

## ***Theale C of E Primary School***

### **Curriculum Statement and Policy**

At Theale CE Primary School, the children come first. They are central to every decision made in school. We will ensure that our children are happy and successful. They will grow to be ambitious and resilient and their talents will be nurtured so they become highly skilled. Our children will be courageous and always behave with integrity.

“And you shall love the LORD your God with all your heart, with all your soul, with all your mind, and with all your strength.’ This *is* the first commandment. And the second, like *it*, *is* this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.” *Mark 12: v 30-31*

“I have come that they may have life and that they may have it more abundantly.”  
*John 10:10*

“What sculpture is to a block of marble, education is to the human soul.”  
Joseph Addison

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### 1. Curriculum Aims

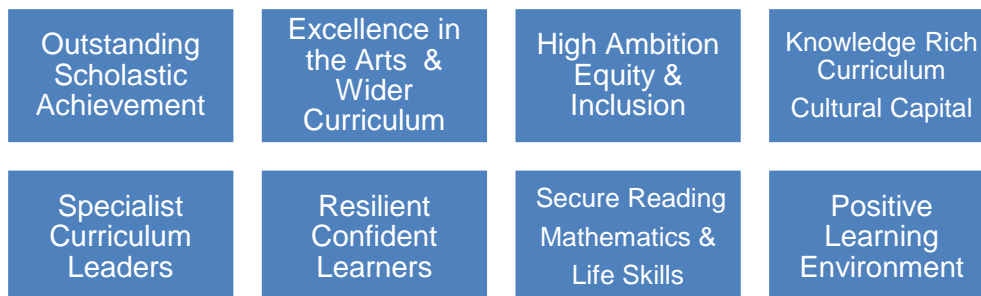
#### ***“Children come first”***

We are committed to the development of our children in the fullest sense. We strive to ensure our children are happy and successful and grow during their time with us to be ambitious and resilient. Our talented teachers inspire and motivate children to encourage scholarship, intellectual curiosity, independent thought and effective learning habits. We aim to combine academic excellence with an outstanding range of opportunities through our innovative and exciting curriculum.

We are also a Church school and Christian values underpin all that we do and those values support us as we help our children learn the key skills and knowledge that they will need to rise to the challenges, opportunities and responsibilities that future life will bring. Our curriculum in the widest sense is the means through which we achieve these goals and provide a vehicle for all talents to be nurtured, encouraged, developed and praised.

***“I have come that they may have life and that they may have it more abundantly.” John 10.10***

#### **Curriculum Vision Drivers at Theale C. E. Primary School**



The fate of the future lies with our children and our children must be able to create the future.

At Theale C of E Primary School, we aim to provide the best academic, creative, spiritual and emotional education that a child can receive. We strive for excellence in all that we do and our ambitious curriculum enables children to discover and study their passions to the highest level and allows them to progress to the best institutions in the world.

Our curriculum design is clearly articulated by all leaders, coherently sequenced, planned to ensure the children will grow to be knowledge rich, achieve the highest academic outcomes, make outstanding progress and can demonstrate a deep understanding and exceptional skill level.

A culture of the highest expectations, limitless ambition and a rigorous work ethic is effectively communicated by all school leaders and understood by the whole community. Achievement in academic, creative and physical domains is equally valued by leaders. Rich and varied opportunities will ensure cultural capital is created and children flourish as healthy and curious individuals. We provide deliberate opportunities to cultivate children's SMSC development, promote British values and teach about discrimination.

Our children have the opportunity to achieve nationally recognised qualifications, engage with national events and high-profile individuals, to visit places of interest and have experiences to raise their aspirations and broaden their horizons. Provision includes career guidance, enterprise and develops leadership skills. We embrace new and emerging technologies to enhance our curriculum provision ensuring children and staff are able to engage safely. We value learning and work hard to develop children's memory skills to enable their knowledge to be retained over time, and their vocabulary so they can be highly articulate in a variety of situations. Our provision is inclusive and adapted to enable all children, including those with SEND and those who are more able to be challenged and develop skills for life. Theale primary school also provides an ASD resource base for West Berkshire children and these children are based in mainstream classes as well as receiving specialist support.

We provide an exciting and stimulating learning environment where the children are supported to learn, create and experience and where their best efforts are celebrated by being beautifully displayed. To assist everyone, we are well organised, efficient, and well resourced. Our environment reflects our priorities and celebrates our successes. Classrooms are tidy and support children to be independent, with age-appropriate resources readily available. Our book corners reflect the priority we give to becoming highly literate and our reflection and prayer corners our church school ethos and quiet climate. The relationship between children, teachers and families is the cornerstone for security and success for each and every child. The highest expectations we have for the children's behaviour, the rigorously fair and consistent practice we exemplify enables all members of the community to be nurtured, to thrive and flourish.

There is an appropriately rigorous focus on reading, writing and maths and teachers embed these skills exceptionally well across the curriculum in all subjects. We plan for discrete subjects using subject specialists to lead and teach whilst ensuring every opportunity is taken to make meaningful links between subjects.

### **Reading and Literacy**

All children will learn to read as soon as possible and we will instil in them a love of reading and an understanding that through literature the whole world is open to them. There is a high level of literacy embedded in our school culture ensuring everyone reads widely and often. We will provide a common canon of carefully chosen ambitious texts which will give us a mutual cultural reference and diverse pool of literature that is known and loved. The children will develop rich vocabulary and an understanding of academic language. We believe there is value in diversity; our children will be discerning but choose different literature outside of the prescribed texts. Our children's reading diet will support them in building a strong level of understanding, rich with cultural significance and powerful knowledge that will help them engage widely in all areas of life at a level of their choosing. They should find joy and inspiration along the way.

### **Mathematics**

Children at Theale C of E Primary understand and appreciate that mathematics is all around them and an integral part of their daily lives. To this end, our curriculum is designed to be accessible to all and to maximise the development of every child's ability and academic

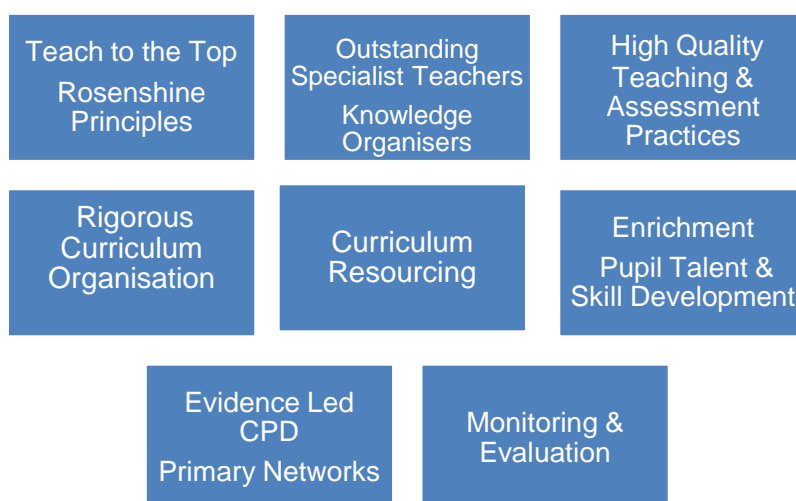
achievement. Children make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

It is intended that all pupils are able to apply their mathematical knowledge to science and other subjects. It is essential that they appreciate that the knowledge and skills they learn and build on are critical to science, technology and engineering; and necessary for financial literacy and employment. As pupils progress through the school, they develop the knowledge and skills to understand the world around them; the ability to reason mathematically; the appreciation of the beauty and power of mathematics; and a sense of enjoyment and curiosity about the subject.

Mathematical skills and knowledge are delivered, explored and revisited through conscious decision making and awareness of learning and progress needs and abilities. Children develop resilience and self-confidence in applying their learning skills. The collaboration between peers, and the relationship between learners and their class teacher drive the learning and inform the content, strategies and real-world contextualisation to maximise on progress and learning opportunities.

## 2. Curriculum Implementation & Review

### Curriculum Implementation Drivers



The school adopts a “Teach to the Top” approach to encourage lessons which provides challenge for all pupils, including pupils with SEND as well as more able pupils. It is through providing good challenge that pupils become resilient learners and we encourage pupils to be aware of their development of resilience through the use of “learning gems” in lessons.

To ensure that pupils can reach the highest standards in every subject area, teachers’ planning takes account of what we know about how pupils learn, how memories are formed, the importance of memory in bringing about a change in understanding and the impact of cognitive load upon learning. Teachers plan and structure lessons with an understanding of the principles of instruction (**Barak Rosenshine 2012**) to enable pupils to hold in to their learning. In every subject area, specialist leaders have designed sequenced curriculum plans which have identified key subject concepts from the National Curriculum which pupils will learn and remember. Key knowledge has been captured in knowledge organisers along with technical subject specific vocabulary. Opportunities to recap and revisit previous learning as

children develop ensures firm foundations on which children are able to build their knowledge and skills.

### **High Quality Assessment Practices**

High quality teaching and formative assessment practices are essential to ensure the successful implementation of the school's ambitious curriculum. To achieve this, school and subject leaders will support and work with teachers to ensure that assessment of pupils' work is accurate and that assessment informs adaptation of planning. (ref. School Assessment & Marking Policy).

The school also makes use of continuous information based on the information provided by the systematic use of a range of high quality external summative diagnostic testing tools, teacher assessments, marking, FS baseline assessments, SEND specialist assessment. Assertive Mentoring etc. The school ensures that information from assessments is used diagnostically, that potential ability is identified (e.g. through NFER testing) and that assessment places no ceiling on what children can achieve.

### **Monitoring and Evaluation**

The curriculum is systematically assessed in order that we have a clear and accurate picture of children's knowledge and skills. This will allow teachers to adapt their practice and be responsive to the children's needs. The content of the curriculum is also kept under review to ensure it remains relevant, that key concepts are appropriately identified, and that work is suitably demanding. Review also considers how to maximise the use of teaching time so that no time is wasted during the school day and all subjects are covered as they should. The role of subject leaders (and team leaders?) is pivotal in their monitoring of pupils' work, assessment information, and the quality of teaching and formative assessment practice

Roles in curriculum monitoring:

Subject Leaders/Team Leaders should:

- make a validated judgement of the standards for their subject and plan CPD to support teachers where needed
- have a clear view of the progress all children are making including groups (e.g. SEND, PPG, Boys/Girls)

Subject Leaders/Team Leaders should also ensure:

- teachers have secure subject knowledge which motivates and challenges pupils, deepens learning, and sparks their thirst for learning
- teachers share learning intentions and use these to clarify understanding during lessons and when reflecting on the impact of their practice
- teachers can accurately predict and diagnose pupil misconceptions and assess how well pupils are progressing through the curriculum as part of daily teaching as well as through more formal assessments.
- teachers are able to adapt lesson plans effectively to ensure very good progression for all pupils and especially pupils with SEND and able pupils. Teaching approaches and learning arrangements can be skilfully adapted in a range of ways according to pupils' needs (pace, content, task, resources, extension, adult support, independent working, grouping, feedback).
- teachers gather evidence during lessons by asking effective questions, employing whole class response methods and listening to the children's discussions.
- employ collaborative learning techniques and peer assessment opportunities.

- involve children in their assessment by providing a structure which they can engage e.g. low stakes self and group quizzes.
- provide feed-back that focuses on the shared learning intentions, helps children to think and motivates them.
- teachers liaise with the school's specialist subject teachers to have a clear picture of the progress of their class in those subjects taught by specialist colleagues.
- plan interventions to challenge and support children.

SLT should:

- work with subject leaders to monitor the quality of the curriculum provision and impact.
- make decisions how to prioritise curriculum implementation, adapting the school procedures where necessary in a timely fashion.
- report to governors.

### Governors

Our talented and experienced governors hold school leaders to account for the quality of education we provide for our children. A tight monitoring regime ensures they are well informed about our priorities and effectiveness. Governors contribute to the monitoring of the curriculum through a range of activities reviewing the school vision with SLT, developing policy, visiting classrooms, pupil voice activities, working directly with children through worship and specialist opportunities.

### Curriculum Organisation

Our whole school structure supports the organisation of the curriculum delivery. The challenges of mixed-age classes, high levels of SEND, our ASD Resource are carefully managed through a rigour to the timetables, subject specialist teachers leading teams and setting in core areas. Gifted and talented opportunities across a variety of subjects are built into the school timetable and not left to after school slots. This approach protects our vulnerable children from being left out. A consistent approach across the school, adaptability when needed and shared oversight as well as close tracking of individual children means that all pupils needs can be met. Children who attract the PPG grant and children the school deem to be vulnerable are carefully monitored and supported, both with their academic studies, cultural capital opportunities and pastoral needs. Additional time for those children identified to engage in learning and social opportunities are planned for every week and the time is strictly protected. Vulnerable children are proactively prioritised for gifted and talented opportunities when they meet the criteria for selection.

### Curriculum Resourcing

We work hard to ensure our teachers have the resources that they need to implement the curriculum. We prioritise specialist teachers when recruiting and teacher time when setting our priorities in the school budget each year. We invest in SEND support for children with additional needs with the clear ambition that all children can achieve highly, if appropriately supported. Our IT provision for teachers has been an area we have prioritised and invested in with the belief that we must be up to date and have the resources to bring the world into our classrooms and the classrooms into today's world.

We value and invest in enrichment opportunities that build cultural capital for everyone as well as opportunities for carefully selected children to exterminate the elitist nature of specific subjects, such as music and dance, for children who experience deprivation.

## **Enrichment, Pupil Talent & Skill Development Opportunities**

Our rich curriculum offer is designed to enhance pupils' personal development and provide opportunities for talents and abilities to be nurtured and developed. These opportunities occur not only in day-to-day teaching but through the exceptional range of high quality artistic, sporting, and musical activities, often led by specialists and demanding excellence in pupils' engagement and response which encourages their independence as well as skill development. Pupils learn to "have a go" and gain confidence through public performance. We broaden horizons where ever possible, performing at the Hexagon each year, entering musical and drama examinations, providing a wide range of school trips and enabling all pupils to take part in Outdoor Learning each week in different areas in the local community. We also provide a wide range of after school clubs and encourage pupils to take leadership roles in these clubs where possible.

## **Evidence Led CPD**

We provide high quality professional development opportunities at whole school, subject, team and individual level to ensure individual needs are met and teachers are equipped to deliver our ambitious curriculum goals. Increasingly, we ensure that CPD is based on evidence on what is shown to have good impact on teaching and learning and we use a mixture of external providers and school expertise to develop practice. All member of staff have received training on Rosenshine principles and how to meet the needs of more able and SEND pupils.

Subject specialists provide the expertise needed to ensure key concepts are identified and schemes of work provide learner progression. Our school also organises 13 primary termly subject network meetings on behalf of our local schools for teachers to share practice, develop subject knowledge and organise subject CPD for network groups. The school has a rich programme of leadership training, and this has included senior leader training on curriculum by an external provider and use of curriculum and assessment quality frameworks to develop a deeper understanding of curriculum and assessment principles.

Our carefully led appraisal system also provides a tangible process for recognising the achievements and areas for development for all our staff. It enables us to reward the behaviour and practice we want to encourage. We are able to form qualitative judgements about individuals, an activity and our whole school. We use those judgements to improve practice and raise standards of achievement of all pupils. Through appraisal we identify and provide appropriate personalised training and staff development in order to ensure job satisfaction, a high level of expertise and progression of staff in their chosen specialism. Staff report a sense of purpose and an awareness of their role in the context of the whole school.

## **Curriculum Implementation During Remote Learning**

In the event of a full or partial school closure, or a teacher who is self-isolating, or in providing for pupils who may be self –isolating we are ready to ensure there is a consistent approach to remote learning and curriculum implementation. We aim to ensure that pupils who have to stay at home learn the same material as they would have learnt as if they were in school, so that pupils continue to have access to an ambitious, challenging, knowledge-rich curriculum, based on our medium-term plans, and that pupils will have regular practice to apply their knowledge and skills. They will be supported by high quality online resources and teaching videos. We also recognise that younger pupils and pupils with SEND may need more adult support in home learning and we will work with families to support their needs and access a broad and balanced curriculum. (ref. remote learning policy)

### **3. Curriculum Impact**

Over time, the school has sustained very high attainment measures in all key stages and is consistently in the top rank of performance against local and national indicators. All children across the whole school, including those who are vulnerable, achieve extremely well, make very good progress and are very well prepared for the next stage in their education. The quality of teaching is exceptional. As a result, children are challenged to think and demonstrate high levels of skill and broad knowledge.

We are especially proud of the good foundation for learning we provide with consistently high phonic results and, by the end of KS2, excellent outcomes for all pupils, including our pupils from the ASD resource, pupils with SEND and disadvantaged pupils. Our more able pupils also achieve very well and each year we secure several places for pupils at nearby grammar schools. We also take great care to ensure that our SEND children are matched to the secondary school which suits their needs best.

The curriculum provides rich opportunities for learning and contributes extremely well to pupils' excellent spiritual, moral, social and cultural development. Book scrutiny and pupil voice activities show work of a consistently high standard. Often children have detailed knowledge, can write in a complex way, read widely and often. They demonstrate good reasoning skills, take pride in their work and have good oracy skills.

Children's behaviour is exemplary in lessons, at break times and around the school. They can self-regulate, have excellent attitudes to learning and communicate with confidence. Children talk with joy about their passions and opportunities. Many achieve qualifications and certificates in artistic and sporting areas. They are self-aware, knowing their strengths and areas for development. They have confidence and are resilient in the face of challenges. Children are ambitious for themselves and our school. They are well prepared for the next stage in their education.

The excellent education we provide has gained the school an outstanding reputation in the community, reflected also in our 7-year designation as a Teaching School and provider of training of new teachers into the profession. During the recent period of remote education, we quickly adapted our practice to ensure that our curriculum was delivered as well as possible which was highly appreciated by parents.

Policies/documents which link to the Curriculum Statement and Policy include:

- Subject policies
- Long term plans/medium term plans/knowledge organisers
- Teaching and Learning Policy
- Remote Learning Policy
- Covid Catch Up statement
- Pupil Premium policy
- Assessment and Marking Policy
- More Able Pupil Policy
- SEND policy
- Learning Environment Expectations
- Outdoor Learning Policy
- Equality statement



