Milverton primary school memorable milverton curriculum POlicy

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Agreed by: ­­­­­­Performance and Standards Committee

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# Introduction

The **Memorable Milverton Curriculum** has been a standout feature of Milverton Primary School for many years. Over time, the curriculum has developed and evolved but remained true to some core curriculum drivers. We have redesigned the MM curriculum in line with new government expectations, however we have maintained the high standards and creative approaches that always been loved and helped to shape generations of Milvertonians. We feel this review has improved the curriculum even further. This policy explains in detail the structure, organisation and development of the curriculum and how it meets our school vision described below.

# Milverton Primary School… *Where the Journey begins…*

* A journey…
  + through a memorable curriculum to develop confident, creative and curious minds
  + full of challenge and exciting experiences that develops resilience, strength and determination
  + as a part of a nurturing, caring community that encourages children to enjoy life and love learning
  + that guides children to celebrate individuality, to appreciate differences and to respect others
  + that empowers children to explore and become free thinking individuals
  + that allows children to mature into empathetic people, caring for themselves, for others and for the world around them
  + that prepares children to find success in whatever they choose to do
  + that inspires children to reach for new horizons

# Basic Principles

* Learning is a change, moving new information from our working memory to our long-term memory.
* Learning takes a long time to happen and is invisible to see in the short term, proficiency takes practice.
* Long term memory is made up of semantic (knowledge of the world), episodic (events in a person’s life), and procedural (how to perform a task or skill) knowledge.
* Knowledge is the interrelation of information, organised into meaningful schemas of learning.
* The more knowledge you have, the easier thinking and retention of further knowledge becomes.
* Knowledge is the basis for creativity.
* Most students think and learn in a similar way.

Core Curriculum Drivers

* To develop a life-long love of learning through exciting, creative and meaningful learning experiences, that children can take with them when they leave.
* To ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.
* To master each of our super learning skills, understand and resonate our value system ‘The Fruits of Milverton’ and complete personal development goals. This is to ensure we help children to become confident, kind, self-aware, independent human beings who function effectively in today’s society and achieve their aspirations.
* The ability to, and the development of, a love of reading widely and often increases the likelihood of success at every stage of a child’s educational journey.

# Rationale

All children have a right to a broad, balanced, and relevant education which provides continuity and progression, taking individual differences into account. The curriculum at Milverton Primary School is constructed on the principles that:

* Learning in school should be designed to meet the requirements of the National Curriculum.
* The school curriculum should aim to provide opportunities for all pupils to learn, to achieve, to have fun and keep safe.
* The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
* The school curriculum should reflect the context within which the school is working.

# Curriculum Intent

* Each over-arching **Umbrella theme** consists of well-planned individual subject content.
  + These are organised into key procedural objectives (how to do) and semantic (general world) knowledge maps with key vocabulary carefully considered.
* **Curriculum drivers** shape our ‘experiential’ curriculum’s breadth.
  + They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
* **Cultural capital** gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
* Each subject area is broken down into **Key Concepts**.
  + These **Key Concepts** provide the objectives to learn in each **Umbrella theme**.
  + The **Key Concepts** are broken down into **Milestones** to show progression in the **key concepts** as a child progresses in their learning.
* The **Milestones** are the expectations set for the end of each phase.
  + Within each **Milestone** and phase in school, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: **Apprentice, Professional** and **Expert.**
  + The goal for students is to display sustained understanding at the ‘**Professional**’ stage by the end of each phase and for the most able to have a greater depth of understanding at the ‘**Expert**’ stage.
  + The time-scale to become an **Expert** (or greater depth) in the **Milestone** for that phase is therefore two years of study.
* Our curriculum is underpinned by shared subject **Connectors,** stemming from the Key Concepts.
  + **Connectors** tie together the subject objectives into meaningful schemas.
  + The same **Connectors** are explored in the subject across a wide breadth of topics.
  + Through this ‘forwards-and-backwards engineering’ of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

Our curriculum is designed to enable our children:

* to listen, read and understand for a variety of purposes.
* to convey meaning accurately and appropriately through speech and writing for a variety of purposes.
* to recognise, understand, explain and use all SPAG expectations as set out in the National Curriculum.
* to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
* to develop an enquiring mind and scientific approach to problems.
* to solve problems using technological skills.
* to use computing skills as tools for information gathering, communicating, programming, problem solving and presentation in real life situations.
* to express themselves through various art forms including art, music, drama and dance.
* to research geographical, historical and social aspects of the local environment and the national heritage.
* to be aware of other times and places, recognising links among family, local, national and international events.
* to have some knowledge of the beliefs of the major world religions.
* to begin to acquire a set of moral values - **The Fruits of Milverton: friendship, sharing, respect, helpfulness, honesty, kindness, creativity, individuality, community and confidence -** on which to base their own behaviour.
* to develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
* to develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
* to develop agility, physical co-ordination and confidence in and through movement.
* to know how to apply the basic principles of health, hygiene and safety.
* The curriculum will be underpinned by the children’s acquisition of six ‘Super Learning Skills’ (enquiry, collaboration, self-awareness, problem solving, creative thinking and motivation) required to maximise future independent learning potential by allowing the children to become the best learners they can be.
* The school aims to provide a range of creative activities across all subjects of the National Curriculum and the Foundation Stage Areas of Learning that will allow each child's potential to be fully developed.
* The school’s Special Educational Needs and Inclusion policies indicate how we intend ensuring access to the curriculum for all.

# Implementation

* Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
  + Learning is most effective with spaced repetition.
  + Interleaving (mixing subjects) aids long-term retention.
  + Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength (e.g. use of retrieval quizzes).
* In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
* We employ an **experiential** approach to learning – learning through meaningful experiences.
* Our content is subject specific. We make cross-curricular links to further strengthen schema, connecting learning under each over-arching topic.
* Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.
* Differentiation is included three ways in all lessons and sometimes tailored to meet the needs of the individual child.

# Impact

* Because learning is a change to long-term memory it is impossible to see impact in the short term.
* When looking at teaching and learning we use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.
* We use comparative judgement in two ways: in the tasks we set in lessons (POP tasks: Proof of Progress) and in comparing a student’s work over-time.
* Children in the EYFS are assessed against the Early Learning Goals
* We assess children in all subjects in relation to their Year group or Phase in school.
  + English – as working towards, at age related expectations or working at greater depth.
  + Maths - as working towards, at age related expectations or working at greater depth.
  + Science - as working towards, at age related expectations or working at greater depth.
  + All other subjects – over a two year cycle as either Apprentice, Professional or Expert
    - The first year in a phase, Apprentice is the expectation
    - The second year in a phase, Professional is the expectation
    - Some children progress to be working at greater depth as an Expert.
      * Apprentice – can complete objectives with support
      * Professional – can complete objectives independently
      * Expert – Can apply objectives widely and in different contexts
* Our assessment system allows us to see children making progress over time.
* We use lesson observations to see if the pedagogical style matches our depth expectations and to determine if the lesson structure, content and delivery match our expectations for strong teaching and those practices most likely to aid learning over-time.

# Planning

Long, medium- and short-term plans are devised using:

* Teachers’ creative ideas
* The Early Years Foundation Stage guidance
* National Curriculum programmes of study
* Read, Write Inc.
* ‘Taking Care’ Project, ‘My Feelings Friends and Family’ and the NC expectations for PSHE
* Warwickshire’s agreed syllabus for the teaching of Religious Education
* The agreed features of the Milverton Curriculum checklist (see appendix 1)
* White Rose Hub, NCSL and other maths resources
* By responding to national/local contexts

In Key Stage 1 and 2 Long term planning is based on a two-year rolling programme of **Umbrella themes** to provide variety, progression of skills, vocabulary and knowledge.

Medium and short term planning is objective led, following a ‘mastery approach.’ Through careful differentiation using either a ‘No Limits’ (gold, silver and bronze challenges) or an ‘enabling’ approach to accommodate the needs of pupils of varying ages within each group, all children aspire to reach the same curriculum outcomes.

# EYFS

The EYFS is seen as a distinct phase of the Milverton Journey but has some differences in approach and assessment to Key Stage 1 and 2.

In the Early Years Foundation Stage, planning follows the principles set out by the Early Years Framework and children are assessed against the Early Learning Goals. At Milverton Primary School, the Early Years team follow a bespoke system based around the principles of ‘in the moment planning’. Following the children’s interests, teaching moments are initiated ‘in the moment’, within the following areas: communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, expressive arts and design, in line with the expectations set out by the Early Learning goals. Adults facilitate, support and challenge learning opportunities using the following strategies: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing and setting challenges.

Key knowledge in terms of phonics, reading, writing and maths are taught in discrete sessions and reinforced throughout the day as part of continuous provision The EYFS classroom is also a place where the children develop key learning skills to help them access the National Curriculum from year 1 onwards.

The teachers in the EYFS have been involved and engaged with the whole school changes to the Key Stage 1 and 2 curriculum. Where appropriate, they are bringing in elements such as revisiting learning to ensure it moves to long term memory and helping children to make links with their previous understanding.

**Key Features from the EYFS Curriculum**

* These features are in place to ensure children feel happy and safe in school, excited and engaged in their learning and are developing the skills to be a responsible, organised and independent learner.
* Follow ‘**Educational Programmes’** as set out in EYFS guidance.
* **‘Development Matters’** documentation is used to support curriculum coverage and assessment.
* **‘Leuvens Scales’** are used to assess children’s well-being and Involvement.
* **‘In the moment’** planning strategies and principles are used to enable child led learning to take place. This includes setting up the environment in a way that encourages children to self-select resources and follow on from task started in previous sessions.
* **‘Teacher Led’** sessionsare used to ensure coverage of key skills, such as phonics and mathematic skills.
* **‘Revisiting learning’** is used in phonics and mathematics ‘Teacher Led sessions.
* **‘Stimuli’** are used to ensure children encounter all areas of coverage, the ‘stimuli’ could be a trip or resources introduced to children in the classroom. These will inspire children to take learning in this direction.
* **‘Guiding to new learning’** are the strategies used by staff to inspire children to engage with a new activity or theme, ‘stimuli’ is one of these strategies as well as pondering, ‘I wonder if…’ and deeper level questions
* **‘Must Do Mustards’** is a strategy to encourage independent learning and our ROAR skills (Responsible, Organised and Ready to Learn), children have one or two tasks they must complete at some point in the day. These tasks are tasks that the children should be able to complete independently, and consolidate previous learning or may introduce a new idea. These tasks may be introduced with a short ‘Teacher Led’ session.

# The National Curriculum and Beyond

We recognise that the National Curriculum as an important part of the Milverton Curriculum. However, in developing a curriculum that is best suited to the Milverton context, the depth of coverage of different programmes of study will vary.

# Curriculum Enrichment

The school believes that the curriculum can be positively enriched by:

* Using the immediate school and local environment for research, stimulus and inspiration
* Encouraging visits from local community members, speakers, artists and performers to share their expertise and interest with the pupils
* Taking pupils outside the immediate environment on field trips in support of their school studies
* Developing links with local community groups
* Developing links with local primary and secondary schools
* Developing links with other schools in different UK localities
* Developing links with the global community
* Employing specialist coaches, instructors and teachers to deliver areas of the curriculum
* Providing opportunities for children to take part in performances and productions in front of audiences

Milverton has adopted an ‘experiential’ approach to learning; allowing the children to learn through meaningful, fit for purpose, real life experiences. A fully enriched, creative curriculum means that timetables in all classes will change and need to be flexible.

Friday ‘Power Hour’ allows the children to learn new skills (e.g. cookery, cheerleading, textiles, squash) during six, five-week periods that might not be normally covered within the national curriculum.

# Extra-Curricular Activities

At Milverton the curriculum does not stop at the classroom door. We offer children with a wide variety of learning activities during the school day, at lunchtimes, before and after school.

Extra-curricular activities are delivered using staff expertise and enthusiasm; specialist coaches and instructors form the community; and the support of parent volunteers. Through involvement in extra-curricular activities children are encouraged, when appropriate to take part in events and competitions with other local schools.

The school actively signposts children and families to activities and events that are held across the Leamington North Cluster.

Milverton aims for all children to be able to access extra-curricular activities and supports families where finances may be a barrier. Additionally, there are a variety of free clubs on offer and all junior children are given the opportunity to try new extra-curricular activities through our Friday afternoon Power Hour. Through our sports premium funding, specialist clubs are also provided, specifically to involve children who do not, for a variety of reasons, have as many opportunities to access extra-curricular clubs as other may have.

# Curriculum Development

* As a school we are continuously developing our creative approaches to curriculum organisation and delivery to ensure that we deliver a curriculum that is memorable for all children
* The Milverton curriculum is constantly developing in response to many contextual factors
* The school demonstrates its commitment to curriculum development by engaging in projects with outside agencies and other schools that challenge thinking and develop our practice in innovative ways
* Our Weduc newsfeed provides stakeholders with a regular view of what learning through the Milverton curriculum looks like

# Inclusion

Teachers 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)

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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

# Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

* A robust framework is in place for setting curriculum priorities and aspirational targets
* Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
* Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
* The school implements the relevant statutory assessment arrangements
* It participates actively in decision-making about the breadth and balance of the curriculum
* It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

* All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
* The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
* Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
* They manage requests to withdraw children from curriculum subjects, where appropriate
* The school’s procedures for assessment meet all legal requirements
* The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
* The governing board is advised on whole-school targets in order to make informed decisions
* Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

* The deputy Head teacher has the responsibility for leading the curriculum
* Subject leaders have the responsibility to ensure their subject is following the parameters set out in this policy
* Other staff will ensure that the school curriculum is implemented in accordance with this policy

# Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](https://www.gov.uk/government/collections/national-curriculum), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook).

# Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

* Visits to the school
* child interviews
* Governor links to specific subjects and reviewing subjects covered
* Reports from the head teacher and other teaching staff in relation to the school development plan and other updating documentation and presentations

School Leaders monitor the way their subject is taught throughout the school by:

* Learning Blinks
  + Book reviews
  + child interviews
  + lesson observations
  + learning walks
  + planning reviews

School Leaders also have responsibility for monitoring the way in which resources are stored and managed.

Policy review dates and period set out at the beginning of the policy.

|  |  |  |
| --- | --- | --- |
| **Curriculum Feature** | **Evidence** | **Date** |
| Wow starting point |  |  |
| Over-arching termly or half- termly ‘umbrella themes’ |  |  |
| Clear threshold concepts, linking learning, repeating across phase groups |  |  |
| Procedural and semantic learning objectives with linked success criteria |  |  |
| Clearly planned key questions and vocabulary for each subject |  |  |
| Carefully considered opportunities to expand cultural capital |  |  |
| Planned cross curricular, real life opportunities to apply learnt skills |  |  |
| Use of regular retrieval quizzes and recaps throughout and between lessons |  |  |
| Planned opportunities to teach and reinforce the Super Learning Skills |  |  |
| Planned opportunities for independence and choice |  |  |
| Use of core, motivational texts |  |  |
| Use of other learning spaces (beyond the classroom) |  |  |
| Planned links with other communities, countries, and cultures |  |  |
| Planned teaching of PSHE and SMSC |  |  |
| Planned use of computing to enhance learning opportunities |  |  |
| Planned opportunities for a range of arts-based activities |  |  |
| Evidence of pupil voice guiding the learning |  |  |
| Planned curriculum enrichment opportunities including use of the local community |  |  |
| Clear subject working walls (English, Maths & Science) |  |  |
| Evidence of use of assessment skills grids/AFL to drive future learning |  |  |
| A celebration ending |  |  |