



# **Clover Leys**

## **SPENCER ACADEMY**

### **Our Curriculum**

We believe that great learning opens doors and expands horizons. We aim to instil a love of learning that our children will carry forward as they make the transition from our school to other settings and the wider world.

Our school ethos is 'Learning Together, Growing Forever'. We pride ourselves on teamwork and working collaboratively, consequently helping communities and individuals to continue looking forward with openness, diversity and positively. We understand that children must feel safe, relaxed and happy in their school environment in order to maximize their potential and feel that they are an important part of the school community. They enjoy their time at school, experiencing the intrinsic motivation that comes from attaining new knowledge and learning. Pupils are engaged with their learning and lessons are memorable. Our experienced teachers understand the importance of securing learning by valuing engagement and precise, quality learning opportunities that allow for mastery of concepts.

Our subject portfolios demonstrate how SMSC is developed throughout each curriculum area.

### **Our Curriculum Journey so far...**

The current National Curriculum was introduced in 2014, with some more recent changes to specific curriculum areas since then. This curriculum emphasized the importance of teaching for greater depth of understanding across all subjects. At Clover Leys Spencer, our curriculum has been designed to reflect the specific needs of the children within our school community. Discussions about our curriculum design involved consideration of the opportunities necessary to build cultural capital, the progression of skills and knowledge necessary to ensure that learning builds in a meaningful way throughout children's time at school and the importance of an interesting and varied curriculum. Teachers are constantly working to improve and develop the curriculum in response to their own professional development and their interactions with children, and the curriculum is not viewed as 'static'.



The following 'Curriculum Drivers' have been identified. These drivers underpin the framework of our curriculum, linking with our school ethos of 'Learning Together, Growing Forever.'

EVOLVE – is the acronym that is used looking at the following drives:

**E**xcellence –

**V**ision –

**O**utdoor Provision –

**L**aughter –

**V**alues –

**E**quality and Diversity –





## Excellence

Having high expectations of all pupils with dynamic interventions in place to ensure that all pupils reach their potential.

Teaching children about the importance of having a goal and working hard to achieve it; shared targets, role model charts, class dojos, excellent communication with parents and carers and Gold Book celebration assemblies.

Teaching children about inspirational people such as Florence Nightingale, Tim Peake.

Challenge for children across all subjects through effective marking and feedback, mastery approach, self/peer assessment and participation in cluster events for most able pupils in conjunction with Spencer Academy Trust.

**Excellence**



**Achieved by....**

A positive attitude to the process of learning, the characteristics of effective learning, growth mindset and peer mentors paired work across year groups such as reading buddies.

"Excellence is not a skill it is an attitude."  
Ralph Marston

Experienced teaching staff with good subject knowledge who enjoy their jobs and are reflective practitioners, keen to learn and develop teaching and learning methods.

A supportive and safe learning environment which means that children are willing to take a risk and participate in new learning experiences without fear of failure.

## Vision

Curriculum focus weeks giving the whole school opportunity to work collaboratively, involving collaborative work with pupils, home and school.

Visitors into school reflect a variety of different occupations and provide role models for the children such as doctors, firefighters, animal welfare experts, vets, scientists and athletes, being careful to avoid gender or other cultural stereotypes.

Knowing our children and following their interests.

A balanced school day that provides opportunities for formal curriculum time with balanced outdoor learning, physical activity and play.

**Vision**



**Achieved by....**

An enriched curriculum involving meaningful visits and visitors for all age groups linked carefully to learning opportunities.

Excellent home school links. Parents know what their child is learning and how they can support and develop this at home.

"Vision is the ability to see potential in what others overlook."  
Rick Warren

Active pupil school council gives pupils agency and opportunity to lead learning and organise events such as whole school talent shows, charity days and celebration events.



## Outdoor Provision

Knowing their locality. Opportunities for learning outdoors extend beyond our school premises.

Engaging with animals in our outdoor environment. Our school chickens provide children with the opportunity to nurture and care for livestock and to be rewarded with eggs and even chicks!

The best classroom and the richest cupboard are roofed only by the sky."  
Margaret McMillan

Weekly forest school sessions, linked to characteristics of effective learning and broader curriculum.

Making use of outdoor environment wherever possible to support curriculum work.

Well developed outdoor learning area fully used to support learning for EYFS/Y1 children.

Allocated and creatively resourced outdoor space for Y2/3 children.

Gardening with purpose! Children grow fruit and vegetables to give to the friends, family and those in need, deepening our understanding of where food comes from.

Communicating with our parents during their first and transition visits to ensure that parents are a board with our ethos and can support wherever possible.

**Outdoors Provision**



**Achieved by....**

## Laughter

Residential trips for our KS2 children, full participation encouraged for three days of physical and team building activities.

"There is little success where there is little laughter."  
Andrew Carnegie

Giving our children time and space to do things on their own, all staff understand and value this.

A meaningful curriculum that links with practical 'real life' skills such as cooking sessions in EYFS, swimming and 'prefects making profits'. Children are given the opportunity to organise themselves and show personal responsibility and initiative.

Enabling relationships; trusting our children and allowing them to take 'risks'.

Giving children roles of responsibility; reading buddies, school council, monitors and prefects.

All pupils accessing Forest School every week of the year. Building skills such as boundary awareness, tool use, tree climbing and fire lighting with independence.

Children encouraged to solve their own problems and work collaboratively with peers to overcome obstacles through the specific planning of teamwork activities from EYFS-Y6.

**Laughter**



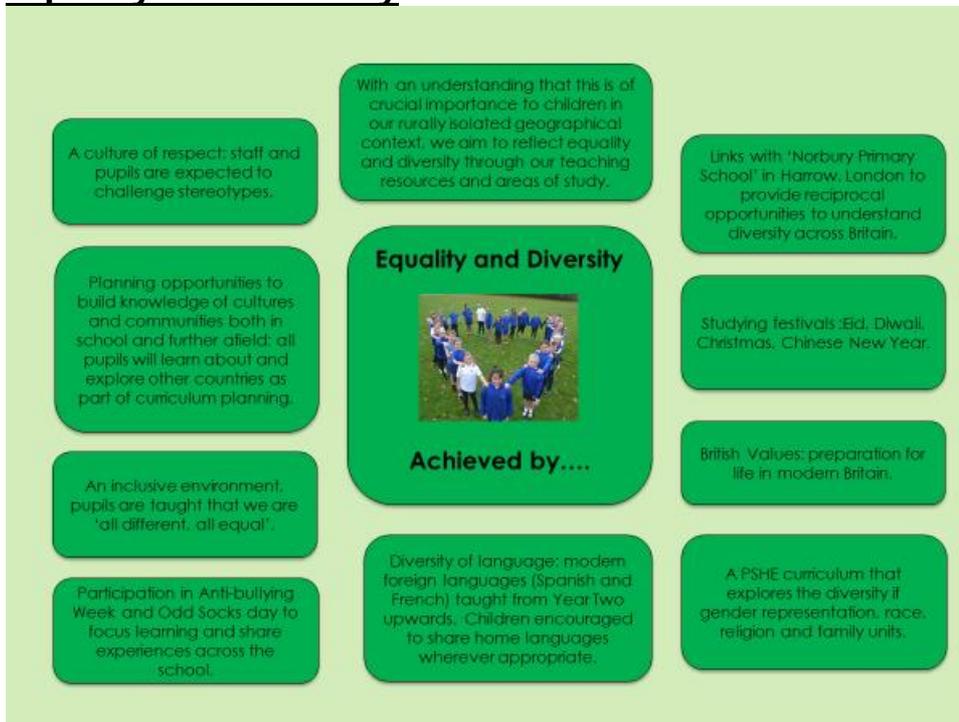
**Achieved by....**



## Values



## Equality and Diversity





Staff have worked together to map out our curriculum across the age range of our school using the objectives from the National Curriculum document. Teachers and subject leaders have collaborated to ensure that key knowledge, skills and understanding are mapped out cohesively, building upon the learning from previous year groups and aimed at committing learning into each child's long term memory. Our bespoke assessment materials are linked to key objectives and allow class teachers and subject leaders to monitor progress across the curriculum. Links have been extensively mapped between the subjects and teachers are expected to maximize opportunities to link key vocabulary and concepts across the curriculum, making learning memorable and meaningful. For example, children's understanding of a key concept such as 'symbols' can be deepened by making links between symbols studied in Mathematics, Geography, RE and IT.

### **Curriculum Organisation**

Learning is organised into topics to utilise the natural links between different subjects and ensure a cohesive, coherent experience for our children. We acknowledge that this way of learning is particularly effective with our youngest children and use is also made of discrete teaching to ensure sufficient depth and curriculum coverage, particularly with older year groups. The use of literature to support the teaching of the broader curriculum is particularly effective and much use is made of quality texts to support immersion in learning. Class teachers produce long and medium term plans, linked to the curriculum progression map. We expect that teachers short term plans show consideration of key concepts and vocabulary to be taught, and are manageable and meaningful documents for teaching staff.

### **Curriculum Implementation**

Our learning model is based on the capable Primary practice of our experienced teachers. The learning cycle typically consists of a sequence of linking to previous learning, introducing and developing key vocabulary, modeling new learning, sparking interest and engagement through active learning and curriculum enhancements, posing effective questions, identifying and addressing misconceptions, regular revisits and links and assessing progress and attainment. Teachers select engaging resources that will promote enquiry and support learning, making use of natural resources wherever possible. Teaching staff will often create bespoke resources for their class. Where published resources are used, these will be carefully selected and adapted to meet the needs of the pupils in our school.

Our teachers have good subject knowledge which enables them to deliver the content of each subject in an age appropriate way. Teaching staff discuss learning with each other and learn from the good practice within the school. We proactively access professional development for staff members to ensure that they are adequately skilled to plan for and deliver the curriculum. Live marking is used wherever possible, with lots of opportunities for oral feedback to the children. Teachers understand that children need to be proactively involved in their own learning, developing their targets and celebrating their achievements with the support of the skilled adults around them. We therefore give feedback for two main reasons:

- To motivate the child.
- To progress learning by addressing a misunderstanding, reinforcing a skill or key piece of information or extending a child's understanding or ability to do something.

We believe that giving effective feedback is a powerful educational tool for raising achievement and preparing children to be lifelong learners, teaching them to reflect upon and improve their own work. In our school, you will therefore see teachers giving time within lessons to give formative feedback to children.



A growth mindset is promoted within our school. Children understand that intelligence is not fixed and should enjoy immersing themselves in difficult tasks, relish feedback that will help them to improve and to react positively and with perseverance to challenging activities. Children recognise that intelligence can be improved through hard work and effort.

### **Impact: how we assess what we have done**

We use a variety of strategies to triangulate evidence, ensuring that the curriculum is planned and delivered in a way that ensures long term learning. Members of the senior leadership team, key stage leaders and subject leaders may therefore consider the following in assessing the impact of teaching:

- Planning scrutiny
- Learning walks
- Lesson visits
- Work scrutiny
- Pupil interviews

Members of the governing body may participate in any of the above monitoring activities, linked to priorities identified on the school improvement plan and agreed in advance with school leaders and teaching staff.

We also have robust systems for collecting and analyzing data. Data collection is about 'improving learning' and not 'proving learning'. Data collected should be meaningful, impacting on teachers understanding of pupil gaps and next steps, and manageable, showing consideration of teacher workload in our small school. Data is analysed and evaluated to feed into future learning.

### **Individual Pupils**

The needs of individual pupils are considered when planning and preparing the content and intent of the curriculum. Pupils who are working above or below age related expectations are identified and tracked. Half termly meetings with the class teacher and SLT can determine how effective differentiation is implemented looking at pupils books, asking pupils questions about their learning and looking at assessment data.

The Long Term plan is developed to show progression and be age appropriate for each year group. Topics can be diversified to suit the needs of children in the class, but objectives should be covered.

### **Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

### **Roles and responsibilities**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. In our school, some of this monitoring is delegated to the curriculum committee.



The **governing board** will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special education needs and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements

The **headteacher** is responsible for ensuring that this policy is adhered to, and that:

- The curriculum has aims and objectives which reflect the aims of the school and indicates how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Proper provision is in place for pupils with different abilities and needs, including children with SEND (working in liaison with the **SENDCo**)

**Teaching staff** will ensure that the school curriculum is implemented in accordance with this policy.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

### **Links with other policies**

This policy should be read in conjunction with the following:

- EYFS Policy
- SEND Policy
- SEND information report
- Feedback Policy
- Behaviour Policy
- Child Protection Policy
- Teachers Appraisal Policy
- Equal Opportunities

These policies are available by request to the school office.