



# Cherry Orchard Primary School Curriculum Policy Statement



**Date of Policy:** May 2022  
**Member of Staff Responsible:** Alison Taylor  
**Review Date:** May 2024  
**Consultation:** This policy was developed and is reviewed and updated with staff following national curriculum guidance.

**To be read in conjunction with the Teaching and Learning Policy, Assessment and Feedback Policy, EYFS Policy, SEND Policy, individual subject policies, SMSC Policy, Homework Policy, Behaviour Policy, Equality Policy.**

## Ethos Statement

It is the aim of the Governing Body of Cherry Orchard Primary School to support the implementation of policies and procedures that support the vision of:

**“We care, we learn we succeed.”**

A community of learners and a culture of excellence for all begins with our core values, which were created by our whole school community: Courage, Honesty, Equality, Respect, Understanding, Friendship.

As a Rights Respecting Gold Award School, we actively promote the CRC Rights of a Child throughout our curriculum, creating a culture where pupils value each other and value effort and achievement.

## Curriculum Intent

Our inclusive curriculum is challenging in its breadth and depth, and is taught in a coherent sequence that enables the incremental acquisition of core knowledge and understanding of key concepts. The curriculum is well-resourced and designed, through spaced and interleaved practice, to equip all pupils with substantive knowledge, subject-specific disciplinary knowledge and procedural knowledge and skills.

Substantive knowledge	Disciplinary knowledge	Procedural knowledge
Learning factual content, names, dates, common terms, concepts, processes, well-known stories, conventions.	Learning how experts in a subject renew our knowledge of that subject (reaching judgements, making claims, arguing responsibly, thinking creatively and critically, problem-solving).	Learning how to use a thermometer, read a set of scales, read a timeline, draw an exploded diagram for example.

Clear end points are established throughout and, whenever possible, new knowledge and skills build upon prior knowledge and experience to develop pupils' schemata. Reading and vocabulary development are fundamental in all subjects, and new tier two and tier three vocabulary is also incorporated into curriculum planning. Pupils are given opportunities to re-use knowledge within and across subjects to enable connections to be made and schema to develop.

Individual subject policies outline the aims and key concepts in each discipline and the knowledge and understanding to be gained at each stage. Unit plans make learning intentions and expected outcomes clear, and connections are made to support pupils to integrate new knowledge into larger concepts and make links within and across subject disciplines.

In addition, our curriculum enables pupils to develop the metacognitive and self-regulation strategies necessary to become motivated, intellectually curious, life-long learners. Pupils are also empowered to use their literacy, oracy, and digital communication skills to purposefully share and articulate their learning with others.

### Inclusive Curriculum

At Cherry Orchard Primary School, British Values and spiritual, moral, social and cultural education are promoted through the school curriculum, whole school ethos and development of positive attitudes and values. See Appendix 1: 'A Culturally Inclusive Curriculum'.

The content of the curriculum at Cherry Orchard is not reduced for pupils with SEND, except for in exceptional circumstances where a child with very complex needs may need an individualised curriculum. Any adaptations will concentrate on how the content is taught, rather than omitting content.

### Curriculum Implementation

Our early years classes follow the curriculum as outlined in the latest version of the EYFS statutory framework (September 2021). There are long-term plans for both Nursery and Reception, and both year groups have six topics taught across the year. All areas of learning are covered in depth throughout the year. Teachers assess the children's needs and plan activities linked to the areas of learning. These plans can be adapted depending on the needs and interests of the children.

Years 1 to 6 are taught the subjects outlined in the National Curriculum (July 2014) - see Appendix 2: 'Weekly Curriculum Coverage in Hours 2021-22'.

Subject leaders and senior leaders are responsible for ensuring the progression in core knowledge, skills, concepts and vocabulary are clearly communicated in curriculum overviews, progression grids and unit plans. Senior leaders work with teachers to design long-term and weekly timetables to ensure breadth and balance (see Appendix 2 and 3). Subject leaders are supported to develop subject knowledge and expertise through memberships to associations such as the Geographical Association, as well as the leadership skills necessary to effectively monitor and develop practice. They ensure all teachers are supported through training, monitoring and coaching to make a positive impact on standards.

Regular 'subject surgeries' allow subject leaders to provide effective support for teachers and to ensure teachers have a clear understanding of how the topic content links to wider curriculum planning and contributes to pupils' subject knowledge and understanding of key concepts.

Class teachers are responsible for the standards of teaching and learning in their class. They liaise with subject leaders to ensure their subject knowledge is secure, and make decisions about what resources and materials they use in order to scaffold the learning appropriately. They do this using their professional knowledge and expertise, sharing best practice and providing support for each other, focussed on outcomes for all pupils.

Teachers use research-informed pedagogical methods to make certain that their classroom practice is highly effective, and prioritise the core knowledge children will need to remember year on year to ensure expected progression across all subjects. Teachers also make clear to pupils how their prior knowledge will support them in their learning, and how their current learning will be of use to them in future lessons.

Whole class teaching of the National Curriculum is supported by the following resources:

- NCETM guidance and resources, White Rose Maths (EYFS – Y6)
- Read, Write, Inc Phonics (EYFS – Y2)
- RWI Spelling (Y2 – Y5)
- Colourful Semantics (Rec – Y2)
- VIPERs whole class reading (Y2 – Y3)
- Comprehension Express (Y4 – Y6)
- Jane Considine's The Write Stuff (Y2 – Y6)
- Opening Worlds Humanities Curriculum (Y3 – Y6)
- Birmingham SACRE (Y1 – Y6)
- Snap Science resources (Y1 – Y6)
- Charanga Music Scheme (Rec – Y6)
- Kapow Art Scheme (Y1 – Y6)
- Jigsaw PSHE Scheme (EYFS – Y6)
- NCCE Teach Computing curriculum (Y1 – Y6)
- DT PlanBee Scheme (Y1 – Y6)
- Eurostars French Scheme (Y3 – Y6)
- LTPE Scheme (Rec – Y6)
- Cornerstones Curriculum, Cherry Garden, AET framework (Resource Base)

Interventions

- WellComm (Nursery)
- NELI (Reception)
- Speech and Language Link (Y1 and above)
- RWI Phonics (additional sessions)
- HertsforLearning Reading Fluency Intervention (Y2 and above)
- Colourful Semantics (Y3 – Y6)
- Project X Code (Y3 – Y4)
- Catch Up Maths (Y3 – Y4)
- Success@Arithmetic (Y3 – Y6)
- Maths booster groups (Y3 – Y6 after school)
- Writing booster groups (Y1 – Y6 after school)

- Fun Friends (EYFS – Y6)
- Flash Academy
- PECs, Attention Autism, Makaton, Lego Therapy, occupational therapy, pragmatics, life skills (Resource Base)

Homework is of value and contributes to pupils' subject understanding with a focus on securing knowledge, deepening learning and preparing for new learning (see Homework Policy for more details).

Pupils are supported to plan, monitor and evaluate their own learning. They are helped to understand themselves as learners and set goals, and are taught a range of strategies needed to accomplish challenging tasks across the curriculum and reach their goals.

Enrichment opportunities, hands-on experiences and extra-curricular activities enable pupils to cultivate their curiosity, broaden their knowledge and experiences, contribute to the school and community, and develop their own talents and areas of expertise. Peripatetic music, after school sports clubs are educational and residential visits are fully-funded for disadvantaged pupils to ensure access for all. Pupils are also provided with a wide range of leadership opportunities in the following groups: School Council, Eco Council, Digital Leaders, Peer Tutors, Rights Respecting Steering Group, Sports Crew, Green Influencers.

### **Curriculum Impact**

Formative and summative assessment techniques (observations, learning walks, questionnaires, pupil interviews, work scrutinies, quizzes, tests) are used to evaluate what knowledge and skills pupils have gained, and to inform teaching.

Class teachers routinely evaluate the progress of pupils within and across lessons using the curriculum objectives and progression maps to make judgements. They use this information to analyse how effectively pupils are achieving or exceeding age-related expectations and to adapt their planning accordingly. Teachers provide subject leaders with timely summative information about the outcomes of pupils in their class.

Subject leaders are able to describe how well pupils and groups of pupils are achieving the end goals in their curriculum area of responsibility. Summative assessments are made termly for reading, writing, maths and GPS, and annually for all other subjects. Assessments are moderated and the information is analysed to identify any actions necessary to develop the quality of provision for groups or individuals, and to benchmark outcomes against national averages.

Pupils acquire and retain, at the very least, the foundational knowledge required for successfully starting the next stage of their education. Pupils are also 'assessment ready' and all make at least expected progress from their starting points.

All pupils build their academic knowledge, vocabulary and subsequent 'cultural capital'.

Subject	Examples of cultural capital
English literature	A planned reading spine that includes a range of classic fiction
Geography	An appreciation of how physical features influence human activity (e.g. farming) and how human activity impacts on the environment.
History	An understanding of how past societies have shaped and influenced society today (e.g. democracy)
Music/performing arts	Knowing the story and the music of Tchaikovsky's ballet Swan Lake
EYFS	Vocabulary such as extraordinary, elaborate, distribute

Written with reference to the following documents:

[Education Inspection Framework July 2021](#)

[Inspecting the Curriculum May 2019](#)

[Teaching a Broad and Balanced Curriculum for Education Recovery June 2021](#)

'Back on Track' – Fewer Things, Greater Depth, Mary Myatt

'Primary Huh' – Mary Myatt, John Tomsett

## **Appendix 1: A Culturally Inclusive Curriculum**

### **AIMS**

- Reflect and value the diversity of cultures and experiences and that all people share common aspirations needs and concerns.
- Provides a structure that allows pupils to investigate and understand their own culture, religion and ethnic identities.
- Represent a broad range of experiences and peoples that compose the British population.
- Promote understanding of the interdependence of groups and the reciprocal ways, both historic and contemporary, in which our collective experiences shape the lives of the diverse peoples in Britain.

### **EVALUATING A CULTURALLY INCLUSIVE CURRICULUM**

Does the curriculum

- Reflect a diversity of viewpoints, lifestyles and beliefs?
- Teach that every culture and religion interprets its history and learning through certain narratives and that these contribute to the identities of individuals?
- Acknowledge that identity is based on multiple factors, including the diverse and sometimes contradictory realities of membership in multiple groups?
- Give status to the experiences and achievements of people from all backgrounds and cultures?
- Teach about issues of discrimination and ways of preventing and addressing this in all its forms?
- Show that diversity is an aspect of contemporary experience and ordinary, daily life?
- Teach that societies and the religions and cultures within them are constantly changing and developing?

### **PLANNING A CULTURALLY INCLUSIVE CURRICULUM**

Does your unit of work

- Reflect and value the ethnic, religious, cultural and linguistic compositions of your class and/or community?
- Reflect positive images of various groups?
- Encourage pupils to use, build on and share their experiences, knowledge, skills and understanding?

- Ensure relevance and that pupils understand that relevance to them, their lives and their rights?
- Put what we teach into a global perspective, refer to global goals and tell the whole story?
- Reinforce learning and widen understanding through a spaced and interleaved approach?
- Extend knowledge and awareness of diversity?
- Ensure the skills, experience and expertise of pupils, parents and communities are included?
- Highlight and share values across cultures, religions and celebrate differences?
- Challenge pupils' thinking and perceptions through well-planned questioning?

### **OUTCOMES OF A CULTURALLY INCLUSIVE CURRICULUM**

- Pupils understand that excellence is not restricted to the achievement of people from dominant cultures, but that people from all cultures and religions, today and past, achieve excellence.
- Pupils know that most people have a range of affiliations, loyalties and sense of belonging.
- Pupils understand that with every event there are a variety of perceptions, interpretations and perspectives.
- Pupils have a strong sense of identity, feeling that they belong in Britain and that Britain belongs to them.
- Pupils see diversity and differences as interesting and valuable.
- Pupils understand that there are shared values across cultures and religions, and that all people share common aspirations, needs and concerns.
- Pupils' viewpoints are explored and developed.
- Pupils develop their critical thinking and analytical skills in order for them to make informed choices.
- Pupils are developing their skills in challenging prejudices, stereotypes and intolerance.
- Pupils understand and respect others.
- Pupils' self-esteem is enhanced.

**Appendix 2: Weekly curriculum coverage in hours (2022-2023)**

	Reading/ phonics	Writing/ spelling/ HW	Maths	Science	Computing	History	Geog	PSHE	RE	Collective worship	PE	Art	Music	DT	MFL	TOTAL
Y1	5 hrs (inc daily class read)	5 hrs 30	5	1	1	1	1	45 mins	45 mins	1 hr 15	2	1	45 mins	1	n/a	25 hrs (+25 min register)
Y2	5 hrs 30 (inc daily class read)	5	5	1	1	1	1	45 mins	45 mins	1 hr 15	2	1	45 mins	1	n/a	25 hrs (+25 min register)
Y3	2 hrs 50 (inc 2 class reads)	6	5	1 hr 30	1	1	1	55 mins	55 mins	1 hr 15	1 hr 30	1 hr 30	55 mins	1 hr 30	30 mins	25 hrs 50
Y4	2 hrs 50 (inc 2 class reads)	6	5	1 hr 30	1	1	1	55 mins	55 mins	1 hr 15	1 hr 30	1 hr 30	55 mins	1 hr 30	30 mins	25 hrs 50
Y5	2 hrs 05 (inc 2 class reads)	6 hrs 45	5 hrs 55	1	55 mins	1	1	45 mins	1	1	2hrs 25	1	55 mins	1	55 mins	25 hrs 45
Y6	2 hr 10 (inc 2 class reads)	7 hrs 15	6 hrs 05	1	55 mins	1	1	45 mins	55 mins	1 hr 15	1 hr 55	1	40 mins	1	30 mins	25 hrs 25

Subjects taught every other half term

Subjects taught every other week

Includes weekly swimming lesson



**Appendix 3: Weekly timetable examples**

**Timetable – KS2 example**

	<u>9:00 – 10:00</u>	<u>10:00 – 10:15</u>	<u>10:15 – 10:30</u>	<u>10:30 – 11:30</u>	<u>11:30 – 12:30</u>	<u>12:30 – 15:25</u>					
<b>Monday</b>	Maths	Collective worship	Break	Literacy	Lunch	Reading 12:30 – 13:00	Science 13:00 – 14:30		MFL 14:30 – 15:00	Story Time 15:00 – 15:25	
<b>Tuesday</b>	Maths	Collective worship	Break	Literacy	Lunch	Reading 12:30 – 13:00	RWI Spelling 13:00 – 13:30	3H - RE 3B – Indoor PE 13:30 – 14:30	3H – Indoor PE 3B - RE 14:30 – 15:25		
<b>Wednesday</b>	Maths	Collective worship	Break	Literacy	Lunch	3H PSHE 12.30 – 13.30		3H Outdoor PE 13.30 – 14.00	3H Geography 14.00 – 15.00		3H Story Time 15.00 – 15.25
						3B Geography 12.30 – 13.30		3B PSHE 13.30 – 14.00	3B Outdoor PE 14.00 – 14.30	3B PSHE 14.30 – 15.00	3B Story Time 15.00 – 15.25
<b>Thursday</b>	Maths	Collective worship	Break	Literacy	Lunch	RWI Spelling 12:30 – 13:00	3H - History 3B – Computing 13:00 – 14:00	3H - Computing 3B - History 14:00– 15:00		Story Time 15:00 – 15:25	
<b>Friday</b>	Maths	Collective worship	Break	Literacy	Lunch	Reading 12:30 – 13:00	DT/Art 13:00 – 14:30		Music 14:30 – 15:25		

## Timetable – KS1 example

	Monday	Tuesday	Wednesday	Thursday	Friday
8.50 – 9.05	Buffer and Register				
9.05 – 9.35	RWI Phonics	RWI Phonics	RWI Phonics	RWI Phonics	RWI Phonics
9.35 - 10.35	English	English	English	English	English
10.35 – 10:50	PLAYTIME				
10.50– 11:50	Maths	Maths	Maths	Maths	Maths
11:50 – 12.35	Phonics/Handwriting	Phonics/Handwriting	RE	Music	PSHE
12:35-1:35	LUNCH TIME				
1.35-2:35	History/Geography	Art/DT	1W P.E 1H Computing	1H P.E 1W Computing	Science
2:35 – 2:50	Basic PE skills	Basic PE skills	Basic PE skills/ Phonics	Basic PE skills/ Phonics	Basic PE skills
2:50 – 3:05	Collective Worship	Collective Worship	Collective Worship	Collective Worship	Collective Worship
3.05 - 3.20	Story time	Story time	Story time	Story time	Story time

