



CURRICULUM POLICY

Formally adopted by the Governing Body of Sheringham Community Primary & Nursery School	
On	30 th June 2022
Chair of Governors	<i>Steward</i>
Head Teacher	<i>Clarke</i>
Last updated	30 th June 2022
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Be all that you can be...



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1. Curriculum Aims & Values

1.1 Aims

We will be successful when:

Community

Our children develop a deep sense of belonging and understand how to be **responsible** and active members of the local community and the wider world

Aspiration

Our children are ambitious, with high expectations for themselves and others, understanding there are no limits to what they can achieve with hard work, **resourcefulness** and dedication

Resilience

There is a culture of **resilience** and **reflection**, enabling children to understand how to take control of their learning

Emotional

Our children have patience towards others, are emotionally **resilient** and are willing to talk about their own concerns and feelings


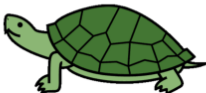



Skills & Knowledge

Our children can **reason** and are equipped with the skills, knowledge and experiences necessary to start them on a journey as life-long learners

1.2 Values

The 5 Rs for Lifelong Learning

At Sheringham Community Primary School & Nursery we are passionate about encouraging our children to be lifelong learners. In school we do this through the 5 Rs - these are learning behaviours that we support and encourage all children to have.

The 5 Rs		Statement for FS and KS1	Statement for KS2
Resourceful learner		I use the resources around me to help me learn.	I can use appropriate resources and strategies to support my learning.
Resilient learner		I never give up and keep trying.	I persevere with everything even when things are challenging.
Responsible learner		I take care of people and things around me.	I care about my own learning and the learning of others.
Reflective learner		I learn from my mistakes.	I reflect and learn from my mistakes and experiences and gain strategies from others
Reasoning learner		I make good choices.	I explore different ideas and justify my decisions.

2. Legislation

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

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](#).

3. Roles & Responsibilities

3.1 The Governing Board

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

The governing board 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
- Proper provision is made for all pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 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 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 governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for all pupils with different abilities and needs, including children with SEN

3.3 Other staff

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

Senior Leadership Team (SLT):	
Curriculum Lead	Jonathan Amies
Inclusion Lead/SENCO	Cat Wall
EYFS & Phonics Lead	Gemma Keogh
Pupil Premium Lead	Jen Tupper

Core Subjects:	
English	Suzanne McCaig & Jade Murray
Mathematics	Jen Tupper & Emma Blake
Science	John Perrem & Helen West

Foundation Subjects:	
Art & Design	Simone Stoppani & Gaby Toyn
Computing	Matt Perry
Design & Technology	Jack Cresswell
Geography	Hayley Oliver & Caitlin Read
History	Matt Perry & Caitlin Read
Languages	Ben Harvey
Music	Jon Cooper
Physical Education	Josh Roper & Zoe Parish
Personal, Social and Health Education, including Sex and Relationships Education	Ingrid Stocker & Amy Howarth
Religious Education	Rhiannon Bush & Gaby Toyn

4. Organisation & Planning

4.1a Teaching & Learning Philosophy

We achieve our aims using a variety of teaching and learning styles, including co-operative learning.

We incorporate and encourage our values, the 5R's of Lifelong Learning, into our classroom practice; the fostering of these values are essential in achieving our aims.

We balance direct teacher input with pupil activity, which includes group work, paired work and individual work.

In the Foundation Stage and early Key Stage 1, the children do lots of learning via continuous provision. We firmly believe that, by giving our children a voice, by nurturing their curiosity and by allowing them time and space to explore, innovate, create and negotiate through high quality play experiences, in enabling environments, that we will provide them with a firm foundation on which to build their future education.

When moving through the year groups, learning can become more formalised. Sometimes more formal sessions will be focused on new learning. At other times, pupils may be practising the mastery of a concept they have learned earlier. Our review system (retrieval practice) gives children ample opportunity to revisit previous learning, in order to embed it.

We acknowledge that mistakes are part of the learning journey and that it is okay not to know. Children work in varied, enjoyable and active ways, practising skills and applying knowledge through practical application.

At times, often when learning a new concept, or revisiting previous learning, direct teacher instruction is used. At other times, children learn through enquiry-based research activities or child lead activities.

In presenting material, teachers often make use of dual coding. This theory suggests that representing information both visually and verbally enhances learning and retrieval from memory.

Teachers will use a wide range of teaching strategies, including but not limited to:

- direct instruction
- demonstration
- modelling
- scaffolding
- explanation to clarify and discuss
- questioning to probe pupil's understanding to cause them to reflect on and refine their work, and to extend their ideas

- initiating and guiding exploration
- investigating ideas
- discussing and arguing
- listening to and responding
- child and partner editing

We recognise the fact that, in all classes, pupils are likely to make progress at different rates. While we have high expectations of all children and seek to provide suitable learning opportunities for all, we acknowledge that they might need different levels and types of support to succeed.¹

We achieve this by:

- adapting teaching in a responsive way, for example, providing focused support to pupils who are not making progress and challenging pupils who are making fast progress with deeper tasks²
- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty where not all children complete all tasks, whilst also ensuring that children are not limited to a set number or collection of tasks
- providing resources of appropriate complexity to enable every child to achieve
- grouping children in ways that enable pupils to be, both, challenged and supported appropriately

We recognise that differentiation (the creation of different tasks for different groups of pupils), can put a ceiling on children's learning and has generally shown not to have great impact on pupils' attainment.

4.1b Meeting the needs of all learners

We know that some children find learning harder than others, including children with special educational needs and those that attract the pupil premium.

Elements of our curriculum are specifically designed to address this.

Maslow's hierarchy tells us that children need to have their basic needs met to flourish and learn to their full potential.

We have deliberately designed our curriculum aims to prioritise these needs. Our approach to Community, Aspiration, Resilience and Emotional well-being are designed to meet the development needs of the children at our school, for example, our approach to Community is intended to meet the social needs of our pupils by fostering a sense of belonging.

¹ Ofsted, Education Inspection Framework – Overview of Research (2019), p. 14.

² Ofsted, Education Inspection Framework – Overview of Research (2019), p. 14.

Co-operative Learning

Co-operative Learning (Section 5.2) is designed to allow children that find learning more difficult to, not only have an equal opportunity to take part, but also to encourage all pupils to share, participate, listen and communicate.

This is a way of ensuring that all children have equal opportunity to develop communication skills, build vocabulary and acknowledge that peers working together is an effective way of building skills vital for work and thought in the future.

It helps children who find learning harder to build confidence before independent work is undertaken.

It is particularly effective in ensuring that children who may be less assertive have the chance to answer questions and actively participate and contribute in a 'low-threat' situation.

Reviews

All children require ample opportunity to revisit the key concepts of our curriculum in order to remember it. This is an approach that particularly benefits pupils that find learning harder.

Our review system (Section 5.4) is deliberately designed to address this.

Wish List

Some children, including those that find learning more difficult, have not had the exposure to wider experiences that others have had. Our curriculum 'Wish List' is designed to provide those wider opportunities and experiences.

<https://www.sheringhamprimary.norfolk.sch.uk/wish-list/>

Deeper Thinking Tasks

Some children grasp the core learning, in a lesson, quite easily and quickly. For these reasons, opportunities are given for children to 'go deeper'. Teachers set Deeper Thinking Tasks, usually in the shape of a question, to meet the needs of these children.

4.2a Skills, Knowledge & Vocabulary

Curriculum lies at the heart of education and subjects are at the heart of curriculum.³

Our approach to balancing knowledge & skills is 'knowledge-engaged', where knowledge is seen as underpinning and enabling the application of skills. Skills and

³ Ofsted, Education Inspection Framework – Overview of Research (2019), p. 9.

knowledge are taught alongside each other with a desire for both to be developed.⁴

Our curriculum is subject driven. Children know what subject they are working on in a particular lesson, or series of lessons; this is underpinned by subject-specific work books that follow the children through their learning journey.

Cross-curricular links are made when they are strong and obvious and contribute to the development of long-term schemata, but they are not the key driver. Cross curricular links should not distract or dilute the learning of subject specific knowledge and skills.

Progression in skills, knowledge and vocabulary for each subject has been carefully planned and sequenced by each subject leader, ensuring that the curriculum covers things pupils need to know and be able to do before they leave the school, as set out in the national curriculum.

Each subject has a progression grid - a document that outlines how the skills, knowledge and vocabulary for each subject builds over time.

This is curriculum as the 'progression model' that focuses on learning in connected chunks, giving children the best possible chance to 'master' the subject over time.

These documents are designed to allow each teacher quick access to what has been taught before and what is to be taught next, ensuring that all learning is a smaller part of a planned journey of mastery.

By using these grids, teachers know that what they are teaching is, both, more challenging than what was taught before and prepares the children for the learning that will come next.

Progression of skills, knowledge and vocabulary, for each subject, has been designed by subject leaders, alongside the curriculum lead, so that there is logical and comprehensive progression throughout all year groups for all subjects.

Our progression grids are colour coded for each year group so that it is clear if learning is new or whether it is learning that has been carried forward from a previous year group for revision/further embedding. This layered and connected approach between year groups, ensures that learning is connected and part of a single learning journey.

As part of the planned progression in knowledge and skills, each subject has specifically planned vocabulary to teach. This vocabulary progresses, systematically increasing each child's 'word store', whilst also providing opportunity to revisit vocabulary that has been learnt previously.

⁴ Ofsted, Education Inspection Framework – Overview of Research (2019), p. 6.

4.2b Subject Visions

Art & Design

We believe our Art and Design education will give children the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. We hope it will fire their imaginations and be a fundamental means of personal expression.

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity and resilience, children will acquire the ability to make informed, critical responses of their own work and that of others. Throughout their time at this school children should go on a creative, cultural journey inspired by the work of artists, designers and craft makers, using real life experiences whenever possible, be that from cultural visits, artists visiting us, or having every child spending time to work on a project with our own Artist in Residence. This will allow them to use the skills learnt in a collaborative community. Every year, there is a clear progression of these skills, which build on prior learning and so enable the use of tools and techniques with increasing mastery.

Children's work will be celebrated through displays in school and exhibitions for parents and carers but also by developing links in the wider community. As a school we are proud to be involved with Artsmark and the creative skills the children learn should give them the courage to express themselves and grow as individuals.

Foundation Stage & KS1

The children will begin to manipulate tools and materials to create artworks using different media: drawing/painting, collage/sculpture, architecture/printing; developing a basic understanding of colour, pattern, texture, form, shape and space. We want them to be excited by the work of known artists, craft makers and designers so that they will be able to talk about and explore their thoughts and feelings and importantly make links to their own work.

KS2

In KS2 the children will continue this process being inspired by great artists, architects and designers; talking about their techniques and influences. They will use sketchbooks to explore and experiment with different media (e.g. pastels, plaster of paris, mosaic) and choose the most effective of these to create final pieces. They will develop their techniques to create visual effects and talk about (critique) their work and the work of others with confidence.

Computing

At Sheringham Community Primary School we aim to deliver a high-quality computing education to equip and prepare pupils for the digital world by unlocking their potential. This will enable them to achieve their goals and aspirations in life. Through teaching computing skills our children will be able to participate in our community and a rapidly changing world. Computing skills are a major factor in enabling children to be confident, resilient, creative and independent learners and

it is our intention that children have every opportunity available to allow them to achieve this.

Our curriculum will ensure our pupils are confident in 5 main areas: E-Safety, Programming, Handling Data, Multimedia and Technology in our Lives. Many of our lessons will be adapted from plans from The Teach Computing Curriculum. Pupils will be able to connect with others responsibly and consider theirs and others emotional well-being. They will use coding skills effectively, find, explore, analyse, exchange and present information. They will be creative users of information and communication technology

In Foundation Stage & Key Stage 1, pupils will understand what algorithms are and how they are implemented. They will create and debug simple programs, use logical reasoning, use technology purposefully to create, organise, store, manipulate and retrieve digital content, recognise common uses of information technology beyond school. They will use technology safely and respectfully, keeping personal information private. They will identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In Key Stage 2, pupils will design, write and debug programs that accomplish specific goals. They will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. They will understand computer networks, including the internet. They will use search technologies effectively. They will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs. They will collect, analyse, evaluate and present data and information. They will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design & Technology

Our Design and Technology curriculum has been created in a way to allow our pupils to be inspired by past and present real world professionals, whilst enabling an environment that allows children to flourish and not fail. Through design and prototypes, our children will improve and adapt their use of a variety of mediums in order to achieve and progress their skills and understanding in construction, textiles and cooking. Our children will understand the importance of a safe and hygienic working environment to create their product by considering their own well-being and safety but also that of the target consumer.

In the EYFS and KS1, Design and Technology will equip our children with the skills and knowledge of basic planning, creating and critiquing their products. Our children will begin to critique prototypes, plan their own product with improvements and justify their choices and the changes made through class evaluations. Through the creation of their products our children will be improving their fine and gross motor skills and understanding the importance of different materials and how they can be manipulated to construct their product or join other mediums.

In KS2 our children will be building upon their knowledge and skills by independently creating their own prototype through a simpler medium before evaluating and suggesting improvements on their prototype. Our children will be looking at joins, hinges, frames and measurements as a way of accurately displaying their understanding of their own design and the functionality of it. They will learn specific vocabulary relating to construction, textiles and cooking while gaining inspiration from famous current and historical architects, designers and chefs. Our children will have a target audience in mind and will design and create a product to suit that audience.

English

The English national curriculum (2014) states that:

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.'

At Sheringham Community Primary School we believe the exposure of children's literature is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school. We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

By using The Literacy Tree approach we are putting high quality books at the core of all of our teaching ensuring that reading, writing and grammar has a purpose. Our children are given writing opportunities that are meaningful with a clear audience whether to explain, persuade, inform or instruct. They are hooked by the quality texts which engage the learner and starts them on their reading for pleasure journey to enable them to build a literary repertoire during their time with us.

Geography

We believe our Geography curriculum will inspire a curiosity, a fascination and a love of the world and its people that will remain with our pupils for the rest of their lives. We want to nurture our children's interest in our amazing world and enable them to have the aspiration and resilience to protect it as a member of the human race.

In Foundation Stage & Key Stage 1, Geography will provide our children with the knowledge, skills and understanding to make sense of their world, the United Kingdom and where they live. They will learn specific vocabulary relating to human and physical geography. Our children will begin to use geographical skills, including first-hand observation, to enhance their locational awareness by visiting places like Sheringham Park and the beach.

In Key Stage 2, we want Geography to build on our children's own experiences to investigate places at all scales, from the personal to the global, extending their knowledge and understanding beyond the local area of Sheringham and Norfolk, to

include the United Kingdom and Europe, North and South America. This includes stimulating an interest in the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to deepen their locational and place knowledge.

History

At Sheringham Community Primary School, we want all of our pupils to have a secure understanding of the past and how history shapes the future.

The teaching and learning of history will give pupils an understanding of the past through learning about human achievements, resilience and experiences.

High quality lessons will encourage children to think critically, consider and weigh evidence, develop a chronological understanding and inspire curiosity to know more about the past. Children will be able to empathise with people from different eras. The children will study how our local community has developed and changed throughout history.

Our curriculum is based on five main themes: conflict/invasion, inspirational leaders and their aspirations, influences on our world, children and boats/ships. These themes will be built on year by year from the Foundation Stage to the end of KS2, as the children study how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

In Key Stage 1, pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between the ways of life in different periods. They will do this through studying a range of different artefacts.

In Key Stage 2, pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time, including the studying of artefacts and develop the appropriate use of historical terms.

Languages

At Sheringham Community Primary School, we want all of our children to have the ability and enthusiasm to understand the world around them.

Learning a foreign language gives our children the keys to unlock knowledge and understanding of other cultures, and the confidence to broaden their future horizons in our ever-changing world.

Weekly immersive lessons will gradually build up our children's vocabulary, grammatical knowledge and pronunciation and intonation skills. This will allow our students to speak and write with increasing fluency and confidence. Engaging,

practical activities, games and a perceptive use of ICT throughout language lessons will embed a love for learning a new language and encourage pupils' curiosity about the wider world.

Maths

All children can succeed in mathematics. It is our belief that mathematics should equip pupils with a uniquely powerful set of tools to help them to understand the world around them. We endeavour to ensure that all children at Sheringham Primary School develop a positive and enthusiastic attitude towards mathematics that will stay with them throughout their life. These tools include the ability to think mathematically, reason and solve unfamiliar problems with fluency using a range of learnt strategies through collaborative and independent learning.

A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. (National Curriculum 2014)

Community: We aim to provide carefully sequenced cumulative work, which allows learners to make connections between different mathematical concepts and contexts. This will enable them to build on prior learning and understand how mathematics fits into all aspects of life in their community.

Aspiration: It is our aim that children will aspire to achieve success in mathematics by developing fluent number sense and mathematical thinking and vocabulary.

Resilience: Children will become resilient, confident and independent mathematical thinkers by applying deep conceptual understanding to maths learning throughout the curriculum.

Emotional: Our aim is for children at Sheringham Primary School to develop a lifelong love of mathematics, through lessons that encourage them to make connections and experience the joy of mathematics.

Skills and Knowledge: Mathematical understanding is not about memorising facts and procedures: it is about developing a deep conceptual understanding of number to solve problems. We aim to provide the children at Sheringham Primary School with the mathematical skills for life and the knowledge to be able to apply these to tackle problems with confidence.

Music

Music is a universal language that embodies one of the highest forms of creativity. We think that a high-quality music education should engage and inspire pupils to develop a love of music and nurture their musical talent.

At Sheringham we have three main musical aims:

To give the children the opportunity to develop the knowledge and skills to become successful singers. We believe that nurturing a love of singing will help build their self-esteem, engage their emotions, promote social inclusion, support development of social skills and enable our children, of all ages and abilities, to collaborate towards a common goal of artistic value.

To give the children the opportunity to develop the knowledge and skills to perform and create music. Music composition and performance gives them the opportunity to connect with other people, both in school and within the wider community. It enables them to develop their creativity whilst integrating many other subjects within the curriculum. It develops their self-confidence, promotes their self-esteem, time management skills and discipline.

To give the children the opportunity to listen to and understand a broad range of high quality recorded and live music. We believe that this not only benefits the children's wellbeing, both physically and mentally, but gives them the opportunity to develop a greater understanding of the world and its cultures, both past and present.

Physical Education

In PE we have fantastic areas to use in and around the community for various sporting events. We travel for these events and hold events at our school deepening the links between us and schools/clubs around us. We endeavour to create and keep strong links with the clubs and organisations local to us. At Sheringham we strive to encourage a beat your own personal best mindset. With this mindset comes strategies to be a graceful loser and winner in game situations, most importantly how to improve next time.

In EYFS and KS1 the children are very resilient and this is where we encourage a love of creating a healthy lifestyle through high quality PE lessons and after school clubs including those outside of school. We do this using the fundamentals of movement and games.

In KS2 we turn our focus to leading and creating an understanding of winning and losing and how to improve on this for next time to beat your personal best. In KS2 the community of Sheringham and other schools is far and wide as we have over 40 events in the calendar to attend and represent our school to a high standard. KS2 creates an understanding of water safety which is highly important in the area we live in.

All children will develop an understanding of a healthy lifestyle and how this can be achieved.

Personal, Social & Health Education, including Relationships & Sex Education

At Sheringham Community Primary School and Nursery, we understand the importance of educating pupils about feelings, for others as well as themselves. In our RSHE lessons we provide a framework in which sensitive discussions can take place. The children will learn the importance of health and hygiene. We will help the children develop feelings of self-respect, confidence and empathy towards others within their community and beyond. They will be shown how to make well-informed decisions and aspirations in their lives. We aim to provide a positive attitude towards issues of puberty, sexuality and relationships. We will be looking at relationships with others and different cultures globally. Each year children will build on their prior knowledge, which will help them become more resilient.

This section should be read in conjunction with the RSE policy.

Religious Education

Our RE curriculum aims to develop an understanding of religion and worldviews that will prepare our children for a life in a changing world. We want our children to become religiously literate and free thinking whilst developing a respect for people and their views.

All children will have the opportunity to learn about a variety of religions and worldviews which will allow them to question their own views and beliefs. Through an enquiry based approach, as prescribed by the Norfolk Agreed Syllabus, the children will develop their core knowledge of religions. Pupils will be provided with opportunities in school that will help prepare them for the experiences and responsibilities of later life. Each religion will be explored through 3 common strands these are; theology, philosophy and human and social sciences, thus allowing the children to gain a broad and balanced view of each religion or worldview.

In the Early Years and Key Stage 1 children will begin to explore religion and what this means to them and their community. They will visit places of worship in the local community as well as having the opportunity to learn about world views and religions that may be unfamiliar to them. They will explore the religions Christianity, Hinduism and Judaism as well as the worldview of Humanism. During these formative years the children will be taught to question and explore these beliefs and views in a safe and engaging environment.

In Key Stage 2 the children will develop their knowledge of Christianity, Judaism and Humanism as well as learn about other religions such as Buddhism, Sikhism and Islam. They will continue to develop their religious literacy as well as their skills of questioning and research methods. Children in KS2 will also visit places of worship and meet people from different faiths or who have a different worldview. They will also explore how the perception of various religions or views may differ person to person and how they would challenge or accept these opinions.

Science

In Science, we will inspire our children by giving them the practical opportunities to pursue their natural curiosity and develop their aspirations. We will promote the experience of exploring and investigating scientific phenomena, in a range of ways, to ensure a progression of knowledge and understanding therefore enabling our children to feel connected to the community and of the world around them. The Developing Experts (an online science platform) is available as a resource to support our teaching. Our children will be encouraged to ask questions, take risks, experiment, reflect, make and learn from mistakes, in a safe environment. We aim that they acquire and apply core skills, which equip them for an ever-changing world. We believe that these opportunities will set our children on the path to be, life-long resilient learners who will explore the world around them.

4.3 Medium Term Planning (MTP)

The design and use of the Medium Term Planning template is the key document that ensures the intent that has been designed by subject leaders is implemented in the learning environment.

It is this document that serves as the core planning document for teaching staff. Beyond this document, further planning is done to ensure that the learning is delivered, in the learning environment, in a robust manner.

5. Elements of our Curriculum

Below are the elements of our curriculum that are unique and personal to Sheringham Community Primary School & Nursery. They are the things that make our curriculum special to us: CARES (Community, Aspiration, Resilience, Emotional Well-Being, Skills & Knowledge), co-operative learning, our wish list, the daily, weekly and half-termly review, and our approach to our local context.

5.1 CARE (Community, Aspiration, Resilience, Emotional Well-Being):

In addition to the coverage of the national curriculum skills & knowledge, the school has prioritised four core elements, which are the 'Sheringham Primary Specifics' of our Curriculum.

These lie at the heart of our curriculum, and are based on extensive consultation with stakeholders, designed specifically to meet the needs of the children growing up in our context.

They are Community, Aspiration, Resilience and Emotional Well-Being. These elements, along with Skills & Knowledge from the national curriculum, is known as **CARES**:

Community

We believe strongly that children should develop the knowledge and skills to achieve a deep sense of belonging and understand how to be responsible and active members of the local **community** and the wider world.

Aspiration

We are passionate about encouraging children to be **aspirational**, with high expectations for themselves and others, understanding there are no limits to what they can achieve with hard work and dedication.

Resilience

We also believe whole-heartedly in developing learners with positive and **resilient** learning attitudes, whilst also nurturing, through explicit teaching, their ability to look after their own **emotional well-being**.

Emotional Well-Being

Within this element of our curriculum, there is an emphasis on keeping safe and a focus on fundamental British Values (BV). We acknowledge that this element has strong links with PSHE (Personal, Social & Health Education).

5.2 Co-operative Learning

Co-operative Learning forms a key, consistent and central component to our teaching & learning approach, ensuring that our classrooms are language rich and that children can learn from their peers as well as adults.

Skills and knowledge are modelled by the teacher and then learners are able to practise these skills in a series of structured activities. These structured activities are called CLIPS (Cooperative Learning Interactive Patterns).

Each CLIP is designed to encourage pupils to share, participate, listen and communicate. The teacher will use the CLIP they feel best supports the learning of the groups of learners in their class. Cooperative learning is very interactive with pupils speaking to each other and answering questions.

Cooperative Learning is a way of ensuring that children develop communication skills and an acknowledgement that peers working together is an effective way of building skills vital for work and thought in the future.

In addition, CLIPS help to build confidence before independent work is undertaken. It is particularly effective in ensuring that children who may be less assertive have the chance to answer questions and actively participate and contribute in a 'low-threat' situation.

Cooperative Learning also encourages deeper and critical thinking skills as the follow up questions we usually ask are how? and why?

5.3 Our Wish List

Our 'Wish List' is a set of activities and wider experiences that we feel will enhance the personal development of our pupils. These are activities that the adults in school decided in collaboration, drawing on their diverse set of experiences. Some of these activities, for example, trying a variety of foods, will be experienced more than once during each child's school life at Sheringham Community Primary School & Nursery.

Some of these activities will fit appropriately into a bigger unit of work, for example, visiting a farm might form one activity in a Science unit on 'Living Things'. Other wish list activities might be planned as a shorter discreet project.

5.4 Blocking & Interleaving

Evidence shows that it is becoming increasingly clear that using spaced or distributed practice, where knowledge is rehearsed for short periods over a longer period time is effective.⁵

It is therefore considered good practice to block learning and repeat practice over time, as this leads to better long-term retention of knowledge. For some subjects and units of work, this is the approach that we employ.⁶

Some subjects and units of work, on the other hand, are interleaved - usually by way of a daily lesson (English & Maths) or a twice-weekly or weekly lesson, for example, in music or languages. There is growing evidence that this can improve retention.

We acknowledge that an inevitable level of forgetting is a major issue in learning.

Over the course of study, to ensure that learners remember, in the long term, the content they have been taught, we incorporate daily, weekly and half termly reviews of previously learnt knowledge into our teaching and learning routines, particularly where learning has been blocked; this practice is deliberately designed to ensure that pupils build complex schemata over time. This practice leans heavily on Rosenshine's 'Principles of Instruction':

Daily reviews occur daily. A daily review takes place at the beginning of lessons, essentially acting as a starter, revisiting knowledge that has previously been learnt and will be useful for that particular lesson.

Weekly reviews happen weekly. A weekly review revisits essential knowledge from subjects that are not currently the main focus and will have been learnt previously. The focus of these sessions is not teaching, but assessing what can be remembered, giving children the chance to recall information; a weekly review also revisits learning from the previous half termly review that has been identified as a priority.

⁵ Ofsted, Education Inspection Framework – Overview of Research (2019), p. 16.

⁶ Ofsted, Education Inspection Framework – Overview of Research (2019), p. 16.

A **half termly review** is a low stakes quiz that assesses how much knowledge has been retained. This acts as a formative tool, informing teachers which concepts the children found more difficult so that they can build this learning into the weekly reviews for the next half term.

By employing daily, weekly and half termly reviews, there is ample opportunity for retrieval practice.

Local Context

We recognise that children living in our area are shaped by the context in which they live. To address areas where skills, knowledge and personal development may not be acquired at home, our CARES approach and our PSHE curriculum offers an ambitious provision.

Sheringham, and Norfolk, has a history to be celebrated and we feel passionate about educating our children to be proud of the place that they live, developing local cultural capital, deep roots with their locality and a feeling of belonging in Sheringham and Norfolk, whilst also developing the aspiration to understand the opportunities that exist in the wider world.

Many aspects of our curriculum are designed to celebrate the things that make Sheringham and Norfolk great, for example, learning based on Norfolk's Deep History Coast, the art of Kieron Williamson and Boudicca's rebellion.

6. 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 attaining 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, wherever possible, 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.

7. Monitoring Arrangements

- The intent, implementation and impact of the curriculum is monitored regularly and rigorously and there is an action plan in place to ensure this.
- The curriculum lead monitors a priority aspect of the curriculum on a rotational basis and keeps a record of this.
- The headteacher holds regular updates with the curriculum lead to discuss the curriculum.
- The headteacher (teaching & learning) and the deputy headteacher (curriculum lead) undertake some monitoring activities together to ensure that the curriculum and teaching and learning work as one.
- The curriculum lead meets regularly with subject leaders to enable quality communication and joined up thinking.
- Subject leaders have an action plan that includes how they plan to monitor the quality of the curriculum; this has been developed in conjunction with the curriculum lead.
- The SENCo/Inclusion lead monitors the curriculum experience of children with special educational needs regularly and reports back to the curriculum lead.
- The Pupil Premium lead monitors the curriculum experience of disadvantaged children regularly and reports back to the curriculum lead.
- Regular learning walks evaluate the consistency of collaborative learning.
- Subject leaders use their curriculum release time to undertake activities that monitor whether their intent is being implemented.
- Subject leaders meet with the curriculum lead to discuss findings from monitoring and plan action.
- The progression of skills, knowledge and vocabulary is under continuous review, ensuring it is fit for purpose.
- Monitoring activities include, but is not limited to: learning walks, lesson observation, book scrutiny, discussions with varying stakeholders e.g. teachers, teaching assistants, children, parents, governors.
- Governor monitoring includes book looks, speaking to subject and curriculum leads, a half termly curriculum committee and pupil voice.

8. Links With Other Policies

This policy should be read in conjunction with the following policies:

- Assessment, Recording & Reporting Policy
- British Values Policy
- E-Safety Policy
- Educational Visits Policy
- EYFS Policy
- Feedback Policy
- Homework Policy
- SEN Information Report
- RSE Policy
- Inclusion Policy
- Pupil Premium Policy