



Nurturing to Learn

CURRICULUM POLICY

Acronyms

FBV Fundamental British Values

EYFS Early Years Foundation Stage

KSent Kent Special Education Needs Trust

SLT Senior Leadership Team

Overarching principle of our Education Policy

The **statutory entitlement** of every pupil to an education that is in alignment to the 2014 **National Curriculum** and is designed to reflect the needs of our school and the wider community.

The Aims of our Education Policy

To **deliver a knowledge engaged curriculum** so all pupils can build upon their knowledge and skills in a sequential manner

To make learning **exciting**

To put learning to read **phonics** and developing **reading skills** at the **heart of our academic curriculum**

To offer **curriculum challenge** and **curriculum support** so all our pupils can **Enjoy, Learn, Master and Succeed** at Elms School

To build a **whole school reading culture** where we **celebrate our pupils' reading skills** and build a personalized Library around our pupils' interests

To nurture our pupils' **interests to encourage them to** develop a **lifelong desire** to keep acquiring and being **curious about the world they live in**

Ensure the wider academic curriculum offer **PSHE/RSE** develops our pupils' **emotional, social understanding of the school as a community**

To provide a **broader, richer curriculum** by access to a **Forest school**, a **Duke of Edinburgh** award, work of charities, educational trips to areas of local interest, geography field trips

To erase any **cultural capital deficit** by providing **specialist subject enrichment days**

To ensure all pupils understand the **Fundamental British Values** ready for their life in modern Britain

To ensure pupils reach their **potential and make appropriate rates of personal progress**

To continue to develop a **wide examination offer** ensuring opportunities for all pupils to **acquire accredited outcomes** for the next step of their learning journey

To continue to grow the school's **careers programme** to fully prepare for the **next stage of their education post 16**

Curriculum Model

As a teaching body we have taken great care to design our curriculum to achieve our vision—to provide all our pupils with a rich curriculum. The curriculum has a **defined model**, 'knowledge engaged'. This model was deemed the **'best fit'** for the Elms curriculum model from the following models: knowledge led, skills based and innovative curriculum. The curriculum includes the following **core National Curriculum** subjects: English, Maths, Science and

the **National Curriculum foundation subjects**: Computer Science, PE, Art, Design and Technology, Cooking and Nutrition, History, Geography, RE, PSHE-RSE and a MFL in KS2. There is a whole school curriculum with detailed **knowledge and skills progression** for each subject and **subject assessment frameworks**. The whole school curriculum is arranged where possible by a **topic** focus. The teachers use the whole school curriculum, subject knowledge and skills and assessment frameworks to **inform their own mid-term planning**.

All curriculum, knowledge and skills and assessment framework updates are discussed and actioned in the five **Faculty Groups**: *Communication, Maths and Technology, Science and PE, Humanities and the Creative Faculty*. The Faculty leads have overall responsibility for setting the budget requests. Currently, the communication Faculty holds an Arts Mark and the Creative Faculty hold a silver Art Mark. The school is working towards the **PSHE Quality Mark** and

Curriculum Intention

Each **subject specialist** built upon the subject and knowledge from year 1 to year 11 exit examination at the end of year 11. This will always be reviewed because of continued curriculum changes, for example EYFS 2021, and exam board syllabuses. At Elms school there is a commitment to effective transitions from school to school and from year 11 to post 16+ learning journey. Historically, **the career's programme** has always been a strong feature of the transition to and progress on college courses, alternative placements with careful monitoring of pupils post 16.

Curriculum Implementation

The classrooms at Elms have clearly defined **pedagogical** approaches that are in play in a variety of classrooms- **constructivism** is used predominantly, but not exclusively in the lower school. A more **collaborative/enquiry based approach** is evident in middle school and flourishes in the science lessons.

The teachers create opportunities for **creative classroom** so that our pupils become **active participants** and at the same time provide differentiated resources and targeted interventions to support learning for all pupils. As a school we are committed to recognizing and creating opportunities for our **most gifted and talented** to shine within the curriculum. This is monitored by the Head of Inclusion.






Our teachers aim to **inspire**. All teachers engage with delivering learning through **digital interfaces** and this is shaping the way ahead for education in the school. All teaching and learning promotes opportunities to build **cultural capital** as well as developing a deeper awareness of **Fundamental British Value**.

Where possible the learning is taken outside the classroom and opportunities are planned to incorporate **the local environment**. We have secured **partnerships** with local providers and this supports our curriculum offer. Our teachers seek opportunities to **collaborate** with other subject teachers or within their own school phase. The creative Arts afternoons are an example of teachers coming together for a shared aim-school Christmas production.

Throughout Key Stage 1 and 2 a **wide variety of teaching and learning approaches** to engage pupils but with the upper school there is a **different teaching style designed to foster pupils' learning independence** by supporting examination coursework task. In the upper school there is a more **reflective and integrative approach** which allows pupils step back from their learning and look with a **critical eye** and make the connections across subjects.

Teaching and Learning

All teachers are supported to deliver exciting, engaging lessons. The HT/DHT have a created and continually update the '**Top Tips to Learning at Elms School**'. This is shared with teachers and as a benchmark of best classroom practice across the three phases of the school.

-  All lessons to be well planned with a clear structure
-  Learning objectives and success criteria shared
-  Learning objective understood and misconceptions addressed
-  Planning shared with teaching assistants with their role clearly defined
-  Teaching assistants to support learning as well as behavior

- 🌱 Teacher as expert and time shared with all pupils
- 🌱 Impart deep subject knowledge and/or skills
- 🌱 Hook the pupils' interest at the start of the lesson
- 🌱 Meaningful and rich activities that develop pupils' knowledge and/or skills
- 🌱 Differentiated, bespoke learning resources so every pupil can achieve
- 🌱 Extra resources to allow all pupils to access the learning, for example: white boards, timelines, manipulatives and light boxes
- 🌱 Prior and current learning is systematically checked throughout the lesson
- 🌱 Timely feedback throughout the lesson ensuring every pupil is involved at all stages and further misconceptions addressed
- 🌱 Future learning: where this lesson fits into prior learning, current learning and future learning: 'sequential.'
- 🌱 Pupils to interact with the lesson content, questioning and sharing idea with peers.
- 🌱 Foster a positive learning environment where behavior is addressed in a positive manner, using the PBS approach of 4:1 positive comments, so reference to consequences in the behavior policy are minimal.
- 🌱 The school Code of Conduct, Rewards, learning points and house points support the learning ethos.

Impact of the Curriculum

At Elms school there is a **culture of high expectations**, each pupil is baselined as they join Elms school regardless of the age they enter the school. The trackers algorithm predicted the end of year 11 examination grades.

Throughout the year there are **three data pinches**; the data is analyzed in relationship to the personal progress targets of each pupils. The DHT conducts progress meeting with each class teacher and subject teacher. The meeting celebrates the pupils' results and if there are concerns a pupil is **not making appropriate progress** with the quality first teaching the inclusion manager will provide an academic intervention or a Thrive intervention if the need is emotional and social. The Head of Behavior can also support the teacher with strategies, scripts to use in the classroom. All pupils receive a twice yearly mini-report and a final yearly report.

Impact of the Curriculum for pupils identified as Gifted and Talented

Pupils identified as 'Gifted and Talented are supported and monitored by the **school's Inclusion manager**. The class teachers and subject leads find opportunities to develop their gifts and talents.

Enriching our Curriculum and building Cultural Capital

Our vision for the **subject specialist days** is to provide an **inspirational learning experiences** for all the pupils and to help build their cultural capital and their understanding of the wider world. Our aim is to enable pupils to ask questions and seek further subject knowledge. As a school we also **celebrate traditions** that are important to our **country and community**.

As a whole school we celebrated the **royal wedding** Harry and Megan with a tea party and rather old fashioned games. We celebrated **VE day** in the first lockdown! The school has an annual **Pumpkin Picking** visit with and cross-curricular activities. Our last **World Book Day** had an alien warship land on the school playground and a video call from out of space! We encourage our pupils' participation with charity and support organizations. We celebrate **MacMillian Coffee Morning**, raised money for **Children in Need** all staff dressed as super-heroes. We support **Sports Relief-Comic Relief** were races and challenges are set. We have sent shoe boxes of essential items to **Porchlight**. Previously, pupils from our school were involved in '**Keeping the flame going**' **Olympic Games and the pupils and school were in the local news**.

At Elms school the English curriculum is a **champion of Shakespeare** and all pupils in the middle and upper school study a Shakespeare play. The texts are timeless and accessible to all pupils regardless of need type. The pupils are encouraged to enter **writing-poetry competition** and to the **Houses of Parliament**.

RWI Phonics and Reading at the heart of the curriculum

At Elms School we continue our commitment to the **RWI Programme** for phonic learning and we also use resources from **the Language and Literacy Programme**. The RWI early phonics programme is supported by 'linked texts' that reinforce the phonic programme. This method is also used to improve their early exposure to the **world of narratives**. At Elms we supplement the RWI programme with the **Accelerated Reader** and have a library dedicated to books to support the programme. The English department's love of text underpins the English curriculum and the style of delivery-DART directed activities related to text to maximize pupil's engagement with the text.

Extending the curriculum beyond the school day

The lower and middle phase of the school set Home Learning projects for the major holidays; Christmas, Easter and summer. The challenge is set to enhance the learning that is done in school as well as providing an opportunity for the children to investigate, research and present their learning in a way that they want to. The upper school are provided with revision packs.

Marking and Assessment Expectations

To support our teachers and our pupils improve as learners we have devised a simple, but effective marking and assessment policy. Time is built into the Faculty agenda for subject moderation, there are three book looks where the marking policy is moderated. Teachers are sent for wider moderation meetings for the core subjects, computer science, and the early year foundation stage, within KSent schools consortium. Our senior leaders-teachers are moderating-verifying for the Pearson BTec award. The DHT, an experienced national marker will moderate the Entry Level English coursework. We support our more experienced teachers moderate for their subject for exam boards in other schools and are actively encouraging classroom teachers to become examination markers.

The overarching aim of our policy is to support our pupils' learning by empowering them to become more resilient learners. Assessment must support our pupils' learning by empowering them to become more resilient learners by:-

- ✓ Celebrating their prior knowledge and skills
- ✓ Recognising their current knowledge-skills and achievements
- ✓ Motivating and support them to move forward by sharing assessment criteria in pupil friendly speak
- ✓ Encourage ownership of their learning through self-assessment
- ✓ Develop ownership through peer assessment
- ✓ Share the pupils' learning targets to create a meaningful learning dialogue

Written Marking Expectations

- ✓ To give timely, weekly written feedback on pupils' books using green pen
- ✓ The written feedback should be short and use age appropriate language
- ✓ Comments should be written neatly so that pupils can read them
- ✓ To mark to the agreed literacy standard and format 'The Literacy Grid'

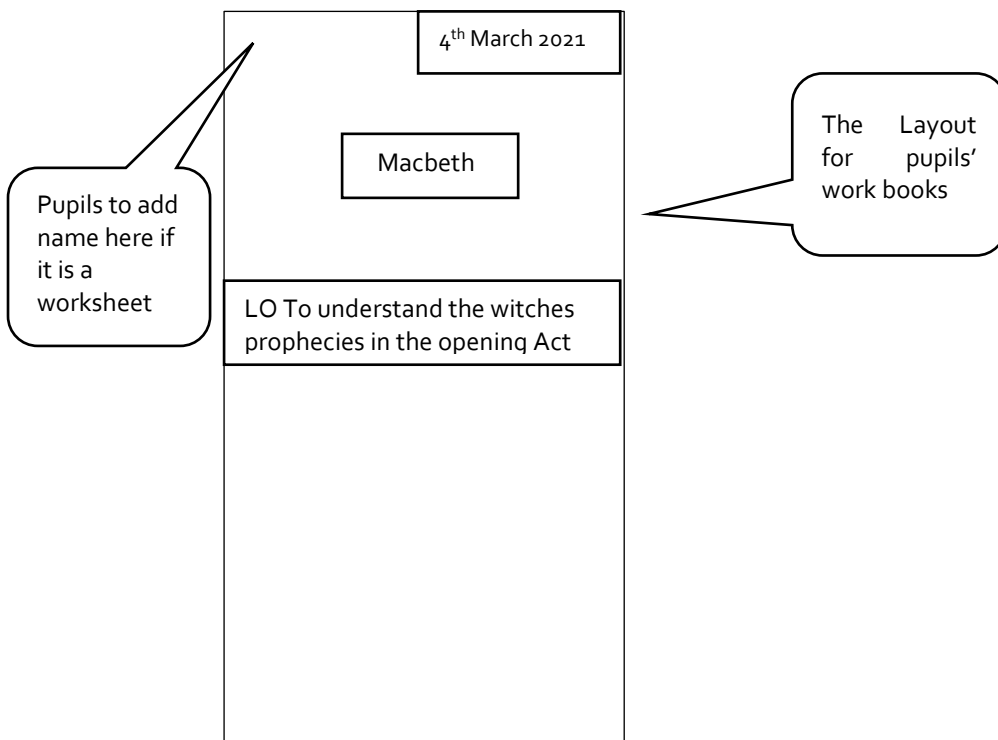
Upper, Middle and Lower Schools Marking Expectations

- ✓ To use a **green highlighter** to highlight where a pupil has demonstrated a skill or level of understanding.
- ✓ Any positive comments the **Star** to be written in **green** under the main text.
- ✓ To use a **pink highlighter** to indicate an error or area for improvement, plus a **pink** pen to write the **Wish** or **Next Step** on the pupils' completed piece of work.
- ✓ Lower and Middle Schools to use a **purple** pen for **polishing** their work and making corrections

- ✓ If **Deep marking** will support a deeper understanding then it is used by teachers across the three school phases
- ✓ The upper school teachers mark to exam board syllabus again **exam criteria** is shared with pupils and is an integral part of the learning dialogue and written feedback
- ✓ In our lower school and with our youngest pupils our teacher will **Movement Marking** capturing success and identifying the next step in the moment.

Presentation of Pupil's Learning 'They learn well and take pride in their work' *Ofsted Safeguarding 2019*

The aim of our presentation policy is to **establish, reinforce** consist **high expectations** of pupils' work across the phases, **promote continuity** and **coherence** across the three phases of the school, **support** our **pupils' development** allowing them to '**Thrive**' and to **encourage** our pupils to take **pride** in their work thus **building their self esteem**



Developing the Elms curriculum and ensuring statutory curriculum compliance

The Headteacher has the **overall responsibility** for all aspects of the school. The DHT has **responsibility for the curriculum and teaching and learning** and will follow the **vision for the school set by the Headteacher**. The Headteacher has the **overview of the schools' data analysis** and from this analysis the DHT conducts the data meetings where pupil progress is celebrated and learning strategies and **targeted interventions** are set up.

The **HT with DHT map** the curriculum, teaching and learning monitoring and set the Faculty, Phase meetings, Middle Leader meetings, coaching and mentoring meetings. The **DHT sets the Faculty agenda** and will join these meeting discussions. The DHT will update all teachers and assign responsibility for any curriculum changes. For example:- The Kent Agreed RE syllabus ends 2022 Humanities Faculty, the new EYFS curriculum September 2021, The yearly SATS Ks2, phonics screening, statutory year4 multiplication tables check.

The **HT and DHT will set** the phase meetings and join the **phase meetings**. The **DHT set up the original Middle Leaders Action Plan** and will chair those meetings. All Middle Leaders have an area to develop that will improve teaching and learning across the three phases of the school.

- ✓ The Headteacher will walk the school at the start of every mini-term and enter classrooms to engage with the pupils and their learning. The HT will address with a teacher any observations that have raised a concern
- ✓ The DHT will complete the same exercise but not at the same time. DHT will address with teachers any observations that have raised a concern.
- ✓ The DHT will complete a curriculum sweep across the three phases ensure the whole school curriculum map is being delivered
- ✓ The HT/DHT will complete dropins. The teachers are given a drop in week and HT/DHT will visit. The teachers are judged against the Elms Gold Standard. The areas observed are for: High expectations: behavior and attitudes: planning and delivery: deepening knowledge
- ✓ The Middle Leaders are conducting the book looks as a way of validating their action plan. The DHT and Head of Learning will join to monitor the marking and presentation of pupils' workbooks
- ✓ The DHT will monitor the submission of the portfolios. All pupils in the lower and middle school have a portfolio folder where a piece of teacher graded English and Maths is entered

The **DHT's Induction Learning Agreement covers**: Training, mentoring and coaching, support packages and well-being in greater depth.

Online Safety

Within our curriculum we educating the children to use ICT safely is an integral part of the curriculum and further information is to be found on our school curriculum Online Safety.

SMSC – see separate SMSC policy

There are numerous opportunities for supporting the **pupils' Social Moral Spiritual and Cultural development** through all areas of the whole school curriculum. Spiritual development is promoted through **RE curriculum**. **Moral development** is promoted through the PSHE-RSE curriculum and positive behaviour management. The range of texts within the English curriculum lend to debates on morals and morality. Pupils' social skills are developed through their check-in circles and within the pastoral support programme. The Thrive programme also supports pupils develop their social and emotional health either on a 1:1 or whole class based activity.

Fundamental British Values

The fundamental British Values are part of the curriculum DNA and the learning language of our classrooms. All the **five Faculty subjects build in opportunities** to highlight a key value (s) within the long term whole school curriculum. To recognize our commitment to the values t=as a school we have dedicated a 'tuckinday' to the values and all resulting work was displayed on each classes' FBV display board as well as a display outside the Head teacher's office. The Humanities Faculty plans for subject enrichment days that build in opportunities to raise awareness to the values.