



## Curriculum Policy

### Rationale

We aspire to an exciting, stimulating curriculum at Intake Farm. Our curriculum aims to be rich, imaginative and creative so that it provides all learners with the opportunities to explore, discover, grow and achieve. All staff are committed to providing high-quality learning opportunities, memorable moments, vivid rich learning experiences and real-world links with meaningful outcomes. We plan for learning rather than lessons, we make learning real and we make learning relevant for our children.

Our children are encouraged to be active learners, to question and discover the world around them. They are encouraged to learn how we fit in with and connect with the wider world, to develop a growth mindset, and to develop the value of respect. Our curriculum provides opportunities for our children to be creative, physically active and academically challenged. Our curriculum is also tailored to support our children's positive mental health, physical health and wellbeing.

The expectation of our pupils at Intake Farm Primary School is that they will be exposed to topic-based learning where they are encouraged to be historians and geographers as each lesson has either a geography or history focus. The skills and knowledge that the children learn will be delivered through stimulating lessons so the children are able to take away the effective (sticky) knowledge that will stay with them forever .

### Intent

What is the purpose of our curriculum? What are we trying to achieve with our curriculum?

The children and staff are trying to foster life-long learning behaviours at Intake Farm.

We want our children to have high expectations of themselves. We are an outward looking school, with a strong sense of community and we aim to create a curriculum that meets the needs of our children. We want our children to drive and shape our curriculum. We want a rich, exciting and balanced curriculum which enables each individual child to develop academically, emotionally, creatively, socially and physically. We want our curriculum to enable our children to share ideas, express opinions and apply knowledge and skills learned in a wide range of meaningful contexts. We want our curriculum to offer opportunities for all children to investigate, question, debate and challenge. Our curriculum must enable all children to flourish and to be the very best they can be.

To support the implementation of our vision we will create:

- a stimulating environment for developing inquisitive, independent and resilient lifelong learners who work hard and strive for excellence;
- a culture of working independently and collaboratively, where we see getting something wrong as part of learning how to get it right;
- an ethos where all children are encouraged and supported, and where challenge is fully embraced;

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- exciting and challenging opportunities to promote our children's personal development and understanding of their own mental, emotional and physical wellbeing;
- an ethos where there is an emphasis on nurturing kind, respectful and honest citizens (reflected in our school values: friendship and kindness, politeness, responsibility, perseverance, respect, peace and freedom)
- an ethos where our children try their best and are proud of their achievements.

### **Implementation**

How will we deliver our curriculum?

At the heart of our curriculum are the core subjects of English, mathematics and science.

We also truly value our wider curriculum, covering all other National Curriculum subjects. This wider curriculum is organised into topics where meaningful links can be made across subjects. All topics will have an entry based 'hook' or question to excite and engage the children and a purpose for learning so that learning is meaningful and relevant for them.

Where possible, learning will be supported and enriched by educational visits, artefacts, role-play and practical resources.

Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively over time.

Our teaching practice will be rooted in evidence-based research. Our teachers are self-reflective and will enhance their teaching skills and strategies to help raise standards across the full breadth of the curriculum.

### **SEN/D and Inclusion**

We ensure that our children are exposed to quality learning experiences where they are encouraged to learn actively by asking questions, discussing and debating. We strive to develop the children's independent thinking. Our creative homework projects across school encourage home learning and parental involvement. Children have their new topic books in which to record their curriculum journey. Having a single book for the wider curriculum strengthens the message that our curriculum is built in.

Here at Intake Farm Primary and Nursery School, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both the social and academic life of the school. Educational experiences are provided that take into account the individual needs of our children.

### **Equality Statement**

At Intake Farm Primary and Nursery School we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Gender.

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- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

Intake Farm Primary and Nursery School aims to promote pupils' Spiritual, Moral, Social, and Cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity. Intake Farm Primary and Nursery School believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice free environment where individuals feel confident and at ease is a commitment of the school.

This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

### **Remote Learning**

In the event of our school being closed due to the continuing global pandemic, please see our Statement on Remote Learning.

### **Foundation Stage**

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. Early Years learning, concentrates on the 7 areas of learning split between prime and specific areas of learning

Prime areas:

- Personal, social and emotional Development
- Communication and language
- Physical development

The specific areas of learning are

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

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Children in years 1-6 follow the National Curriculum for England (2014). **Core Subjects** and **Foundation Subjects**

	KS1	KS2
English	✓	✓
Mathematics	✓	✓
Science	✓	✓

Art and Design	✓	✓
Computing	✓	✓
Design and Technology	✓	✓
Geography	✓	✓
History	✓	✓
Languages		✓
Music	✓	✓
Physical Education	✓	✓
PSHE (including SRE)	✓	✓
RE*	✓	✓

\*RE follows the Nottinghamshire agreed syllabus

### **Curriculum Organisation**

- The curriculum is taught through discrete subjects with cross-curricular links where relevant.
- Each Year group has a Long Term Plan highlighting the units of study for each subject area. This is reviewed annually.
- English and Mathematics planning is on a weekly basis. Medium Term plans for the other subjects are written by the Year group teams and are updated / reviewed on a regular basis.
- Children with Special Educational Needs, EAL and those working at Greater Depth are identified and, where appropriate, differentiated activities / support is provided.
- There will be a range of teaching methods used ranging from whole class, group, paired and individual.
- Teachers are aware of the different learning styles of children and endeavour to use a variety of methods in the day to day delivery of our curriculum.
- Curriculum delivery is monitored in accordance with the school's monitoring and moderation schedule.

### **Roles and Responsibilities**

- The Deputy Head Teacher and Key Stage 2 Leader has responsibility for the leadership of the whole curriculum together with the specific subject leaders.
- Specific subject leaders are responsible for auditing and resourcing their subject area in line with coverage and the needs of the children (including SEN/D)
- Specific subject leaders are responsible for ensuring the Healthy of Safety of staff and pupils in their subject area when they are engaging within experiences or educational visitors (external and internal)
- Monitoring of the provision of the curriculum is by the Head Teacher, Deputy Head

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Teacher and Key Stage Leaders.

- The SENCo is responsible for the development of provision maps and supporting the year group teams to achieve the best possible outcomes for individual pupils.
- Class teachers ensure that the curriculum is well-planned and resources and delivered so that the aims are achieved by each class. Class teachers regularly review and if necessary, update curriculum planning.
- The Governing Body regularly monitor the success of the curriculum, through presentations by subject leader and through written reports.

### **Assessment and Reporting**

Assessment of Curriculum in all three key stages will be based on teachers' judgments and the attainment of all pupils should be recorded on Scholar Pack. Progress will be measured against a EYFS Framework and National Curriculum which will allow for all children to be monitored and show progress and attainment within each subject and across year groups.

### **Impact**

What difference is this curriculum making to our children?

Our children are at the centre of curriculum. Our teachers are constantly striving to provide the most stimulating and exciting learning experiences for our children, but also relevant and meaningful experiences. Our curriculum is beginning to develop independent thinking and resilience within our children. Our children are beginning to be more adept at facing challenges and developing strategies to overcome problems.

Policy Written by S Brough and H Cox  
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