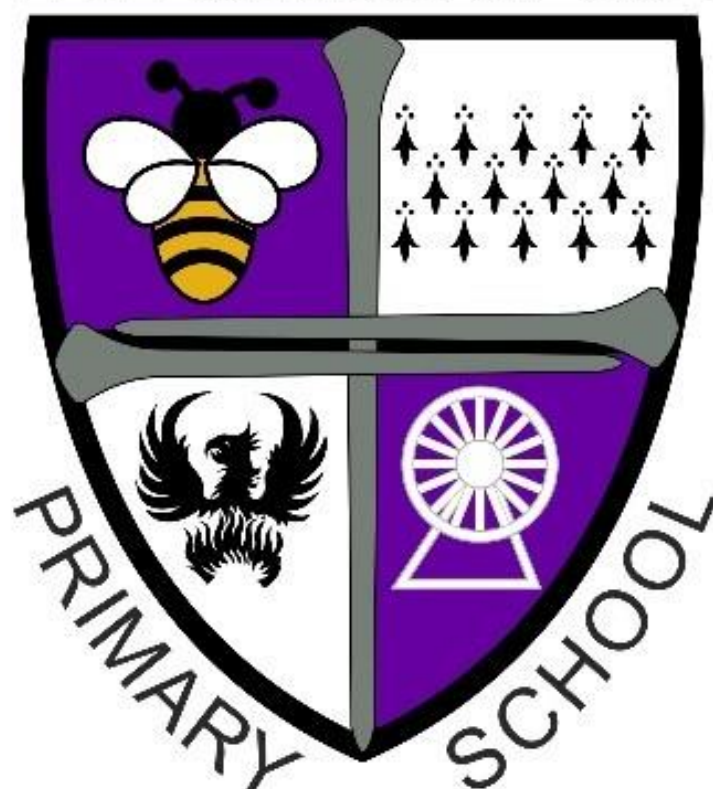


The Canons CE Primary Curriculum Policy

THE CANONS C.E.



November 2024
Review November 2027

A handwritten signature in black ink, appearing to read 'Haller', is positioned above the 'Signed Headteacher' text.

Signed Headteacher

Curriculum Intent

As a Church of England school our vision is theologically rooted. We aim to prepare all children to Live Life in all its Fullness: John 10:10.

We recognise all pupils as unique individuals made in God's image. We have high aspirations for each of them. We aim to give all children a love of learning and opportunities to develop their God given talents.

Our curriculum is designed to equip pupils with skills, knowledge and strategies to equip them for their next steps and to overcome the challenges they may face. We enable pupils to make good choices to keep themselves safe, happy and healthy.

We ensure that they know how to make positive contributions and see themselves as change makers, recognising the difference they can make. We endeavour to remove barriers to learning ensuring equity and equality of opportunity, and promotion of self-belief.

We want children to experience and exercise leadership and responsibility. We promote the development of good learning behaviours such as perseverance and resilience.

We encourage pupils to express opinions and ask questions, to celebrate diversity, showing respect, tolerance and collaborations. We nurture inquisitive minds and value pupil voice, ideas and suggestions.

Implementation – How is our curriculum taught at a subject and classroom level?

Curriculum Design

At The Canons our curriculum is carefully designed to meet the needs of the children within our community. Staff understand the school context and the community of Bedworth. They have designed a curriculum that is relevant and broad providing all children with opportunities, skills and experiences to equip them for their next steps on their journey to Living Life in all its Fullness. We take a holistic approach, recognising the importance of academic achievement but also focusing on personal and social development, and social, moral, spiritual and cultural education.

We do not narrow the curriculum as we believe every child is entitled to the full range of curriculum subjects. There is a wider curriculum offer which reaches beyond the National Curriculum and enhances their experience.

There are opportunities for children to repeat and practise what they have learned. Essential knowledge, skills and understanding are built upon in all subjects. We seek to achieve depth in their

learning. Children will build on prior learning to retain knowledge and skills and be able to recall and apply them.

The curriculum is planned to enable key concepts to be revisited and to ensure learning is sequential. We endeavour to overcome barriers to learning so that our curriculum is accessible and inclusive.

Some subjects at The Canons are taught by specialists. These are P.E, Computing, MFL and Music.

Sometimes units of work are taught discretely. At other times we may have a cross curricular theme. If this is the case, we ensure children still understand which subject they are learning. We aim to develop our children as young scientists, historians, geographers, artists or musicians of the future.

At times we may have a themed week, or day, around a special focus, occasion or event.

Subject Leadership

The role of subject leaders is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise, and practical skills to be able to lead their areas effectively. Subject leaders are responsible for the curriculum design and pedagogy in their own curriculum area. Each subject is grouped within a faculty (as shown in the table below), which is overseen by a senior leader. This allows leaders to liaise together to help develop their subject across the primary phase and ensures that progression is built in and evident. Subject leaders and leaders at all levels, including Governors, regularly monitor subject areas in order to validate the school's judgement, ensuring that it is being implemented correctly and that there is good coverage, breadth and balance. As The Canons CE Primary is a large school, we often have subject leaders for KS1 and KS2. This allows leaders in most subjects to have a well-rounded view of their subject within their Key Stage and across the school.

STEM	Humanities	Arts	Social and Emotional Learning
Maths	RE/Collective Worship	Music	Literacy including emotional literacy
Science	History	Art	Reading/Phonics
Design and Technology	Geography	MfL	PSHE
Computing	PE		

CPD

In order for us to be able to deliver the best and most up to date curriculum, we provide staff with high quality CPD in their subject areas. This may include attending nationwide courses on the curriculum and assessment. Through this, we receive updates, courses and research findings into the effective provision for primary pupils. Following CPD, staff feedback to each other about what they

have learnt, and we then discuss the impact of this on the class teacher, subject leader and whole school strategic level. We aim to give staff the expert knowledge required to deliver the subject they can teach. Ongoing professional development and training is available for staff to ensure that our challenging curriculum requirements can be met.

Planning

The curriculum at The Canons CE Primary is carefully mapped out in the long, medium and short term to ensure pupils acquire knowledge, vocabulary and skills. It is taught in a sequential manner, in small steps, ensuring sufficient coverage over time. 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 learning journey. 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. Teachers are adept at linking learning together across the curriculum and make each lesson clear in its intent.

Vocabulary

Here at The Canons CE Primary we aim to develop pupil's working vocabulary; we believe children should develop a wide vocabulary and a rich understanding of the meaning of words they encounter. We find that where there is a vocabulary gap when children enter school, language is often delayed, and active working vocabulary limited. For this reason, alongside the teaching of knowledge and skills we also teach pupils a range of vocabulary associated with their curriculum subjects – all key vocabulary is incorporated into knowledge organisers linked to individual topics. We use Word Aware as a structured whole school approach to promoting vocabulary acquisition. We ensure children gain knowledge and understanding of Tier 2 (words found infrequently in daily language but may be encountered in texts) and Tier 3 (subject specific) vocabulary through immersion in texts, pre-teaching of vocabulary and experiences within our lessons across the curriculum. Pupils are excited to learn new words and take delight in being able to use them in their day to day working in the classroom and at home.

Reading

Reading is at the heart of our curriculum, with themes across the curriculum using a key text to help inspire and engage pupils. The teaching and acquisition of skills is prioritised at The Canons CE Primary to allow pupils to access the full curriculum. Here at The Canons CE Primary, we use the Read Write Inc systematic synthetic phonics scheme for the teaching of early reading skills. To encourage pupils to read for pleasure in KS1, pupils engage in Bug Club and take quizzes to access their understanding. In KS2, we then use the Accelerated Reader programme to encourage pupils' reading and vocabulary development once the pupils have acquired enough reading skills to be independently accessing texts. Daily story time is embedded into each classroom practice, to promote a love of reading as well as invaluable social skills. Pupils can access a range of reading resources and texts in the school libraries, which are at the heart of the school, as well as their class libraries and Bedworth's local library; opportunities to read are embedded throughout the wider curriculum.

Where a pupil has been identified as not on track to achieve their target, intervention is put in place through 1:1 reading support to enable them to keep up and achieve in line with their peers. Pupils that do not pass the phonics screening in Year 1 are also a focus to ensure that they pass by the end of Year 2. We also recognise that developing vocabulary is crucial in a child's development; across the school, we use Word Aware – a structured whole school approach to promote the vocabulary development of all pupils, which is of particular value for those who start at a disadvantage, including children with SEND and EAL.

Mathematics

The content and principles underpinning the 2014 mathematics curriculum and the mathematics curriculum at The Canons reflect those found in high performing education systems internationally, particularly those of East and South East Asian countries such as Singapore, Japan, South Korea and China. These principles and features characterise this approach and convey how our curriculum is implemented;

- Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics.
- The large majority of pupils progress through the curriculum content at the same pace.

Pupils are challenged and supported by emphasising deep knowledge and through individual support and intervention.

- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice, consolidation and review play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all pupils keep up.

To ensure consistency and progression, the school uses DfE approved “Power Maths” and “White Rose” schemes. This is fully aligned with the school's ongoing engagement with the DfE funded Maths Hubs programme which continues to ensure that staff at all levels understand the pedagogy of the approach. New concepts are shared within the context of an initial related problem, which children are able to discuss in partners. This initial problem-solving activity prompts discussion and reasoning, as well as promoting an awareness of mathematics in relatable and real-life contexts that link to other areas of learning. In KS1, these problems are almost always presented with objects (concrete manipulatives) for pupils to use. Pupils also use manipulatives in KS2. Teachers use careful questions to draw out pupils' discussions and their reasoning. The class teacher then leads them through strategies for solving the problem, including those already discussed. Independent work provides the means for all pupils to develop their fluency further, before progressing to more complex related problems. Mathematical topics are taught in blocks, to enable the achievement of “mastery” over time. Each lesson phase provides the means to achieve greater depth, with pupils being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate.

Assessment

Assessment at The Canons CE Primary is designed thoughtfully, inspired by Rosenshine's principles of instruction, to shape future learning and considers both formative and summative elements. It is not excessive or onerous as it is part of the day to day working practices of the classroom. Teachers ensure that pupils embed key concepts in their long-term memory. Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts. Pupils re-visit and review prior learning as an introduction to their new learning and this provides a context upon which pupils can integrate their 'new knowledge' into wider context. Assessments are reliable and are moderated to ensure that expected outcomes are fully understood by all staff. Pupils are also involved in assessing their own work using peer and self-assessment by reflecting on their learning and the progress they have made.

Monitoring and Evaluation

Curriculum subject leaders are responsible for the monitoring and evaluation of their own subject area. The information from the monitoring and evaluation then forms the basis of the impact assessment for that curriculum area.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

Subject leads produce subject reports for Governance with suggested verification tasks included.

Specialist Teaching

PE – At the Canons Primary School we endeavor to deliver high quality, progressive teaching in PE, to provide pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups/teams. Our aim is to promote positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work. They experience a variety of physical activities such as dance, gymnastics and games at key stage 1 and with the additions of swimming, athletics and OAA

at key stage 2. The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy

- experience a range of roles – performer/coach/official/leader
- Planning and delivery will provide opportunities to link with other areas of the curriculum and the school values.

Pupils in Years 3, 4, 5 and 6 will have a dance day with a dance teacher, each class learning and performing a dance routine to parents/carers.

We offer a wide range of afterschool clubs, across a broad spectrum of age groups, to help children develop their skills in sports such as dodgeball, athletics, cup-stacking and football. Sometimes the clubs are working towards a competition, other times they are for children to experience that activity for the first time.

Our school regularly enters competitions in a variety of sports across both Key Stages to enable the children to experience a competitive environment. We have developed links with schools in the wider communities to further enhance their sporting experiences. Our teams are extremely successful and children always demonstrate the school values when they are representing The Canons.

Sports Ambassadors

In Year 6 our children have the opportunity to become a Sports Ambassador for the year. The successful candidates are involved in the promotion and development of sports in school as well as developing pupil voice and assisting in the running of events such as Sports Day. They assist with KS1 playtimes, ensuring that the younger children play games using the sports equipment, as well as providing a quieter playtime environment for Year 3 and 4 children in the Friendship Hub. During the summer term, Sports Ambassadors are used to provide coaching sessions for the younger children in sports such as tag rugby and football.

Girl Power

A group of Year 6 girls have had the training to deliver the Girl Power programme to a selection of Year 3 and 4 girls. Each week they run activities for the girls to help promote fun, well-being and to develop friendships. They have a journal to help them record their experiences and for them to complete their take home task. The Year 6 girls plan, prepare and deliver the sessions independently in order to develop their leadership skills

Music - Our school values set the ethos in which our teaching in music is grounded - enabling every child at 'The Canons' to realise his or her potential and experience 'life in all its fullness' - whatever their particular needs and abilities. Music provides a unique method of communicating that can inspire and motivate children. We plan and adapt our teaching to deliver opportunities for *all* children to create, play, perform and enjoy music - both in our school setting and within the local community. Music provides a platform to help children understand themselves and relate to others and the wider world.

MfL – In line with our school vision and the desire for all pupils to experience 'Life in all its fullness', our MFL curriculum aims to develop in the children a love for languages, to broaden their horizons

and aspirations for the future, to deepen their understanding and experience of other cultures, and to develop a growing appreciation of the wider world around them.

Our foreign language curriculum encourages fulfilment of our core values. Children learn to 'Respect' one another as they grow in their ability to speak French, to 'Believe' in themselves and one another as they persevere in their language learning, and to 'Achieve' success as a result of their engagement in lessons and the experiences offered to them.

Through our progressive curriculum, children continuously build on their previous learning by revisiting, revising and building on what has gone before. They not only develop their speaking skills but practise reading, writing and listening to French through a mix of grammar, vocabulary and communication activities which keep them active and inspired.

Children develop their cultural awareness through watching 'real life' video clips, learning about French celebrations and through curriculum enrichment days. For example, Year 6 'French Day' offers the opportunity for pupils to learn about and experience French foods, sports and music. In addition, our yearly Arts Week provides a great opportunity for cross-curricular links as pupils in all year groups study the work of a French artist and recreate aspects of their work.

Primarily, we want our children to enjoy learning a new language and to feel inspired and well prepared to be language learners beyond their primary education. With this in mind, we plan lessons carefully to make them as engaging and interactive as possible. We use of a wide range of activities and adapt lessons suitably to offer all pupils the opportunity to achieve success, whatever their needs and abilities. Amongst other things, this is accomplished through participation in role-play, songs, rhymes, playing games and through watching and listening to native speakers on film. Children are supported to develop their accent, pronunciation and fluency through repetition and rehearsal. They are taught to ask and answer questions in French and to engage in conversation with peers whenever possible.

Computing – We strive to deliver a high-quality Computing curriculum which allows our pupils to recognise the significance of technology in an increasingly technological world. We also encourage staff to integrate technology throughout other subjects in order to enrich our wider curriculum, and to use technology to make adaptive adjustments which allow all pupils to access learning across the school. The aim of our well-structured and progressive Computing Curriculum is to equip our children with the skills and knowledge necessary to: become digitally literate (to make good decisions about how to use technology and can approach new devices and software with a degree of familiarity and confidence); think innovatively, logically and use computational thinking; and to be creators, not just consumers. In order to achieve this, we believe it is important for children to acquire the skills and knowledge of Computing progressively whilst supporting them to 'know more, remember more and apply more'. We do this by allowing children the opportunity to practise and refine skills in depth, building new knowledge upon a solid foundation of prior knowledge. By modelling and educating our pupils on how to use technology positively, we aim for our pupils to leave our school as conscientious, well-rounded digital citizens who use technology responsibly, confidently, wisely and positively in the public sphere.

Extra-Curricular

The Canons offer a wide range of after school clubs to extend the PE provision at our school. These include dance, gymnastics, football, tag rugby, multiskills and athletics. Sometimes the opportunity to compete with other schools within the local area arises. We have an annual sports day, where children are actively encouraged to compete in each event. We also offer a variety of other clubs such as computing, crochet and history. Our aim is to continue to provide opportunities for children to explore new skills, hobbies and interests.

Impact

Outcomes for Pupils

Our curriculum consistently leads to excellent outcomes for the pupils at The Canons CE Primary, we consistently strive to achieve the best outcomes for our pupils at the end of EYFS, KS1 and KS2. Our Year 1 pupils regularly achieve highly in the phonics screening. Usually by the end of Year 2, all our pupils have passed the phonics screening unless there is a specific learning need. Our Year 4 pupils also achieve highly in the Multiplication Check. As well as this, our Year 6 pupils consistently perform above the national average in their SATs results.

Pupils with additional learning needs make exceptional achievement across the curriculum in line with their own progress measures. We conduct termly SEND meetings with parents/carers of SEND pupils to set and review personal targets for those pupils.

We have an excellent inclusion team who provide further support for staff and pupils.

At The Canons CE Primary, we prepare pupils for work life, in some cases for jobs that are yet to exist, through the teaching of transferable skills and as part of a broad and balanced curriculum to promote the spiritual, moral, social and cultural development of pupils.