



Curriculum Policy

Curriculum Intent – ‘A journey of learning in the Light of God’s love’

Introduction and Context

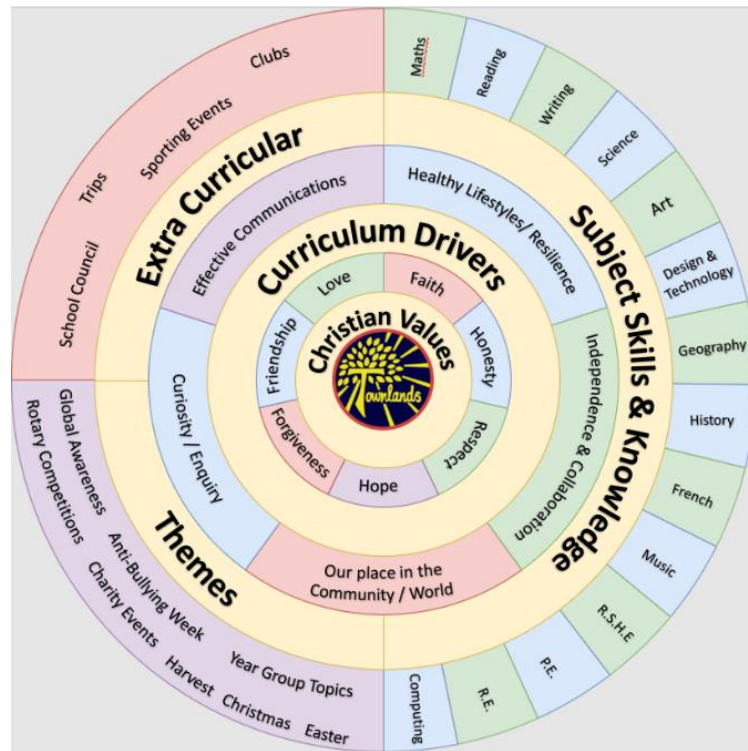
Every child in our school is recognised as individual and unique. We are committed to providing an education that works for everyone and we are committed to high aspirations for all children. At Townlands, we have designed our curriculum to enable children to know more and remember more. We want our children to develop their knowledge, questioning, thinking and skills across all curriculum subjects. We carefully design, plan and implement a full and rich curriculum which provides breadth for every child.

We believe that children learn best when they are encouraged, engaged and appropriately challenged. We take pride in the fact that our curriculum gives children the confidence and self-belief to aim high and work towards their goals and aspirations and develop a life-long love for learning. We teach our children how to keep themselves safe in both the real and virtual worlds in which they live. The development of reading and vocabulary is given a high priority in our curriculum as we believe this is a vital tool necessary for successful learning.

As a church school, our curriculum builds upon our core Christian vision and our Christian Values. This means that we aim for our children to show high levels of spiritual, moral, social and cultural awareness. We teach our children to appreciate diversity, to show respect to others and have a role and responsibility as global citizens. We want to ensure that our children leave Townlands well-prepared for the next stage of their education and life in modern Britain.

Our aim is to also prepare each pupil with the tools and strategies needed to cope with the challenges currently posed in modern day life e.g. environmental issues, health and relationships and diversity. We also aim to ensure that our pupils know how to make a positive contribution to their community and wider society. Townlands is situated within the heart of Earl Shilton and we want our pupils to recognise this and play an active part in contributing to the character of where they live.

Our emotional health, well-being and resilience programme is embedded within our curriculum. We aim to provide pupils with the tools and strategies needed to cope when faced with challenges within school or home life.



At Townlands, our curriculum is underpinned by:

- Townlands Christian vision and values
- Townlands curriculum drivers
- Subject key skills and progression
- Subject knowledge
- Themes
- Enrichment opportunities

Curriculum Aims

- Promote the learning and development of all children and ensure that they are ready for each new phase of their learning
- Provide a broad and balanced education for all pupils, to enable them to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning, from the earliest opportunity, so that pupils are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life

Legislation and Guidance

This policy reflects the requirements of the National Curriculum 2014 programmes of study and The Early Years Statutory Framework 2021. 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, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy is linked to our Equality, Home Learning, SEND, SMSC, British Values and Teaching and Learning policies.

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 and SLT

Monitoring of the provision of the whole curriculum is by the Head Teacher and SLT.

- All elements of our broad and balanced curriculum, reflect the ambitions of the school
- The amount of time provided for teaching the required elements of the curriculum is adequate and appropriate
- The school's procedures for assessment meet all legal requirements
- 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
- Members of the SLT ensure that the curriculum is regularly reviewed and a focus of staff meetings and CPD

Other staff

Other staff ensure that the school curriculum is implemented in accordance with this policy. More senior teachers support teachers who are new to subject leadership.

The role of the subject leader is to:

- Provide strategic direction for the subject, in order to lead improvement
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil attainment and progress in that subject area
- Provide efficient resource management for the subject
- Feedback to governors when required to

The SENCo is responsible for the development of provision maps and supporting the year group teams to achieve the best possible outcomes for SEN pupils.

Class teachers ensure that the curriculum is well-planned and delivered and regularly review and update curriculum planning.

Curriculum Implementation - How our curriculum is taught at a subject and class level

Organisation and Planning

The Townlands curriculum forms the basis for our learning and the experiences our children receive. We have a rich knowledge-based creative approach to curriculum design, which builds upon the prior learning from EYFS to the end of KS2, ensuring consistency, progression and the acquisition of knowledge, skills and vocabulary. New learning is based upon what has been taught before and prepares pupils for what they will learn next. There are clear end points which pupils work towards on their journey of learning. The curriculum is taught through discrete subjects with cross-curricular links where appropriate. This approach ensures sufficient coverage across each subject over time. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey.

Each year group has a Long-Term Plan highlighting the units of study for each subject area. This is reviewed annually. English, mathematics, reading, phonics/spelling/grammar is taught on a daily basis. Children are given opportunities to learn in a variety of ways from whole class, group, paired and individual.

Our themes have been planned with the children's interests in mind, ensuring that the local community plays a part alongside the wider world. In order to broaden the children's experiences, a range of high-quality experiences to enhance and enrich a child's journey of learning are included for example theme days, class assemblies, trips, visitors, residential visit, workshops and charity work.

At the heart of our curriculum is the use of high quality literature, this is used to promote understanding and enhance cross-curricular links. In addition, each term begins with an overarching Big Question, these questions are designed to encourage our pupils to use their imaginations and explore ideas.

Inclusion

At Townlands, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both the social and academic life of the school. We aim to achieve this by teachers setting high expectations for all pupils. They use appropriate assessments 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 SEND
- Pupils with English as an additional language (EAL)

Staff always treat all members of the school community fairly, are respectful and adopt an inclusive attitude.

Remote Learning

In the event of our school being closed for an extended period of time, see our Statement on Remote Learning.

Foundation Stage

At Townlands, we follow the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS), published in 2021 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we cover in our curriculum (see EYFS policy for more details). These areas are:

Personal, Social and Emotional Development

Physical Development

Communication and Language development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

KS1 and KS2

Children in years 1-6 follow the National Curriculum for England

	KS1	KS2
English	√	√
Maths	√	√
Science	√	√
Art and Design	√	√
Computing	√	√
Design and Technology	√	√
Geography	√	√
History	√	√
MFL (French)		√
Music	√	√
Physical Education	√	√
RE	√	√

English

Our English curriculum develops pupils' spoken language, reading, writing, grammar, phonics/spelling, vocabulary and handwriting. Where possible, reading and writing is taught in a cross-curricular way in order to support the inter-connection of topics. We teach our pupils to speak clearly and confidently and to ask questions.

Reading

The teaching and development of reading skills is prioritised at Townlands to ensure our pupils can access the full curriculum. At Townlands we use Sounds-Write for the teaching of early reading. We then use the Accelerated Reader Programme to teach reading and vocabulary development once the pupils have acquired enough reading skills to be independently accessing texts. Pupils in EYFS begin learning initial sounds and then this is built upon in Year 1. Our aim is that all of our pupils will be able to access Accelerated Reader by the end of Year 2. Where a pupil has been identified as not on track, intervention is put in place through reading support to enable them to catch up and achieve in line with their peers. Pupils that do not pass the phonics screening test in Year 1 are also supported through an intervention programme.

Writing

At Townlands, we aim to teach children to become confident and competent writers. Throughout EYFS, Key Stage One and Key Stage Two, our children are given opportunities to write for a range of different purposes and audiences. The children have the chance to revisit writing for a certain purpose and genre which supports the development of progression in their writing.

Vocabulary

At Townlands we aim to develop and broaden pupil's vocabulary. We know that a large number of our pupils enter EYFS with delayed and/or limited working vocabulary. For this reason, we also teach pupils to extend their acquisition of Tier 2 and Tier 3 vocabulary. Each knowledge organiser identifies key vocabulary and these are used to support learning and knowledge acquisition. Pupils and parents are encouraged to use these words at home. Pupils are excited to learn new words and take pleasure in being able to apply them in their learning.

Handwriting

At Townlands, all children are introduced to Cursive Handwriting from Reception. We believe this develops confidence, accuracy and fluency and improved presentation.

Maths

At Townlands, we strive to ensure that our Maths curriculum is meaningful and purposeful. We seek to give children opportunities to learn through practical equipment, where children can develop and apply their mathematical skills and knowledge. As well as working with practical, concrete resources, teachers also give children the opportunity to work with pictorial representations. Using both practical and pictorial resources allows children to develop a fundamental solid foundation before moving onto more abstract concepts. Our maths curriculum is supported by White Rose Maths, which enables us to ensure that our children gain an in depth understanding of Maths by teaching fluency, reasoning and problem solving. Children are also encouraged to discuss their reasoning using key mathematical vocabulary. Daily opportunities are given for retrieval practice, supported by the daily arithmetic challenge to support children in retaining fundamental key skills.

Science

Our science lessons are taught as a stand-alone lesson but are also linked to our themes where appropriate. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. Pupils are encouraged to work scientifically by asking scientific questions, using scientific vocabulary, planning and carrying out investigations and analysing their results. We aim to build key knowledge and science skills and carry out practical investigations, encouraging their curiosity and making learning exciting.

Art and Design

Art is woven into our half termly topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for both individual and collaborative work. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. We follow the national curriculum for art and design, however we enhance it through cross-curricular teaching and learning.

Design and Technology

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients.

Computing

At Townlands, we have a discreet allocation of time for the development of computing skills but our approach is also to integrate ICT into all lessons; the use of google chrome, tablets and other hardware such as cameras and recording devices is also a part of children's learning experiences. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. Pupils are taught to use technology safely and identify where to go for help and support when they have concerns through regular online safety lessons.

Geography

At Townlands, geography teaches children to develop an understanding of their immediate location, as well as developing an appreciation of global locations and diverse cultures within our world. The children gain a sense of identity, and a cultural understanding. Children learn to value their own and other people's cultures in modern multicultural Britain as well as around the world. We believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world in which children live and thereby develop a fascination about the world and its people.

History

At Townlands, history teaches children an understanding about events and the life of people who lived in the past. We teach chronology, and through this we develop within children a sense of identity and cultural understanding based on their historical heritage. Children learn to value their own and other people's cultures through the study of British history and the wider world. In devising our whole school long-term plan for geography and history, we considered the development of a child's geographical knowledge and how this would then impact on history topics taught. For example, in year 3, children learn about why people choose the Mediterranean for their holidays (Italy Today), they also learn about volcanoes and earthquakes. These two geography units then support children's understanding as they learn about the Roman Empire and its impact on Britain.

Modern Foreign Language (French)

In KS2, each class has a timetabled French lesson. The Kapow scheme is used as a foundation to the delivery of French, whereby the skills of speaking, listening, reading and writing are introduced and built upon. At Townlands, we are committed to ensuring competence in another language to enable children to interpret and exchange meaning within another language.

Music

At Townlands we use Charanga programme from EYFS as a basis for our weekly music lessons to ensure high quality, enjoyable music provision with clear curriculum coverage across all year groups. We also include music topics which have been developed to link to our themes, this supports a cross-curricular approach to learning. Additionally, singing and other musical activities are used to enrich subjects and other parts of the curriculum. Collective Worship, class assemblies and performances also provide an opportunity to practise singing. Pupils are also taught to play a variety of instruments. We encourage listening to a wide range of music with concentration and understanding, for example themed music is always played at the beginning and end of collective worship.

Physical Education (PE)

At Townlands, some form of physical activity takes place every day in our curriculum and where ever possible we try to ensure that this takes place outdoors. Our curriculum focuses on the development of movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Indoor PE is held in our large hall and includes gymnastics, dance and apparatus work. In KS2 children also go to swimming lessons at a local pool. We believe it is important that every child has the opportunity to play sport competitively, this could be through local school tournaments and/or our annual sports day. In addition to curriculum sport, we have an extensive list of sports clubs which take place after school.

PSHCE and RSE and Health Education

At Townlands, our LifeWise PSHE Scheme offers a planned programme of learning where our children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. It enables our children to develop the necessary foundations required for building and forming healthy and respectful relationships; focusing on family and friendships. We also actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. All our year groups have timetabled PSHE/R Time sessions but we encourage a cross-curricular approach to embed these skills where possible. At Townlands, we also teach the Relationships and Health Education curriculum. Through this, all children will be able to learn about different relationships, different families, growing up, puberty and their changing bodies.

Religious Education

We plan our Religious Education curriculum in accordance with the Local Authority's Locally Agreed Syllabus- Leicestershire Agreed Syllabus and Understanding Christianity (a national initiative introduced in 2016) as per Diocesan recommendation. As a Church of England school, part of the teaching is through Understanding Christianity. This is as stipulated in the Statement of Entitlement and agreed with the LA and by the vast majority of schools in Leicestershire. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals.

Collective Worship

As a Church of England school, all children take part in a daily act of collective worship. Our acts of worship are 'wholly or mainly of a broadly Christian character' for the majority of the time. The faith background of both the staff and the child's family is respected at all times.

Enrichment

At Townlands, we are proud to offer a range of high-quality experiences to enhance and enrich a child's journey of learning. At different points, children across EYFS, KS1 and KS2 will experience rich learning experiences, educational visits and extra-curricular activities (see our Enrichment offering). We are committed to the broadest educational offering, which means that our curriculum offering goes beyond the National Curriculum.

Wrap Around Care

We provide an 'extended day' for working parents and carers by offering breakfast club. The pupils are given a healthy and nourishing breakfast and they are cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax.

Curriculum Impact - 'A journey of learning in the Light of God's love'

Monitoring and Evaluation

SLT and subject leaders conduct learning walks/book looks throughout the year to ensure that there is a broad and balanced curriculum being delivered to our children and that progression is evident. SLT and subject leaders feedback to staff about their monitoring so that strengths can be shared amongst staff and development points acted upon. Information from monitoring forms the basis of the impact for our curriculum and the Head Teacher and SLT will continuously triangulate different approaches and activities used. For example, work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used to help assess the impact of our curriculum.

Assessment

Assessment at Townlands forms part of the day to day working practices of the classroom. Teachers ensure that pupils embed key concepts in their long-term memory through low stakes quizzing and assessment checks. Key knowledge and skills for curriculum areas are revisited and applied in different contexts. Pupils revisit prior learning as an introduction to their new learning and this provides a context upon which pupils can integrate their 'new knowledge' into a wider context. Formal assessments take place termly and are moderated to ensure that expected outcomes are fully understood by all staff.

Outcomes for Pupils

Our curriculum consistently leads to excellent outcomes for the pupils at Townlands. Our Christian vision and values, alongside our curriculum drivers underpin the inclusive environment where the whole community are respected and celebrated. The Christian vision is thoroughly embedded and is at the heart of our curriculum delivery. We are consistently in line with national averages for outcomes at the end of EYFS, KS1 and KS2. We also regularly achieve highly in the phonics screening test for our Year 1 pupils and usually all of our pupils have passed the phonics screening test by the time they leave Year 2 unless there is a special and specific learning need. Pupils with additional learning needs make good progress across the curriculum in line with their own progress measures. Assessment of these pupils is in much smaller and achievable steps. Subject leaders work closely with the local secondary school, whereby best practice is shared to ensure the children have a coherent progressive learning journey from Townlands through to secondary education.