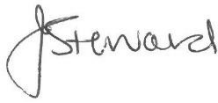





CURRICULUM POLICY

Formally adopted by the Governing Body of Sheringham Community Primary & Nursery School	
On	19 th October 2023
Chair of Governors	
Head Teacher	
Last updated	19 th October 2023
Review	19 th October 2024

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

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	Helen West
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 a significant amount 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.

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
- making [subject specific adaptations](#) to learning

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 are ambitious for children with SEN to achieve the same outcomes as everybody else.

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

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

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

example, our approach to Community is intended to meet the social needs of our pupils by fostering a sense of belonging.

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

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

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

[Computing](#)

[Design & Technology](#)

[English](#)

[Geography](#)

[History](#)

[Languages](#)

[Maths](#)

[Music](#)

[Physical Education](#)

[Personal, Social & Health Education, including Relationships & Sex Education](#)

[Religious Education](#)

[Science](#)

4.3a 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.

4.3b Subject Schemes

In subjects where we feel there is less opportunity for local context opportunities, we use, to different extents, 'off the shelf' schemes that have been well-researched by our subject leaders and developed by experts. These include: Real PE, Plymouth Science, The Literacy Tree, White Rose Maths, Teach Computing, Easy MFL, The Norfolk Agreed Syllabus (RE).

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 Oracy, including Co-operative Learning

At our school we value oracy highly. We believe that enabling children to listen and talk effectively, including in full sentences, is a key component of 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

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

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

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.

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.
- 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