

# Norley CE Primary School



## Curriculum Policy

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

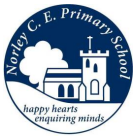
We want our children to celebrate and appreciate diversity, fostering qualities that encourage every child to have aspiration for a society in which every individual is cherished.

With our Christian belief at its heart, we work in partnership with each other, families, the church, the local and wider community to create a stimulating and caring environment, where everyone is welcomed, nurtured and empowered.

Christian values directly inspire and influence the children to recognise their self-worth and flourish, enabling them to make the right choices that will continue to shape their lives.

*You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.*

(Matt. 5:14-16)



## Our Curriculum

### Curriculum Intent

*To inspire and challenge our community, giving children a love for learning with a curriculum that is enriching and provides the opportunity to explore the environment and God's world and learn through a wide range of contexts. We want to enable everyone to reach their potential and for God' love to shine through them, that in turn will empower them to address global issues and flourish in our world today.*

### Our Curriculum Policy

In the light of national developments, including the Primary Curriculum published for use in 2014, our curriculum was developed. It was reviewed in 2017 with an additional update in May 2019 and July 2022. It is monitored bi-annually by subject co-ordinators.

The curriculum has been organised and established in consultation with all teaching staff. It is regularly reviewed and developed in accordance with DfE and Diocesan guidelines, the Strategic School Development Plan, recommendations from OFSTED and following consultation with Governors, children and all staff.

At Norley CE Primary School we want each child to experience the abundant life that Jesus offers and this is reflected through our Vision Statement.

- **Education for Wisdom, Knowledge and Skills**

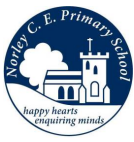
*We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.*

- By providing high quality teaching and learning that allows children to reach their full potential.
- By ensuring that all children have access to a rich and balanced curriculum that is inspiring and involve the children having a variety of learning experiences including learning through play and hands on experiences.
- By enriching our curriculum with learning outside the classroom including trips out, visitors and using our beautiful ground to their full extent.

- **Educating for Hope and Aspiration**

*We want our children to celebrate and appreciate diversity, fostering qualities that encourage every child to have aspiration for a society in which every individual is cherished.*

- By knowing all children and treating them as individuals to provide personalised learning that takes into account individual needs and different learning styles.



- By having clear and high expectations that match the stage of development of the child.
- By striving for our children to be more effective and independent learners.
- By encouraging resilience in our children when things are challenging.
- **Educating for Community and Living Well Together**

*With our Christian belief at its heart, we work in partnership with each other, families, the church, the local and wider community to create a stimulating and caring environment, where everyone is welcomed, nurtured and empowered.*

- By providing a happy, caring and stimulating school in which children are highly motivated in a safe environment.
- By having an open door for parents and promoting an honest and trusting home-school relationship, which is invaluable for our children to thrive in school.
- By welcoming everyone into our school family and modelling the good behaviour that we expect, through the teachings of Jesus.
- By enabling children to acquire skills they will need to thrive as children and adults in our ever changing world.
- **Educating for Dignity and Respect**

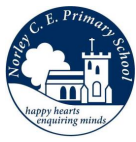
*Christian values directly inspire and influence the children to recognise their self-worth and flourish, enabling them to make the right choices that will continue to shape their lives.*

- By promoting Christian Values so all children have respect for themselves, others and their environment.
- By living the Christian Values that underpin the whole curriculum we offer in our school; enabling us to show respect and understanding for other beliefs.
- By being inclusive ensuring all pupils are given equality of opportunity.

### **Curriculum Implementation**

Our curriculum will:

- Equip the children with the knowledge skills & values they need to function locally, nationally & globally.
- It is enquiry based enabling children to lead and teachers to facilitate learning.
- Provide a broad and balanced curriculum that meets the needs of all pupils to enable them to achieve their full potential and make progress in their learning.



- Promote the importance of spoken language in pupils' development – linguistically, cognitively and socially.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Fostering independence and resilience in children.
- Physical and mental wellbeing are prioritised within our curriculum design.
- Promote high standards and embed key skills of literacy and numeracy.
- Provide opportunities to apply knowledge and learning in practical ways.
- Make learning more meaningful, by putting it into context.
  
- Listen to pupil voice and involve pupils in planning and decision making.
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Promote pupils' good behaviour and safety and their spiritual, moral, social and cultural development and encourage children to become more active citizens within the school community and beyond.
  
- Based on research and pedagogy including: Tim Taylor, Guy Claxton and Becky Carlzon, Hywel Roberts and Debora Kidd, Ross McGill, Isabella Wallace, Pie Corbett, Tom Sherrington and Alison Peacock.

The Curriculum has been organised into termly topics which incorporate and promote our school values.

Please see our Long Term Plans for each subject, medium term planning and black planning books.

We have created a skills and knowledge based continuum which includes coverage of the National Curriculum, as part of a broadly balanced curriculum which meets the needs of our pupils, taking regard of the school setting and local, national and international developments.

The curriculum is delivered through our creative, cross curricular topics, with a balance between direct teaching and child-led exploration.

The use of ICT is encouraged in all topic and subject areas. The 'Computing' curriculum is taught in all year groups as a separate lesson.

Language and PE specialists work alongside class teachers to develop teachers' skills and subject knowledge and provide further enrichment activities.

Additional theme weeks and special whole school event days for the whole school provide further in-depth coverage of other subjects such as PSHCE ('Anti-bullying week'), E-safety, R.E., Respect, PE, Art, Maths and Science.



Each class teacher is responsible for the delivery of the curriculum through a 'topic based' approach which incorporates key skills and the knowledge set out in the Primary National Curriculum. Although links can be made with all subjects, the following subjects are taught as dedicated, discrete sessions:

- **Maths** – Maths skills are key to developing everyday skills although meaningful links can be made to the curriculum through real life experiences, investigations, data handling, position, measurement etc.
- **English** – Phonics (Using SuperSonic Phonics), Guided Reading, Handwriting and Spelling, Punctuation and Grammar are taught as discrete subjects, as well as in English lessons, as they build up basic skills. Cross-curricular links are made as appropriate.
- **RE** – RE is taught in accordance with the school RE guidance using Questful RE, although links with topics have been made where appropriate.
- **PSHE** – School designed programme, Heartsmart, which incorporates core British values, achieving well-being, being a good citizen etc and Internet and E-safety.
- **MFL** – French – Reception to year 6 topics are based on making links to themes through language and cultural experiences as well as discrete French lessons.
- **Computing** – with a focus on coding.

### **Curriculum Impact**

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, visitors into school and shared experiences with the wider school community, E.g. involvement with parents/carers, local, national and international school links.

Children's achievements are celebrated regularly through the school website, displays in classrooms and shared areas, interactive displays and in assemblies where children are encouraged to share their knowledge with the rest of the school.

Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child.

Creative medium term planning is responsive to children's needs; including holistic approaches to teaching and learning based on pedagogy and research.

Our marking policy is an opportunity for children to reflect on their learning and to respond to feedback.

### **Monitoring**

Weekly evaluations produced by the teachers gives them a chance to reflect on their teaching and the children's learning.

Teaching and learning experiences gauge the impact of our curriculum design.

Each subject area has a co-ordinator, who is responsible for monitoring their subjects, reviewing learning and evaluating pupil voice to produce action plans show evaluations and next steps. This monitoring provides individual feedback to move practice forward, celebrating positives and highlighting areas for development.

The whole school team strengthens our ethos and vision as we work together to reflect upon and move forward.

When assessing children we don't confuse coverage with progress. Learning is measured through careful analysis of application of skills across the curriculum; showing how individuals demonstrate understanding.

Writing and maths are moderated as part of a cluster of schools in Weaverham. Written work is moderated in science and topic books, along with English books, to ensure standards are consistently high in all subjects.

### Our Curriculum and the Christian Values

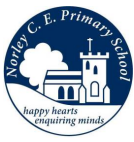
Trust	
What this means to us	Trust is essential to human life and lies at the heart of all relationships. Trust entails vulnerability, putting yourself in others' hands. We have to trust experts - pilots, dentists, surgeons. Yet, within our society, there often seems to be mutual distrust between people and those responsible for governing them.
Bible reference	Jesus said, "Don't let your hearts be troubled. Trust in God. And trust in me." <p style="text-align: right;">John 14:1</p>
Jesus' Example	Jesus, after all, entrusted his ongoing work to his disciples and ultimately to us.

Wisdom	
What this means to us	Although related to education and knowledge, wisdom differs from cleverness. Wisdom may be best described as discernment gained through life experience and distilled into guiding principles. Sometimes, the word is used in the Bible to refer to the practical and technical skills possessed by an experienced craftsman or administrator.
Bible reference	"Blessed are those who find wisdom, those who gain understanding, for she is more profitable than silver and yields better returns than gold." <p style="text-align: right;">Proverbs 3:13-20</p>
Jesus' Example	It is understood to be the "ability to think and act using knowledge, experience, understanding, common sense, and insight.

Forgiveness	
What this means to us	Forgiveness cannot be given or received unless it is asked for, and the asking must be genuine and from the heart. Too often 'sorry' is said very easily, implying: 'All I need to do is say I'm sorry and everything will be OK'. Real repentance demands that we take what we have done wrong with the utmost seriousness and have a deep desire not to do it again.
Bible reference	Forgive us the sins we have done, because we forgive every person who has done wrong to us. <p style="text-align: right;">Luke 11:4</p>
Jesus' Example	Jesus was uncompromising in his command to forgive. Forgive, he said, 'seventy times seven' (Matthew 18:21). In other words, forgive and keep on forgiving without limit. Forgiveness was at the heart of everything he did and is at the heart of the Lord's Prayer. When Jesus declared a person's sins to be forgiven, it often aroused the anger of those who were less willing to forgive than he was and yet a prayer for the forgiveness of his persecutors was on Jesus' lips as he died. Christian preaching has always put forgiveness at the centre.

Hope	
What this means to us	With the lens of hope, we can see right through life's quandaries. Hope means making sacrifices and finding patience you never thought you had. It means finding everything you never knew you needed, everything you needed to be a better you.
Bible reference	For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future. <p style="text-align: right;">Jeremiah 29:11</p>
Jesus' Example	Examples of hope in the Bible will inspire you to keep believing when you face disappointment, pain, and pressure.

Friendship	
What this means to us	Trust, feeling comfortable in each other's company, being able to share joys and sorrows are all features of friendship and these are things of immense value. True friendship enables each person to grow and ensures that the unique individuality of each person is recognised. All this echoes the value placed by God on the preciousness of each person.
Bible reference	A friend loves you all the time <p style="text-align: right;">Proverbs 17:17</p>
Jesus' Example	Jesus tells stories of the heavenly banquet to which all are invited. The barriers between people are broken down in a loving community around God and Jesus had stern words to say to those who refused to recognise that all are included in this community of friendship.



Thankfulness	
What this means to us	Gratitude helps people refocus on what they have instead of what they lack. And, although it may feel contrived at first, this mental state grows stronger with use and practice.
Bible reference	Be thankful in all circumstances, for this is God's will for you who belong to Christ Jesus." <p style="text-align: right;">1 Thessalonians 5:18</p>
Jesus' Example	But Jesus sets the supreme example of gratitude by thanking God for hearing his prayer before he has even prayed it and before it is answered.

### Responsibilities and Roles

- The Headteacher and Governing Body have overall responsibility for the Curriculum, supported by subject leaders.
- Subject Leaders are responsible for overseeing the delivery of Curriculum through:
- Regular formal and informal discussions with staff.
- Supporting teachers to improve provision in their subject.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutiny and learning walks alongside planning to ensure cross-curricular links are optimised.
- Ensure progress is being made within the topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Monitoring and formulating an action plan to move the school forward.

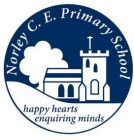
All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

### Inclusion

It is expected 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 More Able and Talented, EAL and children identified with a Special Educational Need or Disability (SEND).





### Monitoring and Review

Monitoring and review of this policy takes place on a regular basis in accordance with the School Monitoring Cycle, the Strategic School Development Plan and the School Evaluation Schedule.

Curriculum Policy	
Review Frequency:	2 years or earlier if considered necessary
Reviewed by:	Local Governing Body
Head Teacher approval signature:	<i>Helen Kelly</i>
Head Teacher approval date:	12 <sup>th</sup> June 2024
Chair of Governing Body approval signature:	<i>Paul Corbishley</i>
Chair of Governing Body approval date:	12 <sup>th</sup> June 2024
Date of next review:	12 <sup>th</sup> June 2026