

Curriculum Policy

Fossebrook Primary School



Fossebrook
Primary School

A place of discovery and friendship



Approved by:	J Stone
Date:	May 2023
Last reviewed on:	March 2023
Next review due:	May 2025

At Fossebrook Primary School we ensure that all children achieve their very best and foster high aspirations for themselves and their families. Our inclusive ethos is firmly rooted in our belief in providing the best opportunities for all of our pupils and Fossebrook is:

- A place of discovery and wonder, full of happy, inquisitive children, who love learning and who are determined to do their best and try new things.
- A place where we pursue high academic standards but also provide a well-balanced education, where children are given an opportunity to discover talents across the whole curriculum including in technology, The Arts, PE & Sport.
- A place where aspiration is key: every child will be encouraged and given their chance to shine regardless of ability or circumstances. Mistakes are welcomed as opportunities for new learning and understanding.
- A place where learning is for all: our parents and community are welcome as our key learning partners in enabling children and families to flourish.

Fossebrook Primary School is an academy and enjoys the benefits of being part of the Discovery Schools Academy Trust. We work collaboratively with other schools in the trust, sharing practice and resources, however, our school also prides itself in retaining its autonomy.

Our aim is to recognise each child's individual talents. We want pupils at Fossebrook to have memorable, lifelong learning experiences. Our school is very special: we have a learning environment to be proud of; amazing teachers and support staff; and as a result pupils are engaged, enthusiastic and proud of their school.

Curriculum intent:

Fossebrook Primary School recognises that each and every child in our school is unique and has their own interests, strengths and areas for development.

We believe that every child should:

- have a truly inclusive curriculum that values and celebrates the contributions of all cultures and faiths to our rich heritage and encourages all children to believe that they too can make a difference in the future
- have access to high quality teachers, resources and first-hand experiences that provide stimulating and exciting lessons
- receive a curriculum that is grounded in current educational research into what works best for our pupils based on our school context
- be involved in the learning journey and have the opportunity to co-construct learning with their teachers
- have purposeful outcomes for learning

- have regular opportunity to develop their oracy skills and be confident speakers
- receive regular feedback to help children know and understand what they do well and what will help them to improve further
- visit places to set our learning in 'real life contexts' and spark interest or help to consolidate their understanding of a concept
- have opportunities to learn beyond the classroom
- develop their understanding of local, national and global issues and how they can help to improve those issues both now and as adults
- know that learning never stops and have a desire to continue their learning independently of school and in their future
- have regular opportunity throughout the curriculum to develop their learning characteristics so that pupils are resilient, creative, articulate, respectful, independent and can look after their own well-being as well as others'

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

Roles and Responsibilities

At Fossebrook we have divided the curriculum subjects into two groups and these groups are monitored by a team of staff. There is a STEM team (maths, science, computing, DT, PE) and a Creativity team (English, art, PHSE, RE, languages, music, history, geography) each led by middle or senior leader. They lead the monitoring of each subject and develop the rest of the staff to coordinate and monitor subjects. Each subject has an online portfolio where class teachers upload evidence to showcase what is taught at Fossebrook and the two teams monitor these.

Organisation and Planning

The wider curriculum is taught through a thematic approach, focusing on two main subject areas to ensure depth of learning in those subjects and all subjects are focused on a minimum of once. Exceptions include PE, RE and PHSE which are taught discretely.

Each half term has a new topic (outlined below) and begins with a hook, leading to a purposeful outcome. The sequence of lessons will build knowledge progressively and include regular opportunities to revisit and remember previous learning to ensure retention.

During Summer Term 1, each class learns English through a key Shakespeare text and uses Royal Shakespeare Company techniques to deepen their understanding. Fossebrook is proud to be a lead RSC associate school. This means we are leading a cluster of schools across Leicestershire, supporting them with the teaching of Shakespeare, hosting events (like the Playmaking Festival) and providing CPD.

For additional information about individual subjects, see the relevant policies.

Curriculum Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me	Autumn Adventure	Our World	Traditional Tales	Journeys	Growing and changing
Year 1	This is me		Secret Garden		Weather	
Year 2	London's Burning		Location, location, location		Rainforests	
Year 3	In My Element		The Ground Beneath my Feet		It's all Green to me!	
Year 4	World of Water		What did the Roman's do for Leicester?		Inside Out!	
Year 5	Planet Earth		Home from home (Vikings)		Egyptians	
Year 6	A Child's War		Discovery and Exploration		My Heart in Mexico	

Summer 1 – Shakespeare

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Twelfth Night	A Midsummer Night's Dream	Macbeth	Two Noble Kinsmen	Julius Caesar	The Tempest	Merchant of Venice

Progression

The curriculum at Fossebrook is carefully planned to ensure a progression of knowledge and skills. Each subject area answers carefully planned questions which cover the National Curriculum objectives, some of which are revisited and built on throughout the later years within a key stage. Vocabulary is carefully mapped and builds on previously taught language. There are also key skills identifies from the National Curriculum which are built upon within each subject area but also offer wider curriculum links.

Learning Characteristics

Fossebrook also advocates for their children to build upon personal skills and characteristics to ensure they are well-rounded learners and people and this is embedded throughout our curriculum. The six learning characteristics are; Resilience, Independence, Well-Being, Creativity, Respect and Articulacy. Each topic will focus on two of the learning characteristics specifically, although individual lessons may also include practice for others and allow opportunities for discussion are taken when they arise.

British Values

The DfE have established the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The teaching of British Values is embedded throughout the curriculum at Fossebrook. All of the individual values are taught and explored through explicit assemblies. This is then disseminated into classrooms through everyday practice:

Democracy

Pupils have the opportunity to have their voices heard through our School Council. The election of a girl and boy School Councillor from each year group is organised through pupil vote from each year group for those pupils who wish to stand for office. We also participate in parliament week every year. Additionally, the oldest School Council representatives attend regular Pupil Parliament meetings which are run by our Trust CEO. These meetings are often themed around key current events or issues and allow excellent opportunities for discussion. As part of these meetings, guest speakers are regularly invited to join the sessions, providing expert views for the children to question and debate with.

The Rule of Law

The importance of laws, including those governing the individual, the class and the whole school, are consistently reinforced. The children understand these laws these as rules. They are taught the reasons why rules exist and the consequences on the individual and our school society if rules are broken. They also understand that working within agreed rules brings its own rewards.

At the start of each school year class teachers work with children to draw up age appropriate rules and responsibilities that all class members and their teachers agree to.

Pupils are taught the value and reasons behind British laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make personal choices, knowing that they are in a safe, secure and supportive environment. We educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering them through education.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons.

Whether it be through choice of challenge or working partners, choice of how they record their work, of choice of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make a wide range of choices.

Mutual Respect and Tolerance

Respect is a core value within which our school ethos and behaviour policy are rooted.

Understanding of those of different faiths and beliefs is encouraged through our ethos of respect and through enhancing pupils understanding of their place in a culturally diverse society.

Within our RE curriculum we study the background and practices of a range of faiths practiced in Leicester and Leicestershire, including the Hindu, Sikh, Muslim and Jewish faiths. We enhance the children's understandings of these different religions by taking part in themed days and weeks. Children have the opportunities to wear religious or celebratory dress, taste foods, share experiences and learn more deeply about different cultures. We use all of our curriculum areas as opportunities to build cultural capital and give children a deep understanding of how people live their lives.

Discussions in RE and PSHE lessons at an age appropriate level, give pupils opportunities to consider the reasons for and consequences of religious and racial intolerance and prejudice-based bullying.

Inclusion

Teachers at Fossebrook 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 (EAL)

At Fossebrook we support children's successful learning and developing their cultural capital by pre-teaching information, so children have the requisite knowledge and vocabulary they need to access new learning and put it in context.

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.

At Fossebrook we are proud to have a Reading Dog. This provides opportunities for less confident readers to read to Bella the dog in a low threat environment.

Monitoring

Monitoring of the curriculum is organised using an annual schedule. Teachers are responsible for different curriculum areas and conduct a variety of different types of monitoring as outlined in the schedule. Staff work in two key curriculum teams, The Arts and STEM, to monitor the quality of teaching and learning across the curriculum. They feedback their monitoring to the Senior Leadership Team (SLT) which is comprised of the Headteacher and Assistant Headteacher. All feedback is recorded and kept and includes successes and next steps or actions to move the subject forward.

In addition to the subject leaders monitoring, we also take part in monitoring through a variety of different sources which include:

- In school and trust wide moderation
- SLEs from within the trust visiting and completing audits and reviews
- Peer to peer reviews with other senior leaders from schools within the trust
- School improvement visits (half termly)
- Advisory Board meetings (4x a year) and engagement days (annual)

See annual monitoring schedule for further detail.