

Newbold and Tredington C of E Primary School and Day Nursery

Creating a chance to SHINE every day



Curriculum Policy

This policy was ratified: September 2024

And will be reviewed: September 2026

Signed by Headteacher: Samantha Welsby

Signed by Chair: Bruce Gamwell

1. Curriculum Intent:

Our intent is that the Newbold & Tredington curriculum:

- I. Shapes children's spiritual, moral, social and cultural principles to prepare them for the challenges of modern life
- II. Emulates the school's ethos and local connections to develop an appreciation of our community and the wider world
- III. Builds on prior life experiences and delivers progressive knowledge that offers children the chance to achieve success

2. Curriculum Implementation - Components

EARLY YEARS

Our curriculum encompasses Nursery and Reception and builds on the experiences that the children bring with them when they join us, using key texts, songs and rhymes over a two year program. It has been developed using the Statutory Foundation Stage Framework alongside supporting documents Development Matters and Birth to Five Matters to ensure children succeed in learning the skills and knowledge they need to move into Year One and beyond. Integral to our curriculum are communication and language, the importance of play and children's own interests. Our school vision and our three school rules to be 'ready, safe and kind' are woven throughout our Early Years curriculum so that children are developing the learning behaviours that extend into the rest of the school.

Our curriculum is based around 4 key components which work in conjunction with each other in order to create meaningful learning experiences for our children.

Two Year cycle:

The curriculum at Tredington is centred around a two year cycle. This enables our children to experience new topics, whilst building on knowledge and skills taught in previous years. Our foundation subjects are taught discretely to allow children to identify the skills necessary to become adept in each subject area. However, the topics studied within each subject are planned so that they inter-link with other subject areas, - for example, Year 6 study The Shang Dynasty in history, whilst exploring China in geography and Chinese art and inventions in both art and design

technology lessons. This allows children to make links easily between knowledge sets and provides them with a broad, coherent and well-balanced knowledge base on which they can develop each year.

Learning attitudes and behaviours

To facilitate and encourage children to succeed within our curriculum, we promote positive learning behaviours through our 'SHINE' culture. This means that all school staff ask the children to be **Self-believing, Hopeful, Inspirational, Neighbourly and Engaged**. This is embedded in our school vision where we ask the children to 'create a chance to SHINE everyday' and is echoed in our focus bible passage of 'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven'. (Matthew 5:16)'.

Learning experiences

To supplement our curriculum, staff plan for external experiences to classroom-based lessons to enrich the learning for their children. Each class plans for opportunities to enhance the learning that takes place in the classroom, as well as providing occasions for children to further develop their knowledge and understanding of a topic area. These opportunities can arise in a manner of ways, including but not limited to: internal visits from a subject specialist, planned external visits or practical-based activities in the classroom. To immerse the children into their learning, classroom environments always reflect the learning that is taking place. For example, if the topic was Exploring Africa in geography, African Instruments in music and the Kingdom of Benin in history the classroom displays would reflect elements of all of these areas of learning.

Curriculum Celebration

Celebration of the learning which takes place is something we believe is fundamental to positive engagement of the children in their educational development. Each class spends time at the end of each term preparing a showcase lesson in which they present some of the learning that they are proud of and are willing to share. Their parents and carers are invited in to take part in the lesson as a way of being part of their child's learning journey.

3. Curriculum Impact

Our curriculum is designed to have an impact on children's outcomes at our school and beyond as they develop into valued members of society. We believe that to ensure the children have the tools to make positive contributions to their communities, our curriculum allows them to:

- develop a sense of community and make positive contributions towards wider society
- be aware of historical events and geographical features locally, nationally and internationally.
- be curious and analytical to explore the world in which they live.
- become familiar with the teachings of Christianity and other world faiths.
- allow development of strong moral values on which to base their own behaviour.
- practise tolerance and respect within a welcoming and supportive environment.
- be creative and represent their developing sense of self across different mediums.
- become innovative and self-motivated learners.
- communicate, present, programme and problem solve using technological skills.
- develop physical co-ordination and stamina for different purposes.
- apply the skills of safety, health and hygiene.

We monitor the impact of our curriculum by undertaking:

- Formal assessments to gain data from pupil achievements (EYFS, Phonics, KS1 & KS2 assessments)
- Tracking of attendance
- Reviews of behaviour policies implementation around school
- Parental and child questionnaires
- Lesson observations & book trawls
- Internal tracking of curriculum data and curriculum systems

4. Curriculum Coverage

Our curriculum covers a vast range of areas, ensuring it is broad and balanced for all year groups. Each subject is taught discretely in the following structure:

Taught continuously	Taught half-termly
English	Music (apart from Ruby class which is continuously)
Maths	Art & Design
Spelling	Design & Technology
RE	Modern Foreign Languages (Years 3, 4, 5 & 6 only)
PE	
Science	
Computing	
PSHE (Wellbeing Wednesday)	

Each foundation area is taught through specific units which have been carefully selected to ensure the curriculum is broad, balanced and allows for children to build on prior knowledge as they move through the school. For each unit, there are six or seven core objectives that the children are taught to gain a thorough and comprehensive overview of the topic. Teachers make formative assessments of the children against each objective before an end-of-unit task provides summative assessment information.

Please click [here](#) for more detailed information on each subject area.