



Ivington C.E. Primary School

*Reaching together
with the Fruit of the Spirit
(Galatians 5:22-23)*

Curriculum Policy

Approval of the Governing Body

This document is a statement of the aims, principles and strategies for:

Managing the Curriculum

at

Ivington CE (VA) Primary and Pre-school

It was developed/revised during the:

Summer 2024

It has been agreed and is supported by the teaching staff and the governing body

We aim to review this policy during the:

Summer 2027

Or sooner if necessary.



Linking with our Vision – Reaching together with the Fruits of the Spirit (Galatians 5:22-23)

To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on nine important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious and broad curriculum.

Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our racially diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution.

We perceive our role to be opening a 'Window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise.

We strive to eliminate inequality through our deep Christian ethos of respect and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability or gender.

More details are available in our Inclusion, Racial Equality and Equal Opportunities policies.

The health, safety and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

Curriculum Policy

(To be read in conjunction with the policies for individual curriculum areas and the policies for Early Years Foundation Stage, Gifted and Talented Children, Inclusion, Special Educational Needs and Teaching, Assessing, Feedback and Reporting.)

As a Church of England school, the precepts of Christian education remain at our core. This includes the pursuit of excellence and preparing our children as world citizens of the 21st Century. In order for this to be achieved our children need high levels of literacy, numeracy and ICT skills. We recognise R.E. as a core subject, so we adhere to a diocesan-wide curriculum. We work closely with the local parish and community; in embedding strong links with them, we foster an ethos of supporting both individuals and society. Charitable links are established as part of the curriculum and remain a focus, as is seeking awe and wonder. The school recognises that science is both an exciting academic subject and another area where children can develop a sense of awe and wonder.

When planning a curriculum, Ivington has had to recognise the very wide social and economic backgrounds of our families. Hence school has a significant minority of families who require a lot of support, sign posting and care. Within PSHE and citizenship, account is made of the socio-economics of the area and we recognise that the children need both a sense of valuing themselves, and developing aspirations for their future and for their community. We have designed our regular curriculum enrichment days to provide a breadth of experience within a subject area, drawing on outside speakers, involvement of parents and developing a sense of curiosity. Visitors (including parents) meet with the children and expose them to life outside school, providing them with ideas for their future. We are passionate that all children realise that it is a big and wonderful world out there that they can play an active and positive part in. To do this not only do we pursue excellence but ensure the children are equipped with the correct skills in which to do this. We play an important part in providing the means for social mobility. We maintain close links with the local community such as the Priory Church in Leominster and a very dynamic working relationship with all the local primary schools. We also plan opportunities for the children to know about keeping safe, linked to the KCSiE document. We also plan for and promote British values, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) ensuring that children are aware of their rights and responsibilities as a UK citizen.

Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extended-curricular activities that the school organises in order to enrich each child's experience. We endorse the aspirations concerning the curriculum that are set out in the National Curriculum and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we strive to provide a caring, Christian ethos for the school which inspires and excites a shared enthusiasm for life and learning.

Our Vision

Ivington C.E. Primary School is situated very rurally in the outskirts of Leominster, Herefordshire, bordering fields of crop and livestock which we witness thriving each year. During Harvest in September, the land is worked so that the seeds can germinate. During the year, the crops grow, and they are sustained with the essential elements that they need to help them to flourish. Then finally, they are thriving and ready for harvest. Just like the cycle of our lands, here at Ivington, our ambition is to give our pupils the opportunities to be rooted in Christian foundations, blossom like branches to the world and flourish as children of God. Collectively, we are reaching together.

The **fruit of the spirit (Galatians 5:22-23)** signifies our journey as we reach together to become '**ready**' for life's challenges.

For us to live a long and fruitful life our lives must be grounded in our **roots**. To keep us upright and strong we must show **goodness** by overcoming evil with good and by being aware of morality and making the honest decision (Romans 12: 21). We must live a life of **gentleness**, being considerate in all that we do (Philippians 4:5). We learn to forgive and show calmness and perseverance in difficult situations. When these situations arise, we encourage our pupils to demonstrate **self-control**, always keeping themselves safe (Proverbs 22). By being grounded in our roots, we can open our window to the world and have the courage to venture, whilst walking in the path of God.

Much like the expanding world we live in, surrounded with others like us and many who are different, **shoots** must learn how to navigate the forest they grow amongst in a '**respectful**' manner. Like the tree's shoots, we aim to instil values which centre around being respectful, clothing ourselves in compassion and **kindness** to everyone we meet (Colossians 3: 12). We show compassion and **love** to one another (John 13: 34-35), being respectful and celebrating our differences. We encourage those whose shoots need more time to grow and show empathy and **patience** towards them, so that we can be in peace (Proverbs 15:18). We encourage each other to resolve our conflicts so that we all can live a life of **peace**, living by the teachings of Christ as sons of God (Matthew 5:9).

The best crop grows in an optimal environment where it has fertile soil, grounded roots, and strong shoots. **Joy** comes to us all when we are '**ready**' to open our hearts to God and create a relationship with the Holy Spirit (Romans 15:13). Year on year, as the environment, which is created for the fruit changes and adapts, the fruit becomes tastier and more desirable. Likewise, when we show **faithfulness**, devotion, trust, and dedication to improving ourselves and our relationship with God, we become better global citizens (Roman 12:5), who can aspire to be whoever we want to become!

Our Mission

The school's values seek to underpin the Christian belief that we are all God's people and that we all matter. These values are at the heart of everything we do and run through our whole ethos, curriculum, and school life to ensure pupils leave Ivington Church of England Primary and Pre-School as happy, secure, caring, and responsible citizens.

Here at Ivington Church of England Primary and Pre-School we:

- Show our pupils how to **love through faith**, promoting **understanding** and development of our **spiritual, cultural, and moral self** to **celebrate diversity and individuality**. **(Love)**
- Foster **confidence** and **enjoyment** in seeking wisdom by **opening horizons** and promoting opportunities for **success** and **pleasure**. **(Joy)**
- Work together to **challenge, inspire and motivate** all our children to become **competent and respectful global citizens** who can **resolve conflicts** within our diverse world. **(Peace)**
- Celebrate **individualism** and **uniqueness** as well as be **courageous advocates** for our **local community**, helping and being patient to those **who need it most**. **(Patience)**
- Provide a **safe, happy, inclusive, and stimulating** environment for learning at the heart of the community, in which **everyone is special, valued, and equal**. **(Kindness)**
- **Open a window on the world** to encourage children to **take care of all God's creations**. We encourage children to develop goodness by **demonstrating tolerance, teamwork, and cooperation, building** relationships based on **honesty and morality**. **(Goodness)**
- Developing a love of learning by being **devoted and faithful** to our **educational and cultural improvement**, through **academic rigour, innovation, creativity, and deep spiritual development**. **(Faithfulness)**
- Provide our young people with a **safe environment** whereby they can learn to become **mild-mannered, calm and forgiving children of God**. **(Gentleness)**
- Develop **nurturing, safe, and resilient individuals** who **cope with life's joys and disappointments** and are able to engage in a **lifelong search for meaning and purpose** by seeking opportunities for **human flourishing and practical wisdom**. **(Self-control)**

An Ambitious, Rich and Broad Curriculum

Our Curriculum Values, Aims and Objectives *(please read in conjunction with our curriculum statement)*

Our school curriculum is underpinned by the Christian values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that will give them the best start in their next stage of education. It also includes what is sometimes referred to as the 'hidden curriculum' – what the children learn from the general climate and culture of our school, and the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time achieving their full potential to become valuable citizens to society and the outside world.

We value the breadth and range of our curriculum. We aim to foster creativity in our children, and to help them become independent learners, with a keenness for enquiry and asking questions, an ability to solve problems and without question, instil a life-long love of reading.

Our Drivers

- Christian and British values
- Spiritual, social and cultural development
- Our place in the world – multicultural
- Language development and oracy through exposure to a wide range of rich texts
- Healthy body, healthy mind
- Providing enrichment opportunities and experiences
- High aspirations

Our Nine Key Christian Values

At Ivington CE Primary we have nine key Christian Values. They were chosen by the whole school community and are embedded throughout our school life. We think about them during the school day, during extra-curricular activities and during collective worship. We have a value for each term and they run on a three-year rolling programme.

1. Love
2. Joy
3. Peace
4. Patience
5. Kindness
6. Goodness
7. Faithfulness
8. Gentleness
9. Self-Control

The Seven Key Principles for Curriculum Design

The Curriculum needs to be:

1. Ambitious
2. Broad and Balanced
3. Rigorous
4. Coherent
5. Vertically integrated (development of skills and knowledge over time)
6. Appropriate and linked to the National Curriculum

7. Focused on the development of skills
8. Relevant to what comes next

These are the main principles of our school, upon which we have based our curriculum:

- A thirst for knowledge and love of learning
- Children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures
- Spiritual and moral development of each person, as well as their intellectual and physical growth
- The importance of each person in our community and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community
- The rights enjoyed by each person in our society
- We respect each child's individuality, and we treat them with fairness and honesty.
- We want to enable each person to be successful and we provide equal opportunities for all our pupils
- We take into account the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion
- We value our environment and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations

Aims and objectives

The aims of our school curriculum are:

- To enable all children to learn, and develop their skills, to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children the skills of literacy and numeracy across the curriculum
- To enable children to be innovative, to use 'thinking' and problem-solving skills, and to be independent learners
- To develop children's skills of team work and the ability to work in collaboration with others
- To enable children to understand and appreciate the arts, and give them opportunities to develop their own artistic and creative abilities
- To teach children about the developing world, including how their environment and society have changed over time
- To appreciate the natural world and the natural environment and feel a part of this, including Forest Schools
- To help children understand Britain's cultural heritage and understand British Values and what democracy means
- To enable children to appreciate and understand the importance of scientific and technological discoveries and development
- To give children an awareness of and experience of speaking and understanding other languages than English
- To teach children ICT skills and to apply these skills across the curriculum to support their learning and to know how to stay safe online
- To teach children how to live healthy lifestyles – both physically and mentally
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society
- To enable children to be positive citizens, contributing to the society in which they live
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education

- To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self-esteem, and to live and work co-operatively with others

We recognise the importance of **Quality First Teaching for ALL** and the primary role of teachers to raise children's attainment. These include the essential tools for good-quality teaching with any group of children.

The characteristics of the best lessons are:

- Teachers' thorough and detailed knowledge of the children and young people
- Teachers' thorough knowledge and understanding of teaching strategies and techniques, including assessment for learning
- Teachers' thorough knowledge about the subject or areas of learning being taught
- Teachers' understanding of how learning difficulties can affect children and young people's learning

The 8 Pillars of Inclusion

These represent eight key aspects of planning and teaching that need to be in place to support the learning and achievement of pupils with SENDs. They are derived from research and observations of good practice and cover aspects of practice over which all teachers have a significant degree of control. (See our inclusion statement for more details)

- 1. Maintaining an inclusive learning environment** – Layout, acoustics, use of wall space
- 2. Multi-sensory approaches, including ICT** - Use of ICT, a range of learning approaches, such as auditory, visual and kinaesthetic, alternative communication e.g. diagrams, symbols, alternative ways of recording
- 3. Working with additional adults** - Other adults as partners not teachers, commitment to pupil independence, joint planning and review
- 4. Managing peer relationships** - Flexible grouping, Buddying/peer tutoring, Circles of Friends
- 5. Adult-child communication** - Language used is positive and respectful, careful praise/correction, prepared questions for individuals/groups, use of preferred communication style, simplify the language of instruction, break down instructions into manageable chunks, support verbal communication with facial expressions and simple gestures, give time to think
- 6. Formative assessment/assessment for learning** - Choice of objectives/success criteria/peer assessment, expectations/challenge, communication issues
- 7. Motivation** - Engagement/enjoyment, rewards/praise, including pupil strengths/interests, relevant contexts, encouraging learning from mistakes, use of ICT for 'fun', 'Can do' ethos: readiness to 'problem solve'
- 8. Memory/consolidation** - Developing the use of a range of memory aids, helping pupils devise their own strategies for remembering

Evaluation

When evaluating the quality of teaching in the school, we will consider the extent to which:

- The teaching in all key stages and subjects promotes children's learning and progress across the curriculum
- Teachers have consistently high expectations of our children
- Teachers improve the quality of learning by systematically and effectively checking children's understanding in lessons, and making appropriate interventions
- Reading, writing, communication and mathematics are well taught

- Teachers and other adults create a positive climate for learning in which children's attitude to learning is exemplary and they are fully engaged
- Marking and constructive feedback from teachers contributes effectively to children's learning
- Teaching strategies, including setting appropriate home learning, together with support and intervention, match individual needs

Curriculum Intent, Implementation and Impact

1. What we are trying to achieve through our curriculum (What do we want children to learn?) - **Intent**
2. How our curriculum is being delivered (What's taught and how) - **Implementation**
3. What difference our curriculum is making to children's progress and attainment (What's learnt) - **Impact**

Intent

Curriculum Intent covers the rationale, ambition and concept

Through our curriculum we intend to:

- Provide a **broad curriculum** that provides pupils with a **foundation of knowledge and skills** so they are **ready for their next steps** and can succeed.
- Aim for children to **know more, remember more and do more**. We underpin our teaching and learning with an understanding of how children's schemata grow; where **children build and connect their knowledge because of the carefully planned out progression**. Our curriculum maps are evaluated to reflect research including Ofsted's most recent subject reports and reviews.
- **Raise standards** with **rigorous** (knowledge rich, progressive and well-sequenced) **subject teaching** that builds on prior learning. This includes **every child is able to read at an age-appropriate level and has an enjoyment of reading and language** to carry them through their education and beyond.
- Help children **develop their sense of self** and provide routes for **spiritual, moral, social and cultural awareness** to help promote their well-being.
- Enable children to understand and **embrace their place in a multicultural, diverse world**.
- Actively promote our **Christian values** and the British values so that we **have respect and love for ourselves, our communities and our environment**.
- Create **equity of opportunity** with **high ambition and expectations for all children**.

We consider:

- What we are providing (thinking about the demographic, our mission and values)
- The Drivers
- Our philosophy of teaching (including principles based on 9 strong Christian values)
- The planning to include the necessary skills and knowledge and what children should know/be able to do at the end of each stage of their learning
- How well we are preparing our children for secondary education
- What makes us unique
- How we will build on year on year progress
- What non-statutory elements we will include
- How does our curriculum reflect national policy (e.g. British values) and current issues?
- How does it cater for disadvantaged and minority groups?

Implementation

How our curriculum is being delivered

When thinking about the delivery of our curriculum we need to consider these points:

- Coverage and challenge (an ambitious curriculum)
- The clear processes needed to teach reading
- Revisiting skills to show mastery
- Memory schemes, like mnemonics
- Adequate support for all learners and abilities - differentiation
- To what extent children value and enjoy their learning
- An upward trajectory – skills and knowledge progression
- Sequencing and how children see that learning fits together and follows on (the bigger picture)
- How our teaching builds on prior knowledge
- How cross-curricular links are made, particularly to further develop Maths and Literacy skills
- The expertise of staff, including skills and CPD
- Resources in terms of time and equipment
- Wider learning beyond NC statutory requirements

Through the **implementation of our curriculum** we aim to:

- Deliver our sequenced and well-structured curriculum in **carefully considered manageable chunks with clear, progressive core knowledge and skills**.
- Ensure pupils can **make links in knowledge** (we know knowledge cannot sit in isolation).
- Give pupils **regular opportunities to recall knowledge and practice skills** (to strengthen memory, fluency and automaticity). We use a variety of **retrieval techniques** to support pupils and check what has been learnt. We know that learning is an alternation in the long-term memory and the importance of supporting this in a variety of ways.
- Teachers **check pupils understanding systematically, identify misconceptions and provide clear feedback and support**.
- Challenge **all children to achieve their age-appropriate milestones**. Where necessary **teaching will be adapted** (for example: with tailored or targeted support; additional practice; breaking information into smaller parts; well-chosen resources or scaffolds) to ensure the **achievement of all**.
- **Inspire and excite pupils** so they develop an **active love of learning which empowers their self-agency (sense of control in your life)**. Units of work are carefully resourced and will include **enriching experiences** to help bring learning to life.

Class Organisation

The school is currently organised into 5 classes. In KS1, 21 hours is spent each week on teaching the curriculum and in KS2, 24.5 hours. The year groups are split as follows:

- YR
- Y1 and Y2
- Y3 and Y4
- Y5 and Y6

Morning lessons consist of English, Reading and Maths for all classes. In the afternoons, classes timetable a range of other subjects throughout the week to include, Science, RE, art and design, computing, PSHE and RSE, design technology, geography, history, languages (French), music and PE.

At Ivington, we have adopted a thematic topic approach, exploiting links with other subjects and using quality texts at the centre of each topic. We believe this brings all the curriculum subjects to life and also gives a sense of purpose to their learning. Where learning is fun, exciting, purposeful

and engaging, we believe that this promotes a love of learning. We believe our curriculum meets Article 29 for the Rights of the child as its aim is to develop every child's personality, talents and abilities. Through our work in SMSC, use of pupil voice and Global learning, it also encourages our pupils to respect human rights, as well as respect for their own and other cultures and the environment.

The wellbeing agenda is at the heart of Ivington's curriculum. Pupils' spiritual, moral, social and cultural development is outstanding. (Please refer to SIAMS report 2018). Pupils show themselves to be deep thinkers. They are able to empathise with the feelings and actions of others, seeing points of views and beliefs other than their own. Particularly in RE and PSHE, they show a keen interest in ethical issues and are able to apply their personal values to situations, giving reasons for their decisions and actions. They are ready to question arguments and situations.

In recognising the development of the whole child, the pastoral support given to children so they can access the curriculum is strong. The school has various systems which support the emotional and mental well-being of children and provides signposting to their parents.

Emotional and mental wellbeing is also greatly enhanced by sport. Sport has remained central to both our curriculum and extra-curricular provision. We also believe the pedagogy of P.E. in sport affects other areas of the curriculum and really enhances children's learning, physiologically allowing better learning to happen, as well as children learning skills such as listening, problem solving, team work and resilience. We have invested heavily with the P.E. and sport provision, with inclusion for all.

Teaching Organisation

We plan our curriculum in four phases Early Years, KS1, Lower KS2 and Upper KS2. We agree a long-term plan (2year rolling program) for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. This includes the skills taught at each stage of learning, showing clear progression from one year to the next. We use the National Curriculum for literacy and numeracy as well as Whiterose for Maths and base much of our medium-term planning on the guidance documents in that framework. We also use the National Curriculum Programmes of Study for much of our medium-term planning in the foundation subjects. In the Early Years Foundation Stage (EYFS), planning follows the structure of the national Early Learning Goals, and addresses the six areas of learning.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions and skills taught for each lesson, to plan the learning activities in which pupils will be engaged, to make clear how learning may need to be differentiated for groups of different ability, to plan assessment opportunities and to identify what support and resources will be needed by the pupils. Short term plans are planned by the class teacher in any format/style that they find successful. However, it is expected that the learning intentions for each lesson will be clear, the learning activities in which pupils will be engaged have been planned, differentiation has been included for groups of different ability, with assessment opportunities identified and to identify what support and resources will be needed by the pupils and communicated to support staff.

We believe that pupils learn most effectively when they are able to understand connections between different areas of their experience. We want them to acquire transferable skills which can be applied in any area of knowledge or understanding. Children should not see their world in discrete compartmentalised boxes, but, rather, as a whole spectrum of experience. For this reason, wherever possible, we have a 'cross-curricular' approach to learning, planning topics or themes which will embrace a range of National Curriculum subjects. We consider the inclusion of mathematics and literacy across the curriculum as very important as it gives the pupils the opportunity to practise and develop their skills in context.

There are many times, however, when discrete, subject-related skills or knowledge cannot be easily addressed through such a cross-curricular approach, and separate subject-based lessons also feature in our planning, particularly in Key Stage 2. Curriculum coverage is regularly reviewed to ensure that, however the curriculum is planned and taught; pupils are receiving their entitlement to the full range of the National Curriculum or the EYFS curriculum.

The curriculum and inclusion *(see 5 pillars of inclusion)*

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.

Our lessons aim to be fully educationally inclusive. We adapt the curriculum and teaching to meet the learning needs of pupils across the ability range. Teaching and learning is very often organised to meet the differing needs of at least three ability groups within the class. However, we also maximise the advantages of mixed ability teaching, when pupils learn more effectively by learning alongside others of different ability.

If children have special educational needs, our school does all it can to meet those individual needs, and we comply with the requirements set out in the national SEND Code of Practice. (See Special Educational Needs & Disability Policy) If a child displays signs of having special

educational needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation and through carefully differentiated planning and teaching. Some pupils or groups of pupils may have additional support from trained teaching assistants, either within class, or, at times, in separate teaching groups.

If a child's need is more severe, we may involve the appropriate external support services in making an assessment of need and advising the school on teaching and learning strategies. In a very small number of cases, where, despite appropriate support, a pupil doesn't make adequate progress owing to a persistent, long term learning difficulty, the school may refer the pupil to the Local Authority (LA) to be formally assessed.

The school is involved in the Education Health and Care Plan (EHCP) process for children who have identified severe need. The EHCP sets out the nature of the special need, and outlines how the school will aim to address it. The EHCP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals and measure the impact.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, the teaching materials may be adapted or special physical access arrangements may be made.

The school is also fully committed to meeting the needs of our most **able and gifted and talented** pupils. (See Gifted and Talented Children Policy) In most cases, the needs of our most able pupils can be fully met through well differentiated planning and teaching, tailored to the needs of the most able groups or individuals and delivering work at a mastery level (in Mathematics for instance). However, we maintain a register of able, gifted and talented pupils and may, at times, make special additional provision to ensure that their skills and abilities are appropriately challenged.

'Gifted' refers to those pupils with high ability in academic subjects and 'talented' to those with high ability or potential in the expressive or creative arts or sports. The phrase 'gifted and talented' (G&T) has been long adopted by both the DfES and Ofsted. In Feb 2010 Ofsted told us that our more able children needed more challenge ie: the HAPS, although at Ivington we do not believe that abilities or attainment for individual children are fixed and can change over time through hard work and demonstrating excellent behaviours for learning.

6. The Early Years Foundation Stage (See also EYFS Policy)

The curriculum that we teach in the reception class meets the requirements set out in the EYFS curriculum. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the EYFS builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Each term in the reception class, the teacher will assess the skills development of each child, and record this in the EYFS Profile. This assessment forms an important part of the future curriculum planning for each child.

7. The role of the subject/curriculum leader

The role of the subject leader is to:

- Be up to date on current thinking in their subject area and changes to the National Curriculum
- Be knowledgeable about Ofsted's monitoring aims related to their subject
- Provide a strategic lead and direction for the subject
- Oversee the taught curriculum for their subject area and inclusion of the necessary skills to be learnt in order to ensure necessary coverage
- Ensure the correct progression of skills across year groups is worked towards (see subject Progression Guides)
- Support and advise colleagues on issues related to the subject
- Monitor children's progress in that subject area
- Provide opportunities for children's success within their subject to be celebrated and provide enhanced learning opportunities such as an author visit, trips away etc
- Provide efficient resource management for the subject.

7.1 The school gives subject leaders regular non-contact time, depending on the needs of the subject area, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels and provide a subject Health Check with ongoing notes about development and impact,

7.2 The subject leader reviews the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The subject leader may also keep a sample portfolio of children's work, which can be used to exemplify standards and expectations, and support assessment moderation.

IMPACT

8. Evaluating the skills and knowledge acquired by the children as a result of our curriculum

We check our curriculum is having **impact** through:

- **Continual evaluation by teachers and subject leaders** (informal and more formal: lesson monitoring; discussions with pupils; book looks; tracking against core knowledge and skills). A key indicator is always whether **children can explain it in their own words**.
- **Continual assessment for learning**: this is the ongoing checking of children's understanding to inform teaching.
- **Formally considering the assessment data of subjects** (for example core subjects termly)
- **Engaging in external consultancy**. We invite educational experts to work with us and objectively consider the impact of our work. **Our Governors also conduct link visits** to evaluate and review developments and impact.

When considering our curriculum's impact, the following questions are reflected on:

- How well are children learning the content outlined in the curriculum?
- How well are children prepared for their next stage of education?
- What are the types of both formative and summative assessment used? What impact do they have on the curriculum?
- How do we know our curriculum is having an effect across all children, including those who are disadvantaged or have low attainment on entry?
- Do children have a feeling of self-worth and a sense of success?
- Are children displaying attributes/attitudes that link to our key values?

For teachers:

- How well are key subject knowledge and skills consolidated before moving onto the next topic?
- How do teachers know children remember what they've been taught?
- How well developed are children's learning habits and learning skills, including focus, resilience and perseverance?
- Do children have a love of reading. Are they knowledgeable about authors and poets?
- How do teachers use evidence of children's learning to feed into their planning and adaptation of the curriculum, both collectively and individually?

8.1 Evidence for measuring impact

Children's;

- Attitudes/behaviours for learning
- Happiness and enjoyment in their learning
- Positive well-being and mental health
- Sense of belonging and positive attitude towards coming to school
- Depth of knowledge and acquired skills (linked to progress and attainment test data and classroom work, both written and verbal)
- Attendance figures
- Engagement in extra-curricular/home study activities
- Attitude towards each other showing respect, friendship and support (**Reaching Together**)
- Spiritual sense of themselves in the world

- Appreciation of wider cultures and beliefs
- Willingness to ask questions/be inquisitive

8.2 Governing Body Monitoring

Our governing body's Performance and Standards Committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its cycle of review and development.

There are named governors assigned to specific curriculum areas. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to monitor the school's provision for special educational needs, who liaises regularly with the special educational needs co-ordinator (SENCO).

The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning intentions, addressing the needs of all pupils.

Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by the governing body and will be reviewed every three years or sooner if necessary.