



**Policy Number: CRA-TL - 11
Issue / Version No. 0.1**

Curriculum Policy

**Current Status:
FINAL**

Ratified

Compliance:

**All members of Chandlers Ridge Academy staff will follow Academy policies.
The consequences of non-compliance may include disciplinary or legal action.**

Document Control

| | |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Application | This policy pertains to all activities undertaken by all staff at Chandlers Ridge Academy |
| Associated policy reference and title | SEND Pupil Premium EYFS policy |
| Date of ratification | |
| Date to be reviewed | October 2021 |
| Replacing | All subject policies and subject leader policy. |
| Policy Lead | Naomi Bryant |
| Members of working party | Louise Lidgard Nick Pentney |
| This policy has been ratified by: Board or Sub-Committee (specify) | |

Consultation Audit Trail

| Name | Role | Version | Date |
|----------------------|--------------|----------------|-------------|
| Local governing body | consultation | V0.1 | April 2019 |
| | | | |

Change Log

Summarise the major changes between versions below

| Pg/Section | Change | Version | Date |
|-------------------|----------------------------|----------------|---------------------|
| | New policy | V0.1 | January 2019 |
| | reviewed no updates | V0.1 | Oct 2020 |

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Chandlers Ridge Academy Curriculum policy

1. Introduction

This policy aims to be the overview the curriculum at Chandlers Ridge Academy.

2. Scope of Policy and Objectives

1. What this policy covers the intent, implementation and the impact of the curriculum at Chandlers Ridge Academy.

3. Responsibilities

1. **VALT:** Vision Academy Learning Trust has overall responsibility to ensure that policies and procedures are in place for the processes associated with the Chandlers Ridge Academy
2. **LGB:** The Local Governing Body has responsibility to ensure that Chandlers Ridge Academy operates within the policies and procedures set out by VALT.
3. **Head Teacher:** The Head Teacher has responsibility to ensure that operational services are suitably established within the policy and procedural framework set out by VALT, and to ensure that all staff and volunteers understand and comply with the policy and procedural framework.
4. **Senior Leadership Team:** Each Senior Leader is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
5. **Teachers:** Each Teacher is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
6. **All Staff and volunteer helpers:** All staff and volunteer helpers within the scope of the policies and procedures are responsible for the implementation of the policy within their own area of accountability
7. **Anyone else who has a responsibility to implement this policy** – ie Parents, carers and pupils

4. Key Themes

4.1 Intent- to us the curriculum means

- Offering a broad and balanced, relevant and appropriate choice of subjects for each individual's needs, including SEND and disadvantaged pupils.
- Providing appropriate pathways to engage all learners and meet individual needs
- Promoting a love of learning across the curriculum in a wide range of discrete subject areas.
- Securing high achievement and progress in all subject areas
- Providing stretch and challenge for all
- Equipping pupils for their role as citizens
- Encouraging pupils to develop lively enquiring minds
- Developing problem solving and thinking skills across the curriculum

- Providing pupils with the opportunity to question, analyse, evaluate and synthesise
- Developing the awareness of spiritual, social, moral and multicultural understanding
- Encourage habits of independent learning to become resilient learners
- Supporting learning needs of SEND students
- Questioning, interaction and feedback should encourage problem solving, reasoning and deeper thinking.
- Encouraging out of class learning to enrich all students education and develop leadership skills
- Provide opportunities to link opportunities
- An opportunity to see how topics are connected
- An opportunity to use rich vocabulary.

5.0 Implementation- what do we teach and when

5.1 EYFS

Our EYFS topics are taught through a web of activities that span the curriculum, directed and teacher led. There are opportunities for indoor and outdoor learning and challenges within areas for Reception. (Appendix 1)

5.2 Year 1-6

Year 1 to 6 topics are taught in a cross curricular where the link is meaningful. Long term plans are in appendix 2.

5.3 How do we plan?

- For a structured scheme that progresses children's learning that has direction and gives children a broad knowledge of the subject
- To break down learning into a series of steps
- To show progression through though the school, building on previous knowledge
- To reflect our high expectations
- Activities that match the needs of the children

5.4 What do our lessons provide?

- Challenges to offer structure support so all children can achieve the lesson objective
- Differentiation where necessary
- Greater depth opportunities
- Cross curricular links that provide English/ maths and IT learning
- Visits/enrichment and practical opportunities
- Use of primary and secondary sources
- Links between topics and learning
- Child led where appropriate
- Flexibility to change the lesson where necessary to consolidate or extend the learning
- Encouraging children to be independent, resilient learners
- Well organised, effectively time managed series of learning tasks that celebrate success.
- Related homework tasks that are clearly communicated

5.5 How are vulnerable children supported?

SEND children are supported through differentiated questioning and tasks to fully engage them. Where appropriate a separate curriculum is devised.

5.6 How do we provide for children who are working at greater depth?

Many opportunities for children who are working at greater depth in different curriculum areas.

- Differentiated questioning
- Work that links different curriculum areas
- Work that provides opportunities for reasoning and problem solving

Whole school information on how we assess children at greater depth is in appendix 3.

5.7 How do we assess children?

Curriculum ladders are used to assess the knowledge of each child. Teachers judge the attainment of pupils each term and enter the data. Subject leaders have the percentage of pupils working below, on track for ARE and those working above ARE each term. This data at the end of each term is presented to Governors. (appendix 4)

6.0 Subject specific implementation.

6.1 English

Phonics

1. The EYFS and Year 1 follow the phonics scheme 'Linking Letters and Sounds', Ability grouping, for phonics, starts in Reception and continues until they become secure with their phonic knowledge.
2. For more information, refer to the **phonics policy**.

Speaking, Listening and Drama

1. The content of the speaking and listening element of English is an integral part of lessons.
2. Opportunities can be created through activities such as role-play, hot-seating, small world play, message carrying, debating, instruction and explanation.

Reading

Children are exposed to a wide range of reading opportunities, through individual reading, guided reading groups, whole class books and whole class reading content domain lessons.

Each year follow a long term plan to ensure coverage.

The teaching of reading, use of volunteers, banded reading system and assessment are covered in the **CR Reading Scheme 2018 (T drive, Subjects, English)**.

Reading assessment sheets are stored for each year group (y1-6), detailing the necessary statements to be ARE or GD in T drive – resources – reading assessment.

Writing

1. Each year group has a long term plan which they follow to ensure coverage of all the objectives.
2. It is made of work from The Big Writing Adventures (scheme), picture books, films or topic related content as stimuli to provide a range of work over the year.

3. From this the class-teachers use an appropriate planning proforma to plan their daily lessons.
4. Long Term Plans are stored in T drive – subjects – English.
5. Writing assessment sheets are stored for each year group, which detail the statements needed to be any band in our assessment system.
 - EYFS use the **Development Matters sheets** for each individual
 - **Years 1, 3, 4 and 5 use the progression writing statement** sheets – stored in T drive – resources – writing assessment
 - Year 2 and 6 use the Writing Framework Grids for end of key stage assessment
6. These are kept in teacher files and help to inform termly data collection, next steps in planning and professional conversations with colleagues, moderators and parents.

Handwriting

1. The EYFS teach children to correctly form letter, upper and lower case.
2. Children are formally taught how to join letters in Year 2 from Christmas onwards and expected to join in Year 3 and above.
3. Children are RAG rated in handwriting and intervention is carried out where necessary.
4. Certificates are given out when work is particularly well presented

Spelling

1. Years 1 to 6 follow the Rising Stars spelling programme.

6.2 Maths

The school uses a variety of learning and teaching styles in mathematics and employs strategies that cater for different types of learners: teacher exposition, use of models and images, use of computer software, use of the outdoor environment, effective questioning, whole class interaction, children asking and answering questions, explaining their thinking and through pupil demonstration. A range of suitable learning opportunities are planned and used to cater for different abilities and teachers should always plan opportunities for fluency, problem solving and reasoning. The White Rose Maths Scheme of work is the basis for planning but other resources can be used to supplement those that are found within.

Teaching assistants are sometimes used to support identified children: during lessons, in intervention groups or working with concrete materials to deepen understanding. Decisions about when to progress should always be based on the security of children's understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly – and demonstrate this through fluency work - will be challenged through being offered rich and sophisticated problems. Those who are not sufficiently confident with earlier material will consolidate their understanding, including through additional practice or planned interventions, before moving on.

Weekly plans for mathematics are produced by the class teacher and can be seen by SLT or Maths Lead for monitoring and moderation purposes.

Daily Personalise Mathematics Focus – (DPMF) is carried out at the beginning of each day for KS 2 and marked on a Friday afternoon. It is the responsibility of the member of staff for each DPMF group to ensure children are receiving the correct level of challenge and speak to class teachers over any concerns or extra support that may be needed.

6.3 Science

Science at Chandlers Ridge Academy is about giving children the opportunity to observe, record and draw conclusions about the world around them. It aims to stimulate a child's curiosity in finding out why

things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. The children have the opportunity to take part in practical investigations and to develop their problem solving skills using a variety of scientific equipment. Children learn to ask and answer scientific questions and begin to appreciate the way science will affect their future on a personal, national and global level. Through the development of the outdoor provision for all Key Stages the children have the opportunity to learn about and through the natural environment around them. Long term plan in appendix 2.

7.0. Impact of the curriculum

7.1 How does our curriculum prepare children?

- Develop positive attitude towards learning.
- Develop a life long learning habits
- Able to pose questions and make decisions
- Develop thinking skills and imagination
- Provides links between home and school learning

7.2 What does assessment data provide?

- An opportunity to redesign the curriculum where necessary
- Early intervention if children are needing extra help to achieve
- Information we can share with parents and carers.

6. Implementation of this policy

1. Chandlers Ridge Academy Local Governing Body, Head Teacher, Senior Leadership Team and Teachers are responsible for ensuring that this policy is effectively implemented.
2. This policy will be available on the Chandlers Ridge Academy Website.

7. Audit

1. This policy will be reviewed on a 2 year cycle or earlier if necessary.

APPENDIX ONE

[EYFS long term plan](#)

APPENDIX 2

[Geography long term plan](#)

[Science long term plan](#)

[History long term plan](#)

[RE long term plan](#)

[Music long term plan](#)

[Computing long term plan](#)

[DT skills plan](#)

[Art long term plan](#)

[PE long term plan](#)

APPENDIX 3

Chandlers Ridge Academy – Foundation Subjects at Greater depth

The below statements should act as a guide when deciding if a child is 'at' or is working at 'greater depth' in a subject. If you are uncertain, please discuss with relevant subject lead.

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|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Computing | <p>In Computing a mastery child can:</p> <ul style="list-style-type: none"> • Learn and apply new ICT techniques quickly. • Use initiative to exploit the potential of more advanced features of ICT tools. • Transfer and apply ICT skills and techniques confidently in new contexts. • Explore independently beyond the given breadth of an ICT topic. • Demonstrate high level problem-solving skills • Possess high powers of logical thinking and reasoning |
| Geography | <p>In Geography a mastery child can:</p> <ul style="list-style-type: none"> • Ask and answer a range of pertinent geographical questions • Has an excellent general knowledge about continents, countries, capital cities and climates across the World and can draw comparisons • Has a large repertoire of geographical vocabulary which they can use to describe and compare locations • Choose and use a wide range of statistical and other information to draw pertinent conclusions about a location |
| History | <p>In Historical Enquiry a mastery child can:</p> <ul style="list-style-type: none"> • Can confidently uses a wider range of different sources to answer questions. <p>In Historical Knowledge and Understanding a mastery child can:</p> <ul style="list-style-type: none"> • Can talk confidently about significant events from different periods in history. <p>In Historical Chronology a mastery child can:</p> <ul style="list-style-type: none"> • Can make excellent observations when comparing several different aspects of life across different time periods. |
| PE | <p>In PE a mastery child in KS1 can:</p> <ul style="list-style-type: none"> • Perform the basic movements more accurately: running, jumping, throwing and catching • Have excellent fundamental skills: balance, agility and co-ordination in a range of physical activities • Perform dance using more complex movement patterns <p>In PE a mastery child in KS2 child can:</p> <ul style="list-style-type: none"> • Master fundamental skills: agility, coordination and balance. • Demonstrate flexibility, strength, technique and control across a range of games and sports. • Demonstrate strong understanding of principles for attacking and defending in competitive games. • Analyse and compare performances with previous ones and demonstrate improvement to achieve personal best. |
| Art | <p>In art a mastery child can:</p> |

| | |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Use visual language skilfully and convincingly to express emotions and interpret observations of art work • Draw confidently and adventurously from observation memory and imagination. they can invent marks, develop and deconstruct ideas • Demonstrate their knowledge and understanding of artists in order to inspire their own work • Show initiative and originality to develop their creativity and realise their intentions • Can reflect on, analyse and critically evaluate their own work and that of other pupils • P9articipate actively in lessons, and are committed to optional activities in and out of school |
| DT | <p>In D&T a mastery child can:</p> <ul style="list-style-type: none"> • Use an increasing technical vocabulary when talking/writing about their work. • Develop technical competence, applying measurements and using tools with accuracy to safely make well-finished products. • Independently apply their technological knowledge, testing and adapting their work when needed. • Transfer their skills and technical knowledge taught previously and within other subjects to support their work. • Develop original ideas and test how to create them (children have own creative stamp on their designs). • Have a natural interest and curiosity about how products are made. |
| French | <p>In French a mastery child can:</p> <ul style="list-style-type: none"> • Listen and respond with confidence • Can ask and answer a range of questions with confidence and accuracy • Can confidently identify the main point from a range of texts • Can confidently write for different purposes / audiences • Can use correct grammatical forms confidently when speaking and writing |
| Music | <p>In Music a mastery child can:</p> <ul style="list-style-type: none"> • Pupils who consistently confidently sing with obvious enjoyment and accuracy. • Pupils who are able to do naturally some of the things that you would normally teach – keeping a steady pulse, copying patterns consistently well, and innate understanding of Pitch. • Pupils who want to talk about their music • Those who are engaging in music whilst doing something else – singing, rhythm making • Getting side-tracked into music • Pupils who have imaginative responses to music heard – through words or movement • Children who take part in extra -curricular musical activities such as choir, keyboards, TVMS instrumental lessons. Children who have singing, piano, instrumental lessons privately or are part of outside choirs, bands etc. |
| RE | We are not going to assess RE formally |

APPENDIX 4

Autumn and Spring judgements...

These are clearly coverage based and will depend on what you have taught so far.

Children at this stage will be classed as:

| | |
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| 'above' | if you feel they have met the mastery 'greater depth' criteria for that subject in the objectives that they have covered so far |
| 'on track' | if they are working through their objectives and have understood what has been taught so far |
| 'working towards' | if they are working on that year group objectives but have struggled with some of the objectives |
| 'working below' | if they can not access the curriculum in the appropriate year group and you are having to tailor the curriculum for them specifically. |

Summer judgements

The whole year curriculum has now been covered so look at the total number of statements achieved. The number varies from subject to subject. Use the 4 following statements:

| | |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 'above' | if you feel they have met the mastery 'greater depth' criteria for that subject in all of the objectives |
| 'at' | if they are achieved their objectives |
| 'working towards' | if they have not achieved the necessary number of objectives |
| 'working below' | if they have not accessed the curriculum in the appropriate year group and you have had to tailor the curriculum for them specifically. |

Analysis of results

After each data entry subject leaders need to look at the data. Longitudinally helps assess whether the data is improving / helps to identify issues etc. Record data on the sheet – one for each cohort in school. Assess whether any trend is occurring and record any conversation you may have had so you have a record of it.

SIMs allows us to sort PP children, SEN children etc. Please make a record at the end of the year as to the position of these pupils. This can be sorted at any point in the school year also if necessary.