

THE VALLEY PARTNERSHIP

Curriculum Policy

This Policy was agreed by the Full Governing Board of
The Valley Partnership

Date: Summer 2022

Signed:

A rectangular box containing a handwritten signature in blue ink that reads "S.E. Rawlins".

Review Date: Summer 2024

The Valley Partnership Curriculum Policy

The Valley Partnership aims to help all children achieve by:

- 1) Increasing their subject knowledge.
- 2) Developing subject-specific skills and ways of learning.
- 3) Helping them to understand concepts and ideas.
- 4) Develop children's understanding of character through the discrete teaching of Character Education.
- 5) Giving children opportunities to apply what they have learned in school to become Inspiring Changemakers in the real world.

The Curriculum in Years 1 – 6

We seek to provide children with a broad, balanced and rich curriculum, which is underpinned by imaginative and dedicated teaching. The curriculum is designed to be inclusive, and our aim is to provide suitable challenges for all children including the gifted and talented, by responding to pupils' diverse needs and overcoming barriers to learning for individuals.

The curriculum in the Valley Partnership schools for Year 1 to Year 6 children is based upon the new statutory National Curriculum 2014 (NC 2014) for schools in the United Kingdom. The curriculum currently consists of three core subjects, (English, Mathematics & Science), eight foundation subjects, (Art and Design, Computing, Design Technology, Modern Foreign Languages (MFL), Geography, History, Music, Physical Education (PE) and Religious Education (RE). These can be found in detail at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf.

This statutory requirement dictates a Programme of Study for every year group from Year 1 – Year 6. The table at the end of this document is a very brief outline of the key areas in the new National Curriculum that have been in place from September 2014 and what is needed to be covered in each year group. Current details will be published through termly class curriculum letters and information on the school's website.

The classes in the Valley Partnership are mixed age groups. The partnership has a rolling programme, so that coverage of the curriculum at the right key stage is achieved as well as providing an interesting diverse curriculum, without repetition at the same level.

INTENT

Our curriculum is BIG – Believe, Inspire and Grow. Our curriculum empowers children to positively engage with the world they live in, enabling them to become Inspiring Change Makers and virtuous Global Citizens for generations to come. Our children will believe in

themselves as high achieving learners, inspiring a lifetime of learning that generates the growth of an inquisitive and enquiring mind built on firm foundations of virtues of good character such as determination, honesty, and compassion. Our curriculum evolves to ensure academic engagement, global awareness and contextual understanding.

As a Church of England School, our curriculum is aligned with and underpinned by the theology within the Church of England Vision for Education, ensuring that children are able to live “life in all its fullness” (John 10:10).

ACADEMIC

Our knowledge-based curriculum allows our children to develop the skills to acquire and retain knowledge, enabling them to believe in themselves as high achieving learners, thus, creating citizens that are inquisitive and resilient. They will develop their understanding of history, heritage and culture, respecting the diversity of the world they live in. They will study significant individuals and events that have shaped our world, generating aspirations of their own for future life. With a mindfulness approach, our children will understand the importance of keeping their body and mind strong enabling a healthy engagement with all communities.

CHARACTER

We aim to develop well-rounded children with core character virtues, who respond to challenges with a positive growth mindset and optimism, are confident in their own identities and who develop an understanding of how they learn. They make ethical decisions built on trust, truthfulness, and forgiveness. They are prepared to join with others in celebrating our common humanity and are prepared to apply what they have learned within the real world.

INNOVATION

Our curriculum will develop children’s knowledge and understanding of local, national and global issues, gaining an understanding of the world and how to engage confidently within it. Opportunities for children to develop skills associated with entrepreneurship, innovation and environmentalism will be integrated within the curriculum.

“Life in all its fullness,” John 10:10

COMMUNITY

Our curriculum develops a strong awareness of community and living well together providing a sense of belonging and interconnectedness with local, national and global communities. Children learn to contribute positively to society through embedded learning of core values and character virtues.

“Love your neighbour as yourself.” (Mark 12:31)

IMPLEMENTATION

These four cornerstones are implemented throughout our curriculum. The curriculum is everything that the children experience in and around the school, planned and incidental - caught, taught and sought.

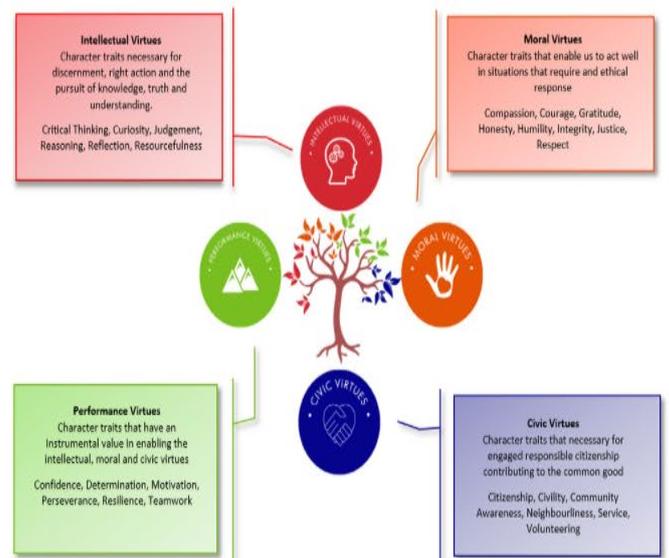
The 'caught' refers to the culture of the school and the inspirational influence of a positive ethos.

The 'taught' refers to the educational experiences the school provides to equip children with the vocabulary, knowledge, understanding, skills and attributes they need to be successful and ready for the next stage in their learning.

The 'sought' refers to the opportunities that generate the formation of personal habits and character virtues.

Character Education

Character Education will be taught and children will have opportunities to practise their character virtues through all curriculum subjects, enrichment and wider experiences. Character education is woven throughout, enhancing the curriculum to ensure children have experiences beyond the classroom, and providing them with opportunities to apply their skills and knowledge in a wider context. Linking all the building blocks of character through four core character virtues:



Curriculum

Our curriculum comprises a creative and thematic approach to learning that is mapped to the National Curriculum to ensure comprehensive coverage of national expectations. The learning journey is mapped out year by year and subject-specific content ensures there is clear progression, consolidation and extension of skills and knowledge. We build in opportunities for children to return to areas of learning, which allows them to gain a deeper understanding of the skills and processes within subjects. The planning process involves the children assessing their previous knowledge and encouraging them to pose their own questions throughout each project.

← This approach is based on the following four key components of learning shown here.

At the **Engage** stage, children:

Gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school

Get an exciting introduction to a new project

Begin researching and setting enquiry questions

Get lots of opportunities to make observations

Develop spoken language skills

Take part in sensory activities

Have lots of fun to fully engage with their new project

At the **Innovate** stage, children:

Apply skills, knowledge and understanding in real-life contexts

Lead their own learning through individual and group projects

Solve real or imagined problems using everything they've learned

Be inspired by imaginative and creative opportunities

Revisit anything not fully grasped at the 'Develop' stage

At the **Develop** stage, children:

Improve their knowledge and understanding of the topic

Develop and practise their new skills

Compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum

Research their own questions and those set by others

Follow new pathways of enquiry based on their interests

Complete home learning activities that support their learning

At the **Express** stage, children:

Become the performers, experts and informers through presenting their work in a variety of ways

Share their achievements with parents, peers and the community

Evaluate their own learning

Link what they have learned to where they started

Celebrate their achievements

IMPACT

Children will inspire change and be change makers.

Children will develop practical wisdom; knowing the right action at the right time and to become flourishing individuals who contribute towards a flourishing society.

Children will develop character virtues that have far-reaching effects beyond the school gates, ensuring children become global citizens of the future.

We monitor and track the impact of our curriculum through:

The Cornerstones Maestro online tool.

The knowledge and understanding the children retain over time leading to the standards that the children achieve by the end of each year.

The quality of work, progression of skills, depth of knowledge and understanding presented in the children's books, classroom displays, learning journeys, exhibitions and social media feeds.

Attainment and progress including national tests and standardised assessments.

The development of children's oracy - their ability to articulate their learning.

Included in our curriculum, is work that links personal, social, moral, mental and health education as well as relationships and sex education. Staff also develop the partnership Core Values in-line with the TVP Vision and Mission Statements and strive to ensure that all aspects of these life skills are developed in all years and across subjects. In addition to this, the discrete teaching of Character Education allows children to explore how our school Core Values develop as the virtues of character that we aspire to embody.

Parental engagement is a valued part of our school life and parents receive termly curriculum letters informing them of the content of the curriculum being delivered that term; these are published on our website too.

Across both schools, members of teaching staff each take responsibility for at least one curriculum subject. They lead that subject across the partnership to ensure equity and excellence for all children in all classes. Each subject leader is responsible for developing their curriculum's Intent, Implementation and Impact statements in-line with our vision and values for the curriculum. These are communicated to staff, with any associated professional development training required, through Professional Learning sessions at weekly Professional Development Meetings.

Teachers across the partnership plan together where possible to ensure consistency and progression across classes and year groups, sharing best practise and current ideas. Short, medium and long-term curriculum planning takes place, so that effective classroom teaching can be achieved. The assessment of the quality of teaching, as well as the assessment of children's learning and understanding, is also given a great deal of organisational time and attention.

The children in each class are taught by a variety of methods including whole class teaching, group or individual work. Whatever the method, we deliver equity for all students through challenging each child's level of understanding at an individual level and providing support particular to each learner; teachers create the time and opportunity for assessment and diagnosis of children's learning. We keep detailed records of work and progress, and these are shared with parents. In the autumn and spring terms, there are parent, child and teacher consultation meetings to discuss targets for learning. An annual report is then issued at the end of the year.

We have forged strong links with a variety of other schools to ensure that the children have the opportunity to enrich and extend their learning. Teaching staff have created an Enrichment Programme, which details across the academic year, the opportunities and experiences children will be able to partake in to become Inspiring Changemakers and Global Citizens.

Reporting to Parents and Carers

Teachers across both schools are available after school to discuss progress; however, there are also set meetings to focus on pupils' progress.

In the Autumn Term, there are parent and teacher consultation meetings to discuss how children have settled into school and review how children are progressing with the

expectations of the National Curriculum or how they are progressing towards meeting Early Learning Goals.

In the Summer Term, parents will receive snapshot reporting progress and attendance at the end of the school year; this report will also contain any information on statutory assessments that have been completed. Children in the Early Years will also have a full copy of their profile based on the Early Learning Goals. Throughout the year, staff will document each child's learning journey to show the milestones that the child has achieved in school.

The Foundation Stage Curriculum in The Valley Partnership Schools

The Early Years Foundation Stage (EYFS) is how the Government and Early Years professionals describe the time in a child's life between birth and age five.

This is a very important stage, developing skills that will prepare them for their future learning and successes. This experience should be happy, active, exciting, fun and secure; it should also support their development, care and learning needs. We deliver the EYFS following the Early Years Foundation Stage Framework.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

The Valley Partnership Schools aim to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress throughout school and life;
- quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind;
- close partnership working between practitioners and parents and/or carers;
- every child is included and supported through equity and excellence as standard, equality of opportunity for all and anti-discriminatory practice.

Through giving effective teaching and learning opportunities, we will ensure that all children are empowered to:

- become confident and develop a sense of self confidence, self-awareness and self-belief;
- become adventurous, curious learners who will investigate the world around them with resilience and perseverance;
- be learners who love learning;
- build and establish effective relationships, working collaboratively with others;
- develop knowledge about their feelings and needs, and know how to communicate them;

- develop independence and become empowered to take action to meet their own needs;
- have high aspirations for themselves and to become confident to build on their successes, always seeking to excel in what they do.

Curriculum

Our Early Years settings follow the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language;
- physical development;
- personal, social and emotional development.

The prime areas are strengthened and applied through four specific areas:

- Literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

The Educational Programmes adopted in our setting are facilitated through core and continuous provision and the EYFS curriculum is implemented and supported through shared adult practices which include:

- Sustained shared thinking - encouraging children's own thinking skills;
- adult-child interaction - (adults: observe, wait and listen);
- conflict resolution;
- open ended resources;
- developmentally appropriate activities based on stage;
- an environment organised into specific areas of learning.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff also take into account the individual needs, interests, and stage of development of each child in their care. They use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services and agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practise.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through positive interaction. As children grow older, and their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning in readiness for the national curriculum year 1.

Assessment

Ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account information shared by parents and/or carers.

A very brief summary of the NATIONAL CURRICULUM subject content for Years 1-6

English	The national curriculum explicitly defines the expectations of what is to be taught in a 2-year grouped section. This is for KS 1, Lower Ks 2 and Upper KS 2
English KS 1	<p>The key areas are:</p> <p>Reading: Word reading- identifying and using phonic knowledge and linked vocabulary e.g. phonemes, grapheme, split diagraph</p> <p>Comprehension</p> <p>Writing: Transcription-this includes spelling patterns, suffixes, homophones, contractions use of apostrophise and national given list)</p> <p>Handwriting</p> <p>Composition</p> <p>Vocabulary, grammar and punctuation</p>
English KS 2	<p>The key areas are that increase throughout KS2 in complexity and expectation:</p> <p>Reading: Word reading- using root words, prefixes, suffixes (etymology and morphology) and ever-increasing range of vocabulary and its meaning</p> <p>Comprehension that includes play scripts, poetry, fiction and non-fiction</p> <p>Writing: Transcription-this includes spelling patterns, suffixes, homophones, contractions, use of apostrophes, dictionary use, dictations and further national given lists</p> <p>Handwriting- consistent, accurate and neat cursive handwriting</p> <p>Composition- this includes planning, drafting, layout, evaluating and editing, selecting type of writing for audience and precis</p> <p>Vocabulary, Grammar and Punctuation- identifying and using an ever-increasing range of terminology and techniques that are specifically identified as expected requirements. These techniques must be used accurately in children’s writing.</p>
Maths	<p>The national Curriculum for Maths has specific requirements for every year group from Year 1; this is called the Programme of Study. Below is a summary of areas with the principal being that pupils develop confidence and mental fluency in KS1. This expectation increases in Lower KS2 with a focus on using different formal and informal calculations, solving problems, using larger numbers, knowing all multiplication and division facts (up to and including 12x12 by yr4) and reading and spelling related mathematical vocabulary accurately.</p> <p>By the end of KS2, the expectation is that pupils can use fluently and accurately a range of complex calculations, solve multi-step problems, work with fractions, decimals & percentages at speed, as well as starting to use algebraic knowledge, understanding and application. Children are expected to become fluent with the use of these maths skills and then progress onto becoming confident users in a reasoning context.</p>
Maths KS 1	<p>Number – number, place value and the four operations</p> <p>Measurement</p> <p>Geometry- properties of shapes, Geometry-position and direction</p> <p>Year 2 introduces fractions and statistics</p>

Maths Lower KS 2	Number – number, place value and the four operations Measurement Geometry- properties of shapes Geometry-position and direction Fractions with decimals introduced in year 4 Statistics	
Maths UKS 2	Number – number, place value and the four operations Measurement Geometry- properties of shapes Geometry-position and direction Fractions/decimals/percentages - comparisons and using the 4 operations Statistics Ratio and proportion & algebra in year 6	
Science	A focus throughout of thinking and working scientifically is a key aspect for all year groups. The national curriculum document details programmes of study for each year group.	
Science KS 1	Plants Animals including Humans Everyday Materials Seasonal Changes Living things and their habitats- in Year 2	
Science Lower KS 2	Yr 3 Plants Living things and their habitats Animals including Humans Rocks Light Forces and Magnets	Yr 4 Living things and their habitats Animals including Humans States of matter Sound Electricity
Science Lower KS 2	Yr 5 Living things and their habitats Animals including Humans Properties & changes of materials Earth and Space Forces	Yr 6 Living things and their habitats Animals including Humans Evolution and Inheritance Light Electricity
Art and design	Art, craft and design focuses on the human creativity element. It involves engaging, inspiring and challenging pupils to give them the knowledge and skills to create and invent using a range of materials and mediums.	
Art and design KS 1	Design & make products Draw, paint and sculpt Develop techniques using colour, pattern, texture, line, shape, form and space. Consider other artists, craft makers & designers, making comparisons and links.	
Art and design KS 2	Develop techniques and control Use sketch books to review and revisit Develop mastery Increase knowledge and understanding about great artists, architects and designers	

	in history	
Computing	Develop computational thinking and creativity. Digital systems - programming to use and express information/designs	
Computing Including:	KS 1 Basic programming and debugging, online safety, storing information	KS 2 Designing programmes for complex problems, using internet search engines
Design and technology	Pupils are required to make products that solve problems, wants and needs using a variety of different methods linking, art, maths, science, engineering and computing. They will look at past and future innovations and understand their impact on the past, present and future. They will use a range of joining techniques, through a series of design phases: design, make & evaluate using technical knowledge .	
Design and technology	KS 1 Cutting, shaping, joining and finishing using construction materials and textiles	KS 2 Using mechanical systems such as gears, pulleys, cams and levers and building circuits incorporating switches, bulbs, buzzers and motors.
Design and technology including cooking and nutrition	KS 1 Use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from.	KS 2 Prepare and cook a variety of predominantly savoury dishes, using a range of cooking techniques; understand seasonality, & know where and how a variety of ingredients are grown, reared, caught and processed
Geography	KS1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	KS2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Geography including	KS 1 Locational knowledge Names of oceans, continents, capitals of the UK and seas and surrounding areas. Place knowledge Human and physical geography Geographical and field work skills	KS 2 Locational knowledge Countries of world, counties and also Europe and & N and S America. Place knowledge Human and physical geography- climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes, economic activity, trade links & natural resources Geographical and field work skills- inc.

		4- and 6-point grid references
History	KS1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	KS2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
History including	KS1 Significant events within and beyond memory, significant individuals to compare aspects of life and significant people and events and places in their locality.	KS2 Changes from Stone Age to Iron Age Roman Empire Anglo Saxons and Scots Viking and Anglo Saxons A real local study A theme beyond 1066 Ancient Greece A non-European early civilisation
Languages KS 2	Languages teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.	
Music	Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.	
Music including	KS1 use their voices expressively and creatively by singing songs and speaking chants and rhymes <ul style="list-style-type: none"> • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	KS2 <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.

PE	PE inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	
PE includes	Mastery of basic movements (run, jump, throw, catch etc.), introduction to team games	Swim 25 metres, perform a range of strokes, lifesaving techniques, competitive games such as football, netball, cricket, hockey, basketball, badminton and tennis. Compare and improve performance. Participate in outdoor and adventurous activities.