



Creating a chance to SHINE every day

Curriculum Policy

This policy was ratified:

And will be reviewed:

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

Our curriculum is designed with the aims below which enable our children:

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

2. How is the curriculum implemented at Newbold and Tredington?

The curriculum is based around the school's 3 BIG WHAT Questions, intended to provide children with knowledge, experiences and skills through active participation across a variety of subject areas and curriculum enhancements. We promote character-building qualities through our SHINE values and, by celebrating when children demonstrate these qualities, encourage pupils to become well-rounded global citizens. Our curriculum exposes children to meaningful, real life experiences and our flexible timetable across the school allows for children's creativity and curiosity to guide their learning.

At our school, children acquire knowledge through a curriculum design that is inspired by research into cognitive scientific practices¹ and centred around key texts. We support children to commit knowledge to their long term memory using a combination of spaced learning activities and retrieval practices. By having pupils revisit key concepts, ideas, or skills through our BIG WHAT Questions over longer periods of time, we believe that children have greater opportunities to retain their knowledge. Our BIG WHAT Questions across the academic year are:

- What does change look like? (Autumn term)
- What does the world look like to us? (Spring term)
- What does creativity look like? (Summer term)

These are addressed in each term across the year through a curriculum designed around key enquiry-based questions in each class:

	Autumn	Spring	Summer
Ruby Cycle 1	How can we spot change?	How do we look at the world?	How are castles different to our houses?
Ruby Cycle 2	How are my toys different to my family's toys?	How do animals live in our world?	How does creativity happen all around the world?
Sapphire Cycle 1	How has the way we use materials changed?	How has exploring changed how we view the world?	How has our local area inspired creativity?
Sapphire Cycle 2	How has our country been shaped by past events?	How has the way we live changed since Prehistoric times?	How can our environment inspire our creativity?
Emerald Cycle 1	How has our country been shaped by past civilisations?	How has our view of the universe developed?	How can humans show their creativity?
Emerald Cycle 2	How have past civilisations affected modern human civilisation?	How have humans always worked in harmony with the natural world?	How can creativity be used to improve the way we live?
Amber Cycles 1 + 2	How has our world changed since the First World War?	How have humans impacted the world we live in?	How have the ways in which humans can be creative changed over time?

2.1 Progressive planning

Lessons are planned around the skills progression documents available for each subject. These determine the level of skill required for each subject at the end of each key phase across the two year topic cycle. Teachers use each skill point as a base on which to structure their lessons and use their assessment for learning to differentiate for the different levels of ability for those working within year group capabilities. For those children who have not achieved every subject skill for

¹ Education Endowment Foundation, *Cognitive Science Approaches in the Classroom: a Review of the Evidence*, July 2021

their year group, teaching staff use the appropriate skill objectives to ensure that their progression is continually linear and at an appropriate level to help them achieve the skill objectives for their current year.

3.1 Teacher assessment

At the end of each term, children are posed enquiry-based investigations which focus on the BIG WHAT question for their topic. They use their knowledge gained from in-class enquiries, drawing together the skills that they have developed across the term to develop their initial enquiry map. Teachers use evidence collected from assessment for learning alongside each child's enquiry map to determine how successfully each skill objective has been achieved. To evidence this assessment, teachers indicate on their skills progression documents for each subject how much they have covered as well as data to show who in each class has not yet met, has met and who is exceeding in achieving each skill. For those children who do not meet all of the skills objectives, record is made on this document of those skills which have not yet been secured. These documents are finally circulated to the next teacher to allow for continuation.

3.2 Role of the SLT

Each term, members of the Senior Leadership Team collate all of the curriculum assessment data to analyse:

- The coverage of each subject across each class and therefore the school
- The current attainment levels of the children in each class for each subject
- Appropriate progression within skills in each subject between classes

To further analyse the quality of provision across the curriculum areas in the school, SLT members undertake triangulation activities through book trawls, pupil voice interviews and comparison with the assessment data. Teaching staff have some dedicated time per term to complete curriculum assessments and revise previous assessments with SLT in order to ensure that the curriculum that is being delivered across the school is broad and balanced.