variables may have affected outcomes and the importance of suggesting and making changes to investigations and experiments.

# **EYFS Curriculum**

Sutton Green recognises the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that support them in reaching their full potential. We know that our children enter Reception classes with varied life experiences and we aim to plan teaching and learning opportunities accordingly to address this.

The Development Matters document along with the Foundation Stage Early Learning Goals set out end of reception year expectations for children by the end of the Foundation Stage. It is our intention to provide a broadly enriched, rounded and stimulating learning environment where children can work with adults and peers in a climate of mutual respect to develop;

- Confidence in their ability to learn.
- The social skills necessary to learn.
- The emotional capabilities to enable them to understand their feelings and to solve problems.
- A unique child.

We aim to provide children with a well-structured, safe, active learning environment both indoors and outdoors. This will enable them to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become useful, active members of a diverse and constantly changing society.

## **EYFS Curriculum Implementation**

We meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. We aim to provide a setting that

encompasses a safe and stimulating environment where children are able to enjoy learning and grow in confidence that helps them to achieve their fullest potential.

We meet the legal requirements for:

- Safeguarding and promoting children's welfare.
- Providing suitable adults with appropriate qualifications, training, skills and knowledge.
- Maintaining records, policies and procedures for the safe and efficient management of the setting and to meet the needs of the children.
- Planning and organisation to ensure that every child receives an enjoyable and challenging learning and developmental experience tailored to meet their individual needs.

The Statutory Framework for the Early Years Foundation Stage reflects the three prime areas and four specific areas of learning identified in the Early Learning Goals, all of which are equally valued at Sutton Green. These experiences our children meet through a healthy diet of both adult initiated and adult directed activities, child initiated and a problem solving approach to learning, enabling them to develop a number of competences across all areas of learning. The Early Learning Goals are in line with the National Curriculum and provide the basis for planning throughout the Foundation Stage.

We provide a safe, stimulating outdoor learning environment in order to enhance teaching and learning in engaging, problem solving, investigative and explorative ways. Children have daily opportunities to access the outdoor environment which also enables them to increase their levels of physical activity. Children's learning is enabled within the outdoor learning environment which is seen as an extension of the classroom within which children are encouraged to use and apply their newly acquired knowledge and skills through outdoor learning opportunities that also engages all pupils in a positive way with their local, natural environment.

Children in our Reception classes are assessed in relation to their progress towards Development Matters and the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. End of year assessments are finalised during the summer term, summarising each child's development at that point against the Early Learning Goals and Development Matters.

## Early Reading in EYFS

We use the *Read, Write Inc* programme to teach reading and phonics. The Read, Write Inc. programme is a systematic, synthetic phonics programme that explicitly teaches children to read fluently and accurately.

We assess our children every half term and place them into appropriate phonics groups with other children at a similar challenge level. Sessions take place daily and are taught by staff trained specifically in the programme. The lowest 20% of children are identified from our rigorous assessments and targeted for daily one-to-one tuition to help them "keep up, not catch up". The Read, Write Inc reading books that the children access in their phonics sessions at school and those that they take home are matched to the children's phonic knowledge and so are fully decodable.

## Curriculum Impact

At Sutton Green, children are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for

each year group and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.

We use rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened.

The impact of the curriculum is reviewed half termly and progress is measured against end of year outcomes for individual pupils and for the year group. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenges and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

All pupils are part of the 'Sutton Green Rosettes' reward system and Class Dojo. These are systems that celebrate and develop skills and mindsets such as : Being Ready, Respectful and Safe; Excellence, Generosity, Determination, Thoughtfulness, Understanding, Enthusiasm.

We measure the impact of curriculum through: pupil achievement data, attendance rates, behaviour, extra Curriculum registers, pupil questionnaires, pupil Voice and parent questionnaires.