Curriculum Policy

Policy updated: March 2022
To be reviewed by: by 30 Mar 2024

Version Control

Date	Change
Jun 2008	Policy prepared by Linda Panayi (Deputy Headteacher)
May 2012	Policy reviewed with minor amendments by Linda Panayi (Deputy Headteacher)
Oct 2016	Rewritten by Jane Trampnow (Headteacher) to take into account changes since the implementation of the New National Curriculum. Agreed by Governors January 2017.
Feb 2020	Policy significantly rewritten by Jane Trampnow (Headteacher) to take into account All Saints' revised curriculum intent and implementation. Agreed by Governors
Mar 2022	Policy significantly rewritten by Barbara Rodel (Headteacher) to reflect post-COVID practice.

At All Saints' we are 'Children of God'.
We wear our crowns with pride.
Together, we are Included, Involved and Inspired.

24 Do you not know that in a race all the runners run, but only one gets the prize?
Run in such a way as to get the prize.
25 Everyone who competes in the games goes into strict training. They do it to get a crown
that will not last; but we do it to get a crown that will last forever.
26 So I run with purpose in every step.

1 Corinthians 9: 24-26

Vision Statement

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*

*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*

Together · Included · Involved · Inspired

1. Introduction

Jesus said that he had come to bring "Life in all its fullness" (John 10: 10). At All Saints' CE School the Staff and Governors understand that we work towards this end by providing a full and varied curriculum that has been designed to meet the needs and aspirations of our unique community and give them the knowledge, skills and cultural capital to enable them to succeed and flourish in modern day Britain.

2. Intent

Everyone is **included** at All Saints'. We are fortunate to have a diverse and rich community which is drawn from many countries and between us; our families speak many languages and represent a wide variety of world and religious views. We are culturally and linguistically rich; however, mastery of vocabulary in English can be a challenge for many of our pupils. We therefore give a high priority to enriching language through teaching language progression and the understanding of vocabulary through articulation. Our children need to understand the important historical, technological and cultural events which have shaped Britain into the country it is today, so that they know their place in the world and so that we can move forward together, understanding who we are collectively and who and what has influenced our society of today. Therefore, we will deliberately ensure that during a unit of work, children will study diverse individuals or groups who have achieved prominence in their field.

We want our children to flourish and live life in all its fullness – to be **involved** and active citizens, fully playing their part in society and enriching society with their gifts. With this in mind, children will learn artistic and sporting skills as well as academic disciplines, to encourage and enthuse them to be life-long active and creative individuals.

The school's intention is that all pupils, whatever their background, educational attainment, first language,

physical abilities or emotional and mental health, are able to make progress from their starting point and flourish. We believe that our curriculum should **inspire** all our pupils to achieve.

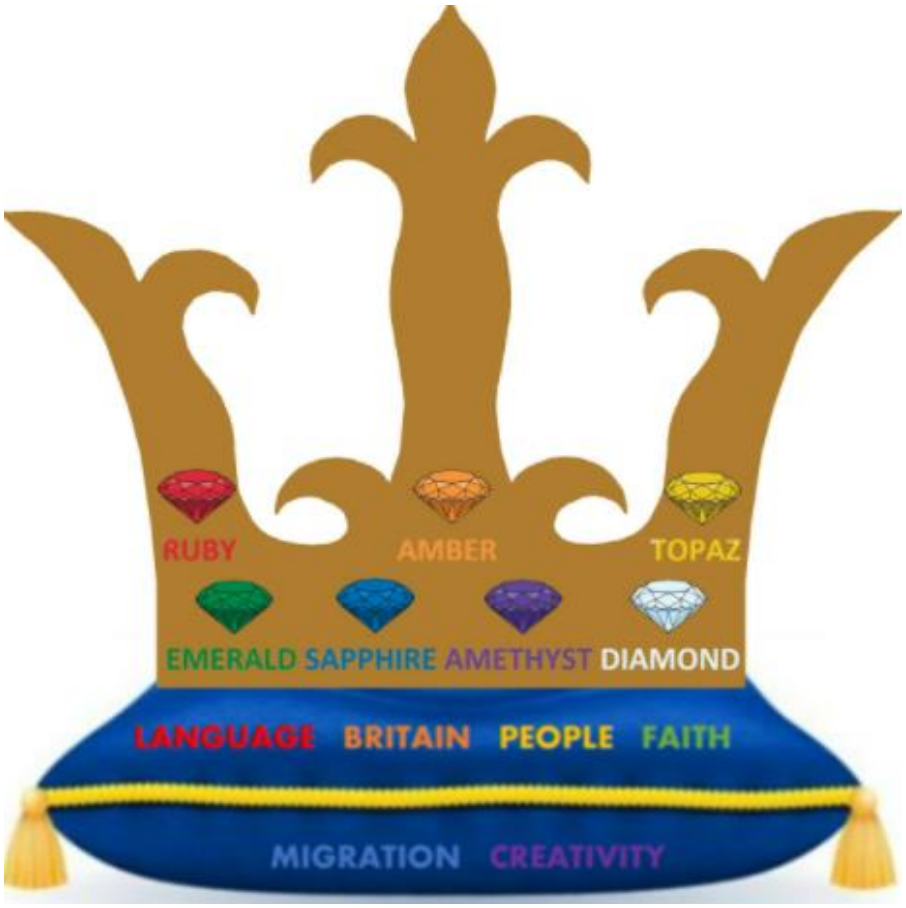
Our Curriculum also teaches children about the context of their hometown. They study particular topics from Newmarket's Geography and History and we make use of the locality such as the neighbouring National Horseracing Museum, the Racing School, Warren Hill and the town's historic buildings. Children also learn about the foundation of our school.

3. Implementation

Along with other schools, All Saints' School adopted the revised National Curriculum (NNC) in 2014: https://www.gov.uk/government/collections/national-curriculum.

3.1 The All Saints' Crown of Knowledge

Our curriculum builds up knowledge and skills over time so that children can master key concepts in each subject. These key concepts are revisited each year, adding new learning to extend the understanding which the children have already developed. At All Saints' we present this new learning as **knowledge gems**, relating to the names of our year groups; these start with Ruby, and move up through Amber, Topaz, Emerald, Sapphire, Amethyst and Diamond. As each year-group progresses through the school, the children will gather all the knowledge gems they need to create a lasting crown of knowledge, giving them the confidence and skills to prosper beyond primary school.



3.2 The Big Ideas

Our Crown of Knowledge rests on a 'Cushion' of Big Ideas. Although the All Saints' Crown of Knowledge is based on the National Curriculum, we have developed this further to answer the specific needs of our children. Our pedagogy rests on six **Big Ideas**, which act as a cognitive framework, guiding our selection and presentation of knowledge gems, so that there is an underlying coherence in what we are teaching and the children's understanding deepens year by year. Our Big Ideas are:

- **Language**: Understanding subject specific vocabulary and the development of language; allowing children to articulate their ideas.

- **Britain:** Relating to the impact of significant historical and geographical events, and technological, scientific and cultural shifts that have shaped the locality and modern Britain.
- **People:** Children will learn from the examples of prominent people who achieve or rise above their beginnings.
- **Faith:** Understanding and appreciating the Christian faith and the beliefs and values of those in our school community and the world, fostering mutual respect.
- **Migration:** Why do people move from one country and travel to another, and why do invasions happen? What impact do new arrivals make on a country and what legacy do they leave there?
- **Creativity:** How has creativity enriched our culture and teaching children the skills to be increasingly creative?

4. Content

4.1 English

Our English curriculum follows the National Curriculum and we teach the year group content in line with the National Curriculum guidance.

As many of our children speak English as an additional language, we aim to model and promote the use of English and progression in language. We use the 'Progression in Language' (Tower Hamlets) document to inform our planning for language acquisition and to promote speaking and listening.

Phonics and early reading is taught using 'Little Wandle' and books are closely matched to children's phonics knowledge.

We use 'Take One Book', which enables us to prioritise reading for meaning across the curriculum. This improves and extends our children's vocabulary and love of reading, but in particular it helps children with limited language acquisition to develop from a functional to a deeper understanding of texts.

We use 'Talk for Writing' techniques in EYFS and Key Stage 1 so that children with less exposure to the English language or access to a range of genres are able to learn and adapt models of writing. In Key Stage 2, IPEELL is used to help children understand the structure and content of their writing.

4.2 Mathematics

The Mathematics Mastery approach provides the backbone to pupils' mathematic learning in our school, and this is supplemented with carefully selected resources from other sources, including White Rose, which complements and extends pupils' learning. Children are taught to reach mastery working from the concrete ('the doing') to the pictorial ('the seeing'), and then to abstract calculations ('the symbolic').

Conceptual Understanding: Pupils deepen their understanding through the use of multiple representations. Concepts are initially represented by concrete resources, and pupils make connections between different manipulatives and pictorial representations, before moving onto abstract equations and word problems.

Language development: The way that children speak and write about Mathematics has been shown to have an impact on their success. Working walls scaffold learning and display key vocabulary and stem sentences, which in turn are shared with the children and modelled by all adults. Lessons should include opportunities for children to 'talk' and explain or justify their mathematical thinking and reasoning.

Fluency: Pupils develop number sense by knowing key mathematical facts and become confident in calculation strategies. They are able to select and use the most efficient and appropriate method for the task at hand and are able to think flexibly and apply a skill to multiple contexts.

Problem solving and reasoning: All this builds towards pupils being able to solve more complex problems and apply their reasoning skills as they master different mathematical concepts. We want children to think like mathematicians, not just do the maths; therefore, mathematical problem solving is at the heart of our approach – it is both how children learn Maths, and the reason why they learn Maths. By

accumulating knowledge of mathematical concepts, children can develop and test their problem solving in lessons. Through problem-solving, pupils of all standards are required to select, understand and apply the relevant mathematical principle. Pupils deepen their understanding by giving examples, by sorting or comparing, or by looking for patterns and rules in the representations they are exploring. They represent concepts using 'bar models', objects and pictures, and by making connections between different representations. This gives them the confidence, resilience and ability to tackle any problem rather than repeating routines without grasping the principles

4.3 Science, History & Geography

At the beginning of each new unit children will undertake a Red Dot task to assess prior learning. Time is spent learning the key vocabulary for the topic and recapping previous learning. For example, in a History-focussed topic, the children set the time period in context chronologically with those events or periods of time previously studied. In a Geography-themed topic, children will begin by placing the country or area studied in relation to Newmarket, Suffolk, England and the United Kingdom. In a Science-based topic, learning will often begin with an investigation which draws on previously learned skills. Where possible, cross-curricular links will be made. 'Sparkling Starts' may be used along with 'Marvellous Middles' and 'Fantastic Finishes' to inspire children and 'hook' them into the topic. An educational visit or theme day may also be used for these purposes.

The Learning Journey for History, Geography and Science is mapped out year by year for a child's whole school career and organised using three underlying concepts for each subject. These concepts act as threads which run through a child's acquisition of substantive and disciplinary knowledge in each subject. Each year children build on their previous learning, gathering 'Knowledge Gems' as they progress through the school. Knowledge for each unit is structured using Knowledge Organisers, which provide a clear, accessible summary of the learning for each half term. Assessment is continuous, and each unit concludes with a Green Dot self-assessment and a Stickability task. In order to ensure that learning for each subject is cumulative, the teachers' approach is consistent from year to year, based around a set of key questions which children learn to answer in greater depth as they move up the school. To aid retention and progression, there are also three key words for each subject (see Appendix), around which the children can structure their learning. Each time the subject is taught, these key words, together with the Big Ideas, are returned to, so that children can revisit and extend the knowledge they have already acquired.

4.4 Foundation Subjects: RE (BRAVE), Art, Modern Foreign Languages, Music, PHSE/SRE & Computing

Some of our Foundation Subjects are taught discretely (although where possible, cross-curricular links are made to ensure that children see meaning to their studies).

- RE – called 'BRAVE' (Beliefs, Religion and Values Education) in our school – follows *The Emmanuel Project*
- Art follows the skills progression from the Suffolk Scheme and units are adapted to make relevant cross-curricular links
- Modern Foreign Languages are taught through the DMAT MFL scheme in Key Stage 2
- Music is taught through the Charanga Scheme
- The school designed and consulted on a new PSHE and SRE curriculum in line with statutory responsibilities which came into effect from September 2020
- Computing is taught through the agreed DMAT Computing Scheme, Keychain Computing

As with History, Geography and Science, there are three key words for each Foundation Subject, around which the children can structure their learning (see Appendix).

4.5 Early Years Foundation Stage

We follow the Early Years Foundation Stage (EYFS) framework which supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver high quality early education and childcare experiences to all children. At All Saints', when implementing the statutory requirements of the EYFS, we have built a curriculum around the needs of our children, with a view to building early experiences and language in preparation for what they will learn as they progress through the school.

4.6 Enrichment

We are part of the Diocese of St Edmundsbury and Ipswich Multi-Academy Trust (the DMAT) and we have agreed that all children will be offered a variety of experiences, going above and beyond the range of experiences offered to them in the statutory curriculum (50 in total as a minimum enrichment offer). These experiences are plotted into our long-term plans, either to be offered in a specific year group, or (as indicated below by 'All') to be experienced by all children, in very year of their school career at All Saints'.

Visit to a local church – All	Work with older people – Y4
Work in a vertical age group – All	Visit a cathedral – Y6
Take part in a performance – All	Take part in an enterprise project – Y6
Take part in an event on the Christian Calendar – All	Learn Basic First Aid - Y3 and Y6
Take part in a Eucharist Service – Yr6	Use local transport e.g. train or bus - Y3
Dress up for at least one day – All	Contribute to your local community e.g. litter pick - Y4
Lead worship in school – All	Represent your School someway in a sporting competition – Y3 and 4
Sing as part of a large group – KS2-Young voices	Have the opportunity to learn a musical instrument - Y4
Enjoy nature – All	Go for a walk in your local community - All
Find out about Government – Yr 6	Visit a key place in your local community- All
Visit a local habitat – Reception and Y1	Learn about the world of work – Y6
Enjoy the weather - Reception and Y2	Visit a contrasting Locality e.g. a city – London Y5
Share an activity at school with a parent – All	Be aware of mental health and ways to support your own wellbeing - (All)
Take part in a Nativity celebration- Reception, Y1 & Y2	Cook a meal- Y6
Engage with wildlife and ecology – All	Read a story with a younger child - Y5 and Y6
Plant seeds and bulbs and see them grow – All	Celebrate a non-Christian festival – All
Grow your own food and eat it - Y1 and Y2	Visit a school which is different to yours -Y6
Visit a farm and learn about agriculture - Year 2	Take part in an event with other MAT pupils - Y6
Raise money for charity - Y2 (All)	Stay away from home for at least one night - Y6
Visit a site of historic interest - Y2,3,5	Do some voluntary work – Y4
Read a map and give directions - Y2, Y4 and Y6	Take part in a new sport – All

5. Effective Learning

In order for the curriculum to lead to effective teaching and learning, the approaches in school need to be founded on the following principles:

- Children know what it is they are going to learn (WALT – We Are Learning To)
- Children know what they need to do to be successful learners (WILF – What I'm Looking For)

- A growth mindset is encouraged with degrees of challenge (Bronze, Silver and Gold) and Mastery levels ('Digging for Diamonds')
- Children are helped to be able to assess their own learning and the learning of others (self and peer assessment)
- Children receive positive feedback that helps them to identify what they need to do next
- Children have time to reflect and review their learning
- Children feel cared about and are happy, secure, motivated and stimulated
- The learning environment is well-organised, attractive, stimulating and positive
- Where possible, most Mathematics and English teaching will occur in the mornings
- Children experience a variety of learning situations, both indoors and outdoors
- Lessons are interesting and stimulating and children have the opportunity to learn through first hand, multi-sensory experiences
- Expectations are high
- Pupils are developed socially, spiritually, morally and culturally

6. Teaching and Learning Strategies

These include the following strategies and approaches and will be adapted to suit the learning needs of the pupils and the subject matter or skill being learned:

- Whole class teaching, small groups, pairs, partner work, individual
- Effective questioning which includes higher order questions to develop thinking skills
- Teaching appealing to a range of learning styles – visual, auditory, kinesthetic
- Planning which challenges everybody irrespective of ability
- Planning which is differentiated or personalised so that each child can access it at a point appropriate to them
- Plenaries that are delivered at effective points during the session to extend or review learning
- Use of artefacts and visual stimuli, visits and visitors
- Teachers and Teaching Assistants move learning on for individuals or groups
- Use of inquiry, investigation and problem solving

7. Pupils with SEND

The intention is that all children with SEND will have the same access the curriculum to those children who do not have SEND and that teachers will be expected to plan appropriate levels of challenge as part of normal classroom practice. Some pupils, however, will need a completely personalised curriculum because of their specific needs. All SEND pupils will have:

- an assessment of their needs including using pre-national curriculum assessment scales (P scales or, from September 2020, the Engagement Model) to measure progress where these are appropriate
- Pupil Passports (which are child-friendly individual educational plans that are collaboratively planned with teachers, parents and the child) to support their progress
- additional support with lessons should that be required
- additional meetings with parents/professionals to set targets, review progress and generally work together
- various intervention programs throughout the year

8. Equal Opportunities

8.1 Equal Access

Our expectation is that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels, including the Able and Talented, EAL and children identified with a Special Educational Need or Disability (SEND).

8.2 Equality Act (2010)

The Act emphasises that issues are taught in a way that does not subject pupils to discrimination. In addition, what is taught in the curriculum is crucial to tackling key inequalities for pupils (including gender stereotyping), preventing bullying and raising attainment for certain groups.

9. Subject Leaders

Subject Leaders are responsible for developing the intent and implementation of their subject area and them monitoring the impact of the curriculum over time.

10. Resources

All staff are aware of where resources are stored. Subject leaders are responsible for monitoring resources and buying new ones.

11. Monitoring

Each governor has a responsibility for a curriculum area (or areas) and will liaise with the subject co-coordinators and undertake monitoring activities to ensure that the curriculum is delivered. The Senior Leadership Team will review this policy every two years and report back to the Local Governing Body.

12. Communication

Governors are kept informed of developments and priorities through a termly report written by the Headteacher, as well as individual governors' monitoring reports. Parents and carers are kept informed of developments through regular newsletters, class letters, parental consultations, open evenings, end of year reports and celebration events.

13. Health and Safety

We follow safe guidelines for any resources used in the classroom. Relevant risk assessments are carried out for educational visits and any activity which might incur a risk e.g. use of the sandpit in EYFS or the use of tools in Art and Design.

Appendix

Key Words and Questions for History, Geography and Science and the Foundation Subjects:

History	Geography
"A people without the knowledge of their past history, origin and culture is like a tree without roots" – Marcus Garvey **Key Words: Chronology, People, Legacy** • **How does (time period studied) this fit into the timeline of events that I already know?** • **How did the (time period studied) shape modern Britain?** • **How did the (time period studied) shape Newmarket/Suffolk?** • **Why did (people studied) leave/arrive in Britain?** • **What was life like for (people struggling with inequality) in this time period?** *e.g.* *How did the Romans change Britain?* *Why did some Tudors leave Britain and travel to across the sea?* *What was life like for a slave in Roman Britain?* *How was Newmarket affected by WWII?*	*"The study of geography is more than just memorising places on a map. It's about understanding the complexity of our world and appreciating the diversity of cultures" – Barack Obama* **Key Words: Locate, Navigate, Explore** • **Where is…. in relation to Britain?** • **Can you locate [physical features of geography] on the map?** • **Why do [physical features of geography] exist?** • **Why do / don't people live in this area?** • **How have people impacted / changed this area?** *e.g.* *Where is Rio de Janeiro in relation to Britain?* *Can you locate the Amazon river on the map?* *Why do rivers exist?* *Why don't people live in large numbers in the Amazon Rainforest?* *How have people impacted the Amazon Rainforest ecosystems?*

Science

"Science enquiry is what children do in order to answer scientific questions about the world around them"
– Jane Turner et al.

Key Words: Investigate, Research, Record

- **What scientific knowledge do I already have (about specific topic)?**
- **What questions could I ask to understand (about a specific topic) further?**
- **How could I investigate my questions? How can I make it a fair test?**
- **How can I measure and record my investigation?**
- **What answers have I found and what research do I have to support my thinking?**

e.g.
Why do shadows change shape?
How could we investigate this question?
What measurements will we need to take?
How often?
What equipment will we need?
How can we make it a fair test?
How are we going to record our investigation?
What conclusions have we drawn?
What scientific knowledge do we have to support our ideas?
What other questions could we ask?

Computing

"Computers themselves, and software yet to developed will revolutionise the way we learn"
– Steve Jobs

Key Words: Code, Communicate, Connect

- **How did this (form of technology) come to life?**
- **What computing knowledge do I already have? What computational thinking is needed here?**
- **How has the development of (form of computing) supported and enriched technology in modern Britain?**
- **How could you ensure (form of technology) is used in an appropriate manner to inspire and inform others?**
- **What impact has social media had on this form of technology?**
- **How will (form of technology) support your future workplace and as an active participant in the wider world?**

e.g.
What codes were needed to create this game?
How has social media changed the way we communicate?
Why do we need to be careful with how we communicate online?
What problem solving skills will I need to break the code?
How will Excel improve my ability to collect, organise and manage data?
Why was the internet created? How has it developed over time?

Art and Design

"An artist is an explorer"
– Henri Matisse

Key Words: Practise, Experiment, Create

- What inspires me in the great works of art from different times and places?
- What tools and techniques can I use to express my vision, feelings and ideas?
- How can I reflect on my work and the work of others?

Design Technology

"Design Technology should be the subject where … whizzkids turn their bright ideas into useful products"
– James Dyson

Key Words: Design, Construct, Evaluate

- Have the needs of the users been identified and met?
- Does it have a purpose?
- Have design decisions been made?
- Would it work or function?
- Does the product offer anything new/original/better?

PE

"PE gives chances for children to be creative, cooperative and competitive."
– Angel Road Junior website

Key Words: Active, Skills, Fitness

- **How does (sport/movement) affect my body?**
- **How can I work independently and as part of a team?**
- **How can I improve the skills I learn?**
- **How is my stamina being improved through this lesson/set of lessons/training?**
- **What skills have I learned that I can practice in other ways?**

e.g.
How can I score a try in Tag Rugby?
Where does Wing Attack stand in Netball?
How can I run faster?
How do I keep going when running the mile?
How does my heart rate increase during physical activities?
Why does my heart beat faster?
How can I avoid pulling a muscle in PE?

PSHE and SRE

PSHE & RSE provides children with a rich and varied curriculum that is relevant to the lives they live today and prepares them for the future.

Key Words: Healthy, Happy, Safe

- **How do we decide how to behave?**
- **How do we keep a healthy body and a healthy mind?**
- **How can we be a good friend?**
- **What can we do about bullying?**
- **How can we keep safe in different environments (including online)?**
- **What makes a community?**
- **What jobs would we like?**
- **How can we manage money?**

e.g.
What rules do we follow and what rights do we have?
Who and how do we ask for help when we need it?
What is bullying?
How do I ask for help or how do I help my friend?
What is a balanced lifestyle (including healthy eating, physical activity, rest and friendship)?
What is saving?

Music

"Music gives a soul to the universe,
wings to the mind,
flight to the imagination
and life to everything"
– Plato

Key Words: Appraise, Compose, Perform

- **What are the elements of music that I can hear? (dynamics, tempo etc)**
- **How does the music make you feel /think?**
- **What are the essential skills needed to compose/perform a piece of music?**
- **How can I perform a solo or as part of a group?**
- **What are the elements of music that enhance a performance?**
- **(dynamics, tempo etc)**

Modern Foreign Languages

"If you talk to the man in a language he understands, it goes to his head.
If you talk to him in his own language, it goes to his heart."
– Nelson Mandela.

Key Words: Rehearse, Write, Apply

- **What strategies can I use to learn a new language?**
- **How can my new knowledge help me make links to English?**
- **How similar or different are the customs and traditions in different cultures?**

‘BRAVE’ (RE)

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Run in such a way as to get the prize.
25 Everyone who competes in the games goes into strict training.
They do it to get a crown that will not last; but we do it to get a crown that will last forever.
26 So I run with purpose in every step
– 1 Corinthians 9 v 24-26

Key Words: Engage, Enquire, Explore

- **What does learning about different faiths teach me about being human?**
- **What language and practices are similar and different when talking about different faiths?**
- **What does it mean to live well in Britain with people of different faiths and none?**
- **What can we learn from people who migrate to our country with a different religion?**
- **How can we creatively work together to live out our beliefs for the benefit of all?**

St Edmundsbury and Ipswich Diocesan Multi Academy Trust