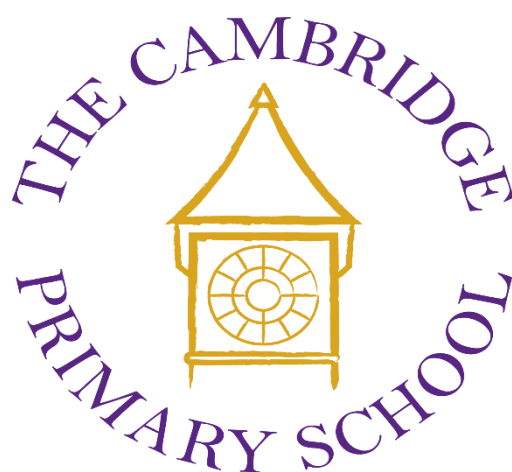


THE CAMBRIDGE PRIMARY SCHOOL

CURRICULUM POLICY

2024



Date of Approval:	May 2024
Date of Next Review:	May 2025

Curriculum Policy

Inspiring Minds Together

Intent

*“Every child deserves a champion, an adult who insists that they become the best they can possibly be”
Rita Pierson [1951-2013], Educator*

Learning should be fun. Learning should be purposeful. Learning should be for everyone. We are committed to inspiring minds together; providing a curriculum with breadth that allows all of our children to progress and achieve. They will feel prepared for "life beyond The Cambridge" with a passion for learning ignited.

All children start their journey with a natural curiosity. At The Cambridge, we believe that all children have the right to learning, experiences and interactions which maintain that natural curiosity and love of learning as they continue through the school. Teachers and Support Staff are merely facilitators in their learning, enabling them to access the opportunities. Learning is carefully planned to ensure it builds, connects and strengthens previous learning. Children are encouraged to take ownership of their learning, with opportunities to stretch and challenge themselves in every aspect of the school day.

Our definition of learning extends far beyond the academic achievements in reading, writing and maths. Many of our children face challenging experiences, both before attending and whilst attending our school. These can impact on their social and emotional well-being as well as their health. As a result, our curriculum takes their personal development and welfare into account and offers the flexibility necessary to ensure every child can flourish at, and beyond, The Cambridge Primary.

School values

The Cambridge Primary upholds and teaches children about Fundamental British Values alongside our school values: Respect, Honesty, Responsibility, Happiness, Teamwork and Excellence.

We recognise that our community is a blend of people from diverse cultures, communities and countries. Children are taught how to be good citizens; respecting and celebrating diversity. Children are given opportunities to instil a sense of belonging and purpose within their wider community and country.

We intend for children to leave The Cambridge with respect and tolerance for others, even when their beliefs or opinions differ from their own. They will understand their role in society and the potential power and impact their actions may have.

Learning Characteristics

We consider it is of vital importance that children learn and develop positive characteristics as individuals alongside academic knowledge and skills. These are qualities that will ensure they continue to learn and thrive throughout their school life and beyond.

We will foster the school's own characteristics of being brave, innovative, collaborative and taking ownership:

Brave | Children are supported to recognise, demonstrate and enhance their individual talents as a process of developing self-confidence. Challenges faced are celebrated and discussed daily during learning reflection time in the supportive and positive environment we strive to create. This will encourage the children to develop the resilience to attempt challenge, solve problems and to keep trying with a task despite experiencing difficulties.

Innovative | Children are given the chance to express individualism in their learning so they become creative, independent thinkers. As their confidence grows, children are guided to find more than one way to complete a task or solve a problem; to be creative through different media and resources and to evaluate what they have done and modify accordingly.

Collaborative | Children have opportunities to work and play alongside others as partners, in small groups and as a class. As members of the wider school community, children can work together in the School Council and on other projects. They will begin to learn the value and skills of working together towards a common goal. This characteristic is developed through the modelling of warm, respectful relationships and positive attitudes towards diversity. Stereotypical ideas are challenged and all families are welcomed, valued and respected equally which fosters a sense of belonging. Children are subsequently supported to develop a positive sense of their own identity and culture in addition to respect for others, including those with beliefs, cultures and opinions different to their own.

Ownership | Children are encouraged to steer their own learning across all areas through the choices they make. This is supported through guidance that regularly prompts simple self-reflection and evaluation. The children can choose what, how and where they play and learn; the resources that will help them; the amount of challenge they are ready for and risks they want to take. They will take increasing responsibility for initiating their own lines of enquiry and investigation. Children are also encouraged to take ownership of their behavioural choices. To help them stay safe, they are educated about rules and boundaries; why we have them and why we should follow them. Within the safe environment of The Cambridge Primary School, we encourage the children to make choices, take responsibility for their choices, whilst teaching them to recognise and avoid hazards.

Implementation

*“Good teaching is more giving of the right questions than a giving of right answers”
Josef Albers [1888-1976], Artist and Educator*

Curriculum Design

Our curriculum design is a collaborative experience. Staff, parents and Local Advisory Committee have been involved in shaping the vision of the curriculum and culture at The Cambridge. We have researched and looked at best practice as well as considering and listening to our school community: what do the children need and why?

With the ever-changing world we live in, it is important that our curriculum has flexibility so that we can address and respond to world, national and local issues in an age appropriate, safe manner. This will help the children to connect real life to their curriculum and make ‘sticky learning’, whilst also preparing them for the modern world.

Whilst lessons, on the whole, are taught discretely, topic connections are made wherever possible to layer and deepen the learning. Topic connections are most common across English (Reading and Writing), History/Geography and Art and Design/Design Technology. Connections are made when they are natural and enhance the learning, for example we do not compromise on the quality and richness of texts, just because they fit a topic.

Our curriculum continues to evolve as the school grows, children move into new year groups and the needs of the children change. At the heart of our curriculum is growth mind-set: the belief that there is no glass

ceiling; belief that talents can be developed through hard work, good strategies, and input from others. This is evident through our school Learning Characteristics (BICO) and our Fast Feedback and Assessment Policy which celebrates marvellous mistakes and encourages a growth mind-set.

Subjects taught and time allocations

Early Years (Reception)	Key Stage 1 (Year 1 – Year 2)		Key Stage 2 (Year 3 – Year 6)	
Communication and Language Literacy	English (Guided Reading, Writing, Phonics, Grammar)	9 hrs	English (Guided Reading, Writing, Spelling, Grammar)	7.5 hrs
Maths	Maths (Fluency and Reasoning)	5 hrs	Maths Arithmetic	5 hrs 1.5 hrs
	Computing	1 hr	Computing	1 hr
Understanding the world	Science	1 hr	Science	1.5 hrs
	Religion and World Views (RAW)	1 hr	Religion and World Views (RAW)	1 hr
	History	1 hr	History	1 hr
	Geography		Geography	
Expressive Arts and Design	Art and Design (Art)	1.5 hrs	Art and Design (Art)	1.5 hrs
	Design Technology (DT)		Design Technology (DT)	
Physical Development	Physical Education (PE)	2 hrs	Physical Education (PE)	2 hrs
Personal, Social and Emotional Development	Personal, Social and Health Education, including Sex and Relationships (PSHE)	1 hr	Personal, Social and Health Education, including Sex and Relationships (PSHE)	1 hr
	Music	0.5 hr	Music	1 hr
	Modern Foreign Languages (French) <i>Not compulsory in KS1</i>	0.5 hr	Modern Foreign Languages (French)	1 hr

Early Years

Children learn best through child-initiated activities. Therefore, in Early Years, learning opportunities are organised in a rich environment offering a vast range of opportunities to build on their knowledge and develop and demonstrate the characteristics of effective learning. Teacher-led activities are used to hook, model and guide the children's learning so that they will be inspired and continue their learning. See the Early Years Policy for more information.

English and Maths

English (Phonics, Reading, Writing and SPAG) and Maths, particularly in Early Years and KS1, have a high priority across the school. It is essential to build strong foundations and confidence in these subjects, enabling access to a broader curriculum as the children grow through the school. Without progression and success in reading, in particular, children's curriculum is narrowed. The time allocation enables daily input and learning for these subjects, enabling children to practice, progress and build on their learning. See the Phonics and Early Reading Policy for more information.

Our Maths curriculum is based upon Maths No Problem, an evidence-based approach to teaching maths mastery so that it develops a deep and sustainable understanding. At The Cambridge Primary we have adapted

the programme to meet the needs of our children and school whilst drawing on the theory and foundations which underpin it. See our Maths Policy for more information.

PSHE

The PSHE curriculum at The Cambridge Primary School has been reviewed in line with the new national expectations for the teaching and learning of (Sex and Relationship Education) SRE in schools. Kapow (a whole school progressive and effective scheme of work) is used to support the planning across the school. For more information, see the PSHE and SRE Policy.

All other subjects

The subjects and topics we teach enable children to learn and develop new skills. Subjects that enable children to enhance their cultural and spiritual development are key. This is why we study a range of religions, artists and languages. The children learn French to develop stronger language skills and understand a key European culture.

For more information on each of the subject areas above, please see our subject reports (available on our website).

Topics

Our topics predominantly connect English, History/Geography and Art/DT. Opportunities to connect across the curriculum subjects are made where there are strong links.

Whole School Topic Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	Who helps you?	What happens when I fall asleep?	What's in the Ocean?	Can you tell me a story?	Are we there yet?	Do cows drink milk?
Y1	Bright lights, Big City	Memory Box	Moon Zoom	Superheroes	Claws, Paws and Whiskers	Enchanted Wood
Y2	Castles	Street Detectives	Fire! Fire!	Land Ahoy!	Up Up and Away	Movers and Shakers
Y3	Through the Ages & Tribal Tales	Rocks, Relics and Rumbles	Rioting Romans		Flow (Rivers)	Scrumdiddlyumptious
Y4	Ancient Greeks	Misty Mountains	Rio de Janeiro	Anglo Saxons and the Scots		Vikings

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM2
YR	Who helps you?	What happens when I fall asleep?	What's in the ocean?	Can you tell me a story?	Are we there yet?	Do cows drink milk?
Y1	Bugs Life	Moon Zoom	Enchanted Woodland	Memory Box	Superheroes	Paws, Claws and Whiskers
Y2	Castles	Street Detectives	Fire! Fire!	Land Ahoy!	Up, Up and Away	Movers and Shakers
Y3	Through the Ages	Rocks, Relics and Rumbles	Romans		Flow	Scrumdiddlyumptious

Y4	Ancient Greeks	Misty Mountains	South America	Anglo-Saxons and Scots	Vikings
Y5	Egypt	Space	Tudors	Settlements	North America
Y6	WW1	The Kingdom of Benin	Coasts	Planet Earth	

The topics have been designed and written by the staff at The Cambridge Primary; making strong, purposeful, relevant links to the local area and school community, whilst also ensuring progression across the school.

For each subject area, a skills progression document maps out how the children will build on their skills and knowledge as they progress through the school. This ensures that any repetition of the curriculum/ skills is purposeful, challenging and adds another layer to their learning. The Skills Progression Documents are available on our school website and are reviewed annually by the subject leaders to ensure they are up to date with national expectations and in line with our curriculum coverage.

Curriculum Enhancements

We align our topics and units of study with the ~~revised~~ national curriculum; however, we enrich our provision with key learning experiences that enable children to excel. Each year group hosts a 'hook day' connected to their topic every half-term, engaging them with the topic and encouraging conversations about their learning outside of school.

Experiences also include off-site, purposeful trips that have a strong connection to the curriculum, often bringing learning to life in a practical, hands-on way.

We seize opportunities to bring visitors, specialists and experiences in to school; these inspire, motivate and engage the children in their learning, offering access to experiences they may not otherwise have.

Inspiring Minds Together underpins all we do at The Cambridge and the use of after school Career Clubs enables children to 'have a go' at a number of careers before leaving primary school. Clubs include Resilient Runners, Little Chefs, Junior Journalists and Budding Gardeners.

Home-School Partnership

A strong home school partnership is integral to the progress and development of children, not only academically but to their self-regulation, attendance and well-being. Based on this research, we provide parents with topic overviews outlining the activities and learning covered that half-term. These are available under each year group on the school website.

We also offer several workshops, virtually and face to face, to support parents with teaching concepts, such as Early Reading and Maths. These are well received by parents and important to sharing the vision and key messages between school and home.

Impact

"It is not about making a difference; it is about making the difference"

The Cambridge Primary School
Queens Avenue, Wellesley
Aldershot, Hampshire GU11 4AA
01252 314884



How do we measure impact?

At The Cambridge we continuously review the impact of everything we do to ensure that our core business, the children, are at the heart of every decision. Every second counts for both children, and staff, and the measure of the impact is crucial in ensuring that every action, interaction and decision makes **the** difference.

We use a variety of methods to carry out quality assurance. The teaching staff are all involved in this process, which enables us to remain focused on the vision and 'the why'. These methods include:

- Pupil Conferencing
- Book Looks
- Teaching and Learning Walks
- Pupil Progress Meetings
- Assessment Data (both formative and summative)
- Surveys (Parents, Children and Staff)

How do we ensure impact?

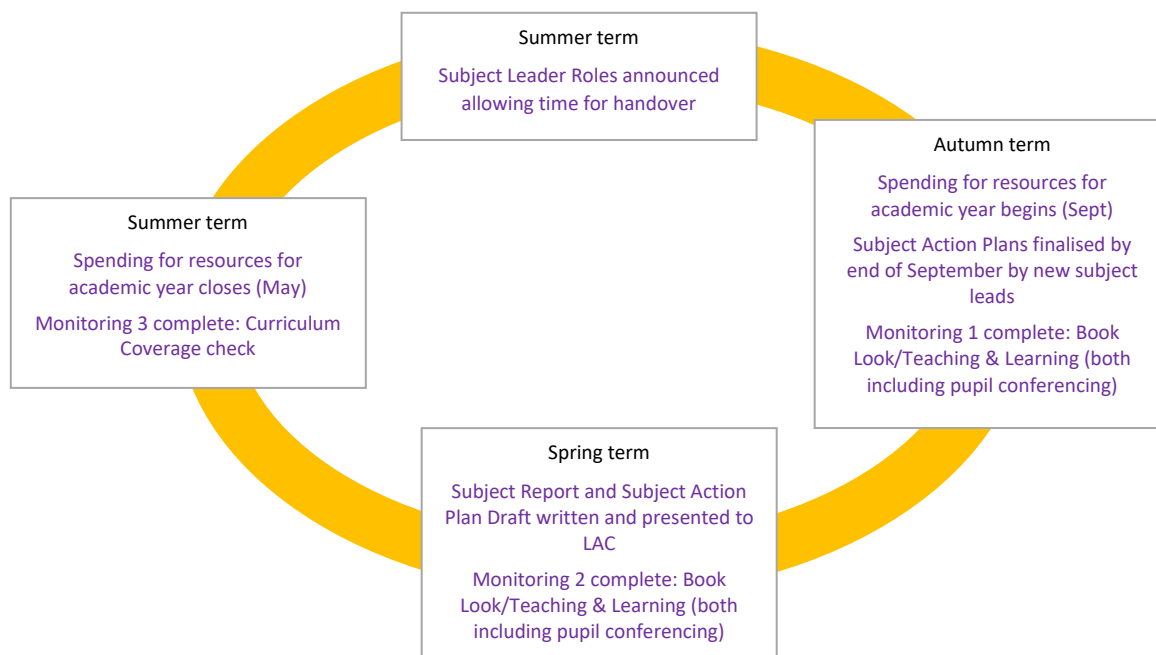
All staff | All staff are part of the quality assurance process at The Cambridge Primary School. It is built into our monitoring scheme and our staff workshops. Quality assurance includes: Book Looks, Pupil Conferencing, Planning Scrutiny, Learning Walks, Moderation, amongst other aspects of teaching and learning across the school. The collaborative approach to quality assurance is the key to our success in providing a consistent, high-quality education and provision across the school.

In addition to the above, all staff will:

- Teach the national curriculum and education for personal relationships.
- Make adaptations for children with special educational needs and for those with special talents and abilities. This includes awareness of children whose experiences might affect their ability access the learning opportunities.
- Avoid any form of bias in the teaching of the curriculum.
- Provide for parents/carers information about the curriculum, regular reports of their child's progress, and information on the complaints procedure.

Subject Leaders | Every member of the teaching team takes on a subject/area of responsibility across the school. They play an integral role in ensuring impact in their subject area. Monitoring is embedded into their annual cycle, ensuring they have time to review the impact of their actions across the whole school. They complete an action plan annually, which is RAG rated periodically and linked to their appraisal targets, ensuring their intent is implemented. Their role is to:

- Promote and raise the profile of the subject across the school.
- Monitor the subject across the school to ensure quality and consistency (teaching & learning, pupil conferencing and book looks).
- Keep up to date with national developments in the subject area.
- Check curriculum coverage to ensure equal distribution.
- Connect learning across the school (between year groups).
- Communicate subject expectations and developments across the school.
- Purchase resources / spend budget for subject.
- Write and review the subject action plan.
- Present subject report to the Local Advisory Committee.



Senior Leadership Team | The Senior Leadership team (SLT) are responsible for carrying out and overseeing the monitoring across the school, as well as providing a high-quality induction programme to ensure impact and effectiveness for all new staff. The SLT hold the responsibility for Curriculum Lead, Assessment Lead and EYFS Lead, which provides a thorough overview, deep understanding and review of what works well and what is needed. The Senior Team, including the Head Teacher ensure that:

- All elements of the curriculum have aims and objectives which reflect the aims of the school and the needs of the pupil. This relates to the teaching, the assessment, the use of language and the use of information and communication technology.
- Adequate subject time is allocated and annually reviewed.
- Where appropriate, needs of individual children are met by permanent or temporary disapplication from the national curriculum.
- Assessment procedures meet legal requirement; children and parents/carers receive information on progress and ways to improve.
- The Local Advisory Committee is fully involved in decisions on the breadth and balance of the curriculum.
- The Local Advisory Committee is advised on statutory targets to make informed decisions.
- Other staff implement the curriculum in accordance with this policy.

Local Advisory Committee (Governors) | The LAC are actively involved in ensuring impact at The Cambridge Primary. As well as attending LAC school visits (each with a different focus) to see the curriculum in action, speak to the children and staff and challenge and support, they receive a regular report from the Head Teacher (half-termly) which reports on:

- Curriculum developments and progress.
- Attainment and data for core subjects (after key check points), including trust school benchmarking.

- Annual review of standards reached at the end of each key stage compared with national and local benchmarks.
- School Development Plan update (RAG rated).

The LAC ensure that:

- They consider the Head Teacher's advice when approving this policy and when setting targets.
- Progress to annual statutory targets is monitored.
- They participate in decision-making about curriculum breadth and balance.
- There is no bias in presenting issues and decision making; our core business, the children, is at the heart of every decision.