

Millbrook Primary and Nursery School



Curriculum Policy

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Statement of intent

At Millbrook Primary School we believe deeply in the importance of helping our pupils develop as a whole person – happy and ready to take the next steps into their education and lives beyond Primary School.

To achieve this we teach the curriculum in a dynamic and fun way that means every child can unlock vital skills that will drive their creativity. We believe every child should be given the opportunity to create, compose, perform, visit, experience, participate, know, understand and review as part of a cultural and creative curriculum.

Our curriculum is organised to allow for an accumulation of deep learning with fewer things taught in greater depth. We see our curriculum as a jigsaw with overarching concepts and themes that allows the children's knowledge and understanding to deepen and strengthen with time.

All children are encouraged to work together to solve problems, to think critically so they understand different points of view and are expected to care about their learning. We expect the children to take pride in their efforts and believe all children are capable of producing 'beautiful work'.

We use Philosophy, Forest Schools and the Arts to enrich the curriculum – teaching positive risk taking and creativity that helps pupils progress in all their subjects and on a personal level. We place Oracy at the heart of our offer and believe a curriculum that provides the children with repeated access to a rich vocabulary and storytelling approach strengthens the children's long-term memory.

Our daily Assessment for Learning and timely feedback means that teachers and pupils always know exactly how much progress they are making and where they may need more help. All staff understand the best methods to support pupils in 'Making Learning Stick'. See Feedback Policy for more detailed information.

Our curriculum is holistic and concept based, utilising the child's head, heart and hands, and is rich with thematic learning – we provide many theme days, educational visits and visitors that really bring our subjects to life. Our curriculum is concept driven to ensure the children have multiple opportunities to revisit key learning.

The head, hands and heart curriculum is a 3 way balanced curriculum.

Head (academics)– This is the knowledge section of our curriculum. We believe the application of knowledge is power. When we provide the children knowledge, we teach them how to apply it through concepts. We aim for the children to think like a mathematician, historian, philosopher etc.

Hands (problem, solving and creativity)– This is a crucial and balanced with the head and heart. The hands are the 'do' part of the curriculum, where children get to practise their craftsmanship. This is where application of the knowledge and use of skills allow children to create like a historian, philosopher etc.

Heart (character) – The heart is what we want our children to be able to do, understand and be by the time they leave Millbrook Primary School. It is the aim of our curriculum to create educated citizens with a sense of values. It is about developing character, helping children find their identity and developing the qualities they need to thrive. It is the passion, drive and commitment they have for the subject.

At the intersection of all 3 is a curriculum that is multi layered – that brings together rich subject knowledge, problems to be solved and the opportunities for students to grow as individuals as they go about achieving it.

We believe the teaching staff should have access to the best continuing professional development in order to develop their own and others subject knowledge to the highest of standards.

For the latest information about our curriculum and values visit our website at www.millbrook.tameside.sch.uk

The Millbrook Way

Millbrook Primary School is led by our values ***Striving for Excellence*** and ***Caring for all*** where pupils and staff are all driven by the importance of aspiration and the development of the skills, attitudes and knowledge needed to thrive in an ever changing world. We ensure that every lesson provides the children the opportunity to ***Engage, Challenge and Process*** their learning.

The outstanding teaching, broad and balanced curriculum, Forest School, and Philosophy for Children throughout the school, provides a depth of learning necessary to be an educated and effective citizen, able to seize the opportunities, responsibilities and experiences of later life.

Millbrook pupils are caring and can work together. They are also able to think critically, creatively and manage risk. This powerful combination emanates in excellent results and happy pupils.

Our Promise:

- That all pupils will receive high quality and innovative teaching that supports and challenges them to achieve their best.
- That parents and carers feel part of the school, are supported and know how to support their children.
- That pupils leave our school equipped to be effective in which ever path they take in their work and relationships.

Aims and objectives

The Curriculum Policy underpins the principles and strategies used for the development of the curriculum undertaken within Millbrook Primary and Nursery School.

Signed by

E.Turner

Headteacher

Date: March 2023

M. Robinson

Chair of Governors

Date: March 2023

Next review date: March 2025

1. Key roles and responsibilities

- 1.1. The Governing Body has overall responsibility for the implementation of the Curriculum Policy of Millbrook Primary and Nursery School.
- 1.2. The Governing Body has overall responsibility for ensuring that the Curriculum Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Governing Body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The Governing Body is responsible for publishing National Curriculum test and teacher assessment results.
- 1.5. The Headteacher will be responsible for the day-to-day implementation and management of the Curriculum Policy of Millbrook Primary and Nursery School.
- 1.6. The Curriculum Lead is responsible for providing a strategic lead and direction for the school curriculum, in liaison with the Senior Leadership Team (SLT) and the headteacher, in line with the Department for Education's statutory guidance.
- 1.7. The Curriculum Lead is responsible for providing efficient resource management and timetabling of subjects.
- 1.8. Subject Leads are responsible for providing the Curriculum Lead with information about developments in their key area of learning at both a local and national level, and reviewing the curriculum across the school.
- 1.9. The SLT is responsible for reviewing subject plans for their key areas and evaluating teaching, learning and assessment.
- 1.10. Class teachers are responsible for teaching the agreed curriculum and liaising with the subject co-ordinators to review areas of the curriculum.

2. Organisation and planning

- 2.1. Our curriculum is planned and developed in line with the requirements of the National Curriculum and the Early Years Foundation Curriculum. Our curriculum is based on several broad areas of learning:
 - Personal, social and emotional development.
 - Communication and language development.
 - Literacy development
 - Mathematical development.

- Knowledge and understanding of the world.
- Physical development.
- Creative development.

As far as possible, we provide an experiential curriculum, enabling our pupils to be fully engaged with what they are learning. Our curriculum is designed to raise the standard of work the children produce by:

- Striving for excellence and innovation
- Being authentic
- Being exciting, inspiring and engaging
- Ensuring a positive and inclusive experience
- Actively involving children and young people
- Enabling personal progression
- Developing belonging and ownership

Long-term planning for each year group and key stage takes place every year and we continue to undertake a full review of the curriculum and the concept based approach as advocated by M.Myatt in her 2018 work *The Curriculum Gallimaufry to Coherence*. We are striving for a concept based curriculum that emphasises big ideas that can span multiple subject disciplines. We want our curriculum to be coherent and progressive and built upon throughout a child's education. We aim for our content to be finally arranged in an order securely based in evidence associated with age related expectations and in line with NC expectations.

Medium-term planning brings together the key concepts that children must learn, makes links to real life and community projects, provides purpose and has core texts and oracy at its heart. Enquiry questions are used to engage and lead the learning and encompasses 'The Millbrook Way'.

Weekly, short term planning is responsive and takes account of the children's next steps in learning and is done on a regular basis.

Organisation – The curriculum lead monitors all teams and subjects in the foundation curriculum. The subject leads staff meet on a half termly basis with the foundation leads to discuss common themes and procedures. This includes planning, assessment, Ofsted frameworks, feedback etc. Planning for foundation subjects is submitted on a termly basis for scrutiny by the coordinators.

4.2 Millbrook Primary School sets out British values as part of SMSC development. The school's aim is to help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gangs and alcohol.

Our purpose is to protect children from harm and to ensure that they are taught in a way that is consistent with the law and the country's values.

Ways in which the school supports pupils' moral development include:

- Involving pupils in the annual review of the school codes of behaviour.

- Involving pupils in the design of the curriculum through their roles as subject ambassadors
- Helping pupils to make decisions that are acceptable to the school community and society at large.
- Encouraging healthy self-esteem.
- Helping pupils to value physical well-being, privacy, feelings, beliefs and the rights of others.
- Encouraging pupils to explore their feelings in reactions to different stimuli.
- Enabling them to take great pride and encouraging them to feel part of, and to contribute positively to fundamental British values.
- Encouraging them to see police officers as positive role models and our community partners.
- Developing community cohesion and the prevention of extremism and radicalisation both within our school's physical boundaries and within our local, national and global environments.
- Teaching pupils to respond to community concerns or local disturbances in a positive way which supports British democratic society.

3. Learning Intentions

3.1. The primary purpose of this policy is to guarantee a successful learning experience for every child. With this in mind, all classes follow the Millbrook Teaching and Learning Standards (see appendix 1) and we make the following learning pledges to ensure that every child is developed to their full potential:

- Every pupil will be educated at least to the minimum standard set by the Department for Education.
- Every pupil will be provided with opportunities to increase their self-esteem, motivation and aspirations.
- Every pupil will be encouraged to be enterprising and entrepreneurial in order that they may succeed in an ever-changing job market.
- Every pupil will be provided with opportunities to experience the wider world as a core part of their curriculum.
- Every child will be taught about budgeting and financial management in order that they may succeed in an increasingly unpredictable financial world.
- Every child will be challenged beyond their current level of ability in order that they may achieve their potential.

4. Assessment and reporting

We consider accurate and focused assessment to be the cornerstone of high-quality teaching.

4.1. Assessing progress in the Foundation Stage

- 4.1.1. During the Early Years Foundation Stage, our teachers begin to record the skills of their pupils and assess progress using **Development Matters**. Tiny Tracker is the system used to record this. A baseline is carried out in September and a profile is completed for each child at the end of the Reception year.
- 4.1.2. Progress is reported to parents termly.
- 4.1.3. A pupil's progress throughout the subjects of English and Mathematics are assessed by teachers throughout each year using the National Curriculum age related expectations. Key assessments are recorded using Educater.
- 4.1.4. Pupils' work is formally moderated via the National Curriculum and reporting to parents takes place each term throughout the school year.
- 4.1.5. Pupil progress meetings are held termly between class teachers and members of the school's leadership team.
- 4.1.6. Pupils in Years 2, 3, 4 and 5 also undertake optional tasks to allow teachers to further monitor progress and the school monitors progress against national standards.
- 4.1.7. Our assessment strategy for other subjects is to assess progress against the age-related expectations for specific subjects using our head, heart and hands approach to the foundation subjects. The children will be judged as either meeting age related expectations or not meeting age related expectations by the end of each key stage.

4.2. **Assessing social, moral, spiritual and cultural (SMSC) development**

5.2.1. Currently the school is implementing PSHE and Citizenship assessment by class teachers making judgements as they observe them during lessons, gauged against the specific learning objectives set out in the National Curriculum and the Early Learning Goals. We have clear expectations of what pupils will know, understand and be able to do at the end of each key stage.

5. The role of the Curriculum Lead

5.1. The role of the Curriculum Lead is to:

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.
- Support and offer advice to colleagues on issues related to their subject.
- Monitor pupil progress.
- Provide efficient resource management.

6. The role of the Subject Lead

6.1. Within the school's organisation each class teacher takes on the responsibility for leading on a subject area. It is the role of subject co-ordinator to:

- Raise standards in their subject.
- Keep up-to-date with developments in their key area of learning at both national and local levels.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught through monitoring the medium and short-term planning, lesson observations, work scrutiny and children's interviews ensuring that appropriate teaching strategies are used.
- Lead sustainable improvement through supporting colleagues and others.
- Review curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning, and assessment within their subjects.
- Audit, order and manage resources to enhance learning experiences for the pupils.
- Work as part of a subject team which includes all staff, governors and children through their ambassadorial role to plan and lead themed days and weeks and promote their subject area.

6.2. The main role is to drive attainment by providing rich and varied opportunities across your teams focus area.

6.3. Roles and responsibilities

Each subject lead will work to:

- Identify priority areas to be addressed through a development plan.
- Ensure an action plan is in place which identifies a target to improve standards of teaching and learning.
- Monitor the progress of the action plan through regular meetings (these will need to be before/after school). 1 per half term. VP/LA/ET will need to know when your meetings are for the subject calendar.
- Provide support to each other through coaching and giving advice.
- Communicate with SLT and Governors about your focus area.
- Develop and maintain an evidence file containing information on your curriculum area. You have these from last year these will need to be built on this year.

- Raise the profile of their subject through for example, planning a theme week or day
- Monitor progress through Assessing Through Talk

Each subject lead will need:

- Knowledge of current research and inspection evidence.
- The skills to be a role model for other staff in teaching of the subject.
- An enthusiasm for the subject area.

6.4. Development plan

Each subject will have a development plan. This will be updated regularly with progress against the targets set. The targets will be in line with school development priorities.

6.5. Half termly meetings:

All members will need to attend. Things you may discuss:

- Updating the development plan.
- Inviting the ambassadors to be involved.
- Organising the theme day.
- Having training or feeding back information.
- You may share Ofsted information regarding the different curriculum areas in your team.
- Feedback to staff about scrutiny weeks.
- Staff may feedback on training they have been on.
- Share new initiatives/ research.
- Set competitions.

7. Curriculum monitoring and review

- 7.1. Evaluation is essential for the planning and development of the curriculum. The Governing Body is responsible for monitoring the way the school curriculum is implemented.
- 7.2. The governors liaise with the Curriculum Lead and monitor the way the school teaches subjects.

Appendix 1

Millbrook Teaching and Learning Non- Negotiables

<p>Engage</p>	<p>Clarity – Does everyone know what they are learning? Are concepts referred to? Enquiry – What question is being explored? Revisit – How does it link to prior learning? Is retrieval practice appropriate? Purpose – Why is it being learnt? Model – Are there opportunities to demonstrate what a good one looks like?</p>
<p>Challenge</p>	<p>Questioning – Are you teaching to the top? Are you using challenging and linked vocabulary? Pace/Assessment – Are you setting time related targets? Are you moving the children on in their learning at the right pace? More modelling? Guided Group Work? Independent?</p>
<p>Process</p>	<p>AFL – What have they learnt? Can they articulate their learning? Are they able to independently apply it when it is revisited? Have you planned and prepared opportunities for them to practice? Do they understand what to do with feedback?</p>
<p>Oracy – Are you building in opportunities for discussion and debate throughout? No hands up – partners, cold call, group debate and feedback, whiteboards, Say it again better Effective Use of TA Effective use of Teacher Effective Use of Resources including IT Independent application or scaffolded</p>	
<p>Books need to clearly represent the child's learning journey, show progress as a result of timely feedback and show high standards of presentation and care. Children should be able to clearly articulate their learning in all areas of the curriculum.</p>	