

Thinking Schools Academy Trust
“Transforming Life Chances”

New Horizons Primary School



Curriculum Policy

This policy was adopted in September 2020

This policy will be reviewed in September 2021
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Our Intent:

The vehicle that drives learning is the curriculum.

We endeavour to promote a love of learning through a rich, engaging and ambitious curriculum which is personalised to the needs and interests of our children. An engaging curriculum should have secret doors in familiar worlds where children did not know existed. We aim to ensure that our curriculum is:

- *Well designed*, connected and sequenced. Key knowledge and skills are identified and progressive.
- *Remembered*. Through ensuring planning is interleaved and spaced there are deliberate opportunities to re-learn and make connections with what is already known. Retrieval tasks are purposefully planned to aid knowledge retention.
- A curriculum that *powerfully addresses the social disadvantaged*. The curriculum is relevant, offers experiences that children may not otherwise benefit from, allowing for a developing cultural capital.

Curriculum matters, as it defines the knowledge and experiences that learners will receive beyond their home environment' (Biesta, 2009). Education is the key to transforming life chances; we support every member of our community to think about their thinking and be a part of shaping their success.

Implementation:

- Subject leaders construct an irresistible, ambitious curriculum for all learners including disadvantaged and those with special educational needs (SEND).
- Subject leaders plan across the whole primary phase, where conceptual knowledge and skills development are intertwined.
- Our school curriculum is interwoven. It is coherently mapped and scaffolded so that key learning is progressively planned and cyclically sequenced through the use of interleaving and spacing.
- Subject leaders plan for key knowledge to be remembered by revisiting and reinforcing portable knowledge, deepening understanding, building stronger learning pathways, challenging misconceptions and forming long term memory aid through periodic, retrieval tasks.
- Our curriculum is progressive. Senior leaders support and promote teachers to continue to develop their own pedagogical knowledge through developing effective teaching methods; subject knowledge and pedagogical content knowledge by knowing how best to teach a subject or topic. This development includes in-house teacher training, wider Thinking Schools Trust training, actively seeking out or being a part of school action research, pedagogical reading and wider outreach.
- Reading and language development is prioritised to allow pupils to access the full curriculum. A rigorous and sequential approach to the reading curriculum develops fluency, confidence and enjoyment. There is a sharp focus on ensuring that younger children gain the phonic knowledge and language comprehension skills necessary to read; together with the skills to communicate. 'The correlation between vocabulary size and life chances is as firm as any correlation in educational research. 90% of vocabulary is encountered through reading and not in everyday speech. Subject leaders deliberately plan to expose children to a wider breadth of vocabulary.
- Ensuring the curriculum continues to prioritise children's life skill development, developing their resilience, reciprocity, reflectiveness, resourcefulness and ensuring we develop their understanding of responsibility and citizenship.

Curriculum Intent and Implementation for the Early Years Foundation Stage

The EYFS is a crucial stage in children’s development and education. We strive to ensure that young children are motivated by an engaging curriculum with a balance of adult initiated and child led play and learning; supporting development and independence.

‘Play is the highest form of research’ — Albert Einstein.

For a child, play is the vehicle for exploring and learning, developing new skills, and connecting with others. Through play children practice talking, singing, writing, reading and developing key skills that serve as a foundation for school readiness. Relationship building is crucial. Through nurture, questioning, promoting clear routines and challenge children children’s characteristics of learning are developed including becoming a confident and resilient learner. Curriculum Impact

Curriculum Impact

- Every child at New Horizon will be a successful learner, responsible citizen and happy, confident individual.
- Children will make informed, responsible choices for themselves, their school and home family, their wider community and their wider world and environment.
- Every child can articulate and apply the school’s learning habits of resilience, reciprocity, resourcefulness and reflectiveness.
- As children move towards KS2, they are confident to explain and apply cognitive tools that help to structure and analyse their thinking.
- Every child who has completed the New Horizon’s journey, from nursery or Early Years to Year 6, will achieve good or better progress.
- Attendance is at least in line with national.
- Parents know what their child is learning and how to support learning at home as well as life-long habits.
- Our curriculum will not stagnate. Instead it will continue to offer relevant, aspirational content that will adequately prepare learners for KS3 and beyond, including the work force and life-long skills.
- Children remember what they have been taught.

Monitoring Impact of the Curriculum

SLT monitor weekly and the Head Teacher monitors overall impact. This includes assessment data, whether initiatives are informing standards and promoting quality education, whether teachers are meeting standards.

- Teachers, year leaders and subject leaders monitor impact of their planning, resourcing and curriculum development.
- Teachers assess children in every lesson and plan for next steps. New Horizon’s also adheres to the Thinking Schools Trust’s monitoring cycle.
- Children remain at the heart of assessment for learning. They value feedback and act upon it. Children also begin to self and peer assess one another as learning from our peers is an inevitable part of how we learn. End of year reporting allows our learners a voice within their summative assessment.

This policy is reviewed annually by SLT and by all staff and Governors

Date: September 2020

Review: (annually) September 2021

Signed:

C.o.G

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